

California Black-Serving Institution (BSI) Application

1. State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.

Coastline College (Coastline) is unwavering in its commitment to advancing Black and/or African American student success, aligning this commitment with the institutional mission to reimagine education by providing flexible, equitable, and holistic learning opportunities that empower students to achieve social and economic advancement. As a proud Minority Serving Institution (MSI) and emerging California Black-Serving Institution (BSI), Coastline embraces antiracism, equity, inclusion, and social justice as core institutional values. These values are intentionally embedded into Coastline's mission, Vision 2030 goals, and strategic priorities.

The College's dedication is operationalized through programs like Umoja, a vital community at Coastline specifically designed to support the academic, cultural, and personal success of Black and/or African American students. The Umoja program at Coastline is structured to remove barriers and provide culturally relevant tools, mentorship, and guidance for students to attain their educational goals, including degree completion, certificate attainment, and transfer readiness. Grounded in African-centered pedagogy and Umoja promising practices, the program creates a supportive ecosystem that transforms and enriches the lives of students both in and outside the classroom.

The strategic plan for Umoja centers on building sustainable infrastructure that supports increased academic success and goal attainment for Black and/or African American students and other historically underserved populations. Key elements of this strategy include increasing the hours of the part-time Umoja counselor, hiring a dedicated program coordinator, and scaling programs rooted in academic support, cultural identity exploration, career development, and holistic interventions. These efforts are aimed at not only enhancing student engagement but also improving measurable outcomes through data-informed assessment and continuous improvement.

This work directly reflects Coastline's Vision 2030 Goals, particularly a focus on:

- *Equity in Engagement:* By 2030, Coastline College will continue to build upon its achievements to further enhance the student learning journey by fostering meaningful engagement through personalized support services, dynamic and interactive learning pathways and environments, and expanded opportunities for collaboration and real-world application. Simultaneously, the College will promote professional excellence by providing employees with innovative tools and resources, professional development opportunities, and cultivating collaborative and inclusive work environments that enrich instruction and services.
- *Equity in Excellence:* By 2030, Coastline College will continue to build upon its achievements to further student success and educational goal achievement by increasing student completion rates, closing academic equity gaps, and fostering an inclusive environment. The college will empower all employees to actively support these efforts by prioritizing professional growth, ensuring equitable access to resources and tools, and cultivating a collaborative culture focused on equity and achievement. Together, these efforts will create a transformative learning environment that supports all students in

reaching their full potential.

- **Equity in Effectiveness:** By 2030, Coastline College will continue to build upon its achievements to further enhance both student and institutional effectiveness by creating inclusive, engaging, and innovative educational experiences through the integration of culturally relevant practices, proactive and personalized support services, and emerging learning technologies. The College will continue to foster a culture of flexibility and effectiveness by utilizing data and technology to streamline processes, improve efficiency, and ensure fiscal responsibility, enabling sustainable growth and resource allocation while empowering all members of the college community to thrive.

Coastline has taken intentional steps to become a race-conscious institution. In the wake of the murders of Ahmaud Arbery, George Floyd, and Breonna Taylor, Coastline did not remain silent. The College engaged in community dialogue and healing through the Office of Student Equity and the Intercultural Resource Center, creating intentional spaces for reflection, support, and action. These efforts laid the foundation for systemic and procedural changes, including the development of a race-conscious Student Equity and Achievement (SEA) Plan.

In this plan, Coastline moved beyond a general focus on diversity to a deeper analysis of structural barriers, institutional racism, and equity gaps grounded in disaggregated local data. Coastline ensured that all SEA Plan metrics center race as a key factor in student success and built the plan through an inclusive process that involved multiple campus-wide town halls. These conversations elevated student voices and community input to guide policy, programming, and priorities.

In alignment with the College's mission to meet students where they are and the vision to transform lives through accessible and innovative education, Coastline remains steadfast in its commitment to ensuring that Black and/or African American students are seen, supported, and empowered to succeed. Through Umoja and other equity-centered strategies, Coastline continues to transform into a place where all students can thrive.

2. Please state the percentage of the student population enrolled institutions identifying as Black and/or African American for the current term.

The percentage of the student population enrolled at Coastline College that identify as Black and/or African American in Spring 2025 is 10.6% (1,208 of 11,357 students).

3. Please state the number of students identifying as Black and /or African American enrolled at college or university for the current term.

The number of the student population enrolled at Coastline College that identify as Black and/or African American in Spring 2025 is 1,208.

4. Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to certificate completion, and graduation rates of Black and African American students

Coastline College utilizes key performance indicators (KPIs) that directly relate to the College's institutional goals. Five-year KPI stretch goals are set by the College planning committee and reviewed throughout the academic year. The KPIs are embedded in college and program level planning and are disaggregated by student demographics.

Black and/or African American student KPI metric trends (e.g., course success rate) are highlighted and discussed at planning meetings using disaggregated KPI reports, as well as in the Program and Department Review process using KPI data dashboards. The College's Student Equity and Achievement Plan also articulates clear goals to support Black and/or African American student access and completion outcomes. These data metrics and trends are also made available publicly through the various College data dashboards.

The five-year stretch targets for KPIs are as follows: achieving a course success rate of 80.0%, an end-of-term course retention rate of 88.8%, and a fall-to-spring persistence rate of 60.0% for first-time students. Additionally, the goals include reaching a 20.0% transfer rate, a 20.0% employment completion rate, and ensuring that 50.0% of students attain a living wage.

Based on the College's 2024-27 Umoja Campus Plan and draft 2025-25 Student Equity and Achievement Plan, the following goals were developed specifically to support Black and/or African American students.

2024-27 Umoja Campus Plan Goals

- Increase the number of Umoja students by 15%.
- Increase rate of completion for Black and/or African American students to at least 15% over a three-year period in transfer-level English and math.
- Decrease the average units to degree completion for Black and/or African American students by 15% in 2027.
- Increase the number of Black and/or African American students transferring to public and/or private four-year institution by 20% in 2027.
- Increase the number of Black and/or African American student earning a degree or certificate from Coastline College by 20%.

2025-28 Student Equity and Achievement Plan

- Increase successful enrollment for Black and/or African American students by 18 percentage points from
- Increase completion of transfer-level English and math completion for Black and/or African American students by 15 percentage points.
- Increase persistence for Black and/or African American students by 8 percentage points.
- Increase completion for Black and/or African American students by 20 percentage points.
- Increase transfer rates to four-year institutions for Black and/or African American students by 20 percentage points.

5. Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

Coastline's Student Equity and Achievement plan for 2025-2028 includes comprehensive academic equity goals designed to support Black and/or African American students and improve institutional metrics for all learners. These initiatives are strategically aligned to promote successful enrollment, persistence, and completion by embedding culturally responsive practices and support structures across the student experience.

Successful Enrollment efforts will begin with identity-affirming outreach to ensure students receive timely, clear, and relevant information between application and census date. By tailoring messaging that reflects students' backgrounds and experiences, Coastline will foster an early sense of belonging and inclusion, critical elements that directly influence retention and early academic momentum. Additionally, the implementation of "Dolphin Success Week" prior to each semester will provide students with meaningful opportunities to engage with peers, faculty, and campus resources, creating a foundation for strong social and academic integration. These strategies will enhance first-term persistence and ensure students enter the semester equipped and motivated to succeed.

To support the completion of transfer-level math and English, which are pivotal milestones in a student's academic journey, the College will enhance outreach and in-reach campaigns to increase awareness and utilization of academic support services. Auto-enrollment into the Math and Writing Centers ensures all students receive proactive academic assistance rather than relying solely on self-advocacy, which can be a barrier for historically marginalized students. Additionally, the establishment of a Faculty Equity Advisor will bring a focused lens to the curation of inclusive and race-conscious curricula. This role will foster classroom environments that reflect diverse perspectives, build student confidence, and improve course success rates, ultimately reducing time-to-degree and improving long-term academic outcomes.

Improving student persistence requires sustained, culturally responsive support. To strengthen the sense of belonging for Black and/or African American students, Coastline will expand its Umoja program by promoting interdepartmental collaboration, launching a peer mentorship initiative or Umoja Club, and intentionally recruiting Black and/or African American faculty and staff. These efforts will be supported through the creation of an Umoja student handbook, targeted training for faculty and staff on Black and/or African American history and culture, and the designation of dedicated Umoja-aligned resource personnel. Furthermore, a case management model that incorporates intrusive outreach and counseling touchpoints at credit milestones will ensure students receive consistent, personalized support throughout their educational journey. These approaches directly address retention challenges by ensuring students feel seen, valued, and connected to both their academic goals and the campus community.

To facilitate successful transfer, Coastline will enhance students' understanding of financial aid through targeted workshops, a financial literacy resource webpage, and integrated Canvas communications. These resources are critical in supporting informed decision-making and

addressing financial barriers that often hinder progress for students from low-income and racially minoritized backgrounds. Leveraging data to implement early interventions will help advisors identify students at risk of falling off track and provide timely support. Additionally, a new Transfer Equity Task Force will work to refine and strengthen institutional strategies, ensuring more seamless and equitable pathways to four-year institutions. To further support successful transfer, Coastline will strategically leverage its articulation agreements with Historically Black Colleges and Universities (HBCUs), the University of California's Transfer Admission Guarantee (TAG) program, and the California State University's Transfer Success Pathway (TSP) program. These pathways provide guaranteed transfer admission to partnered universities for Black and/or African American students who complete an associate degree for Transfer (ADT) and meet the required GPA.

Finally, Coastline's commitment to degree and certificate completion is highlighted by two high-impact practices. First, the College will ensure that all coursework required for associate degrees and transfer pathways is accessible to students in the Hope Scholars program, particularly incarcerated individuals who are disproportionately Black and/or African American. This guarantees that even the most marginalized students have viable pathways to degree attainment. Second, redesigning degree pathways to rely on Open Educational Resources (OERs) will eliminate textbook costs, a frequent barrier to enrollment and course success. These efforts remove systemic cost-related obstacles that disproportionately affect racially minoritized students, allowing them to complete their education without unnecessary financial strain.

Together, these academic equity goals reflect Coastline College's commitment to dismantling institutional barriers and advancing educational justice. By addressing critical transition points from enrollment to completion with intentional, equity-minded strategies, the College is poised to significantly improve retention, time-to-degree, and graduation outcomes for Black and/or African American students and the broader student body.

6. Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and/or African American Students.

The Umoja Program at Coastline College has been in place since 2019 and is an essential function of student equity and success that supports the achievements of Black and/or African American students.

The vision of the Umoja Community is to transform, enrich, and advance the lives of students by infusing African-centered and Umoja promising practices into the learning and social environment. To create this program, Coastline College elicited the support and assistance of the Umoja Foundation, local non-profits, including the Orange County (OC) Black Chamber of Commerce. Through the Umoja Program, Coastline College has created and began to institutionalize culturally diverse pedagogy and practices for Black and/or African American students into practice. Based on the review of college-level data, Black and/or African American students at Coastline have been disproportionately impacted in the areas of transfer level math and English and transfer to a four-year university. Umoja, has brought not only awareness to these issues, but also became a key partner in closing equity gaps and advancing the success of Black and/or African American students.

The Umoja Strategic Plan at Coastline College centers on infrastructure at Coastline designed to increase the successful outcomes of Black and/or African American students and utilize promising practices for student success for other students who may need assistance in academic goal attainment. To achieve this outcome, Coastline's Umoja community has increased the hours of Umoja's part-time counselor and provides support to Umoja students through direct and holistic interventions. To further strengthen the Umoja community at the College and increase student engagement, the creation and scaling of programs grounded in learning and academic support, cultural and career exploration, and transfer and career readiness will be implemented. These strategies and interventions will improve successful outcomes for students, the collection and analysis of data for assessment and improvement, and effectively and efficiently narrate Coastline student's experiences and address their needs while building an environment of success.

Coastline College holds true to their commitment of serving Black and/or African American students, by sending faculty, classified professionals, and students to African American Male Education Network & Development (A2MEND) conferences annually. Through professional development hosted by A2MEND, the College professionals are sure to align and enhance their knowledge base to support the culture, academic success, and specific needs of Black and/or African American students. Additionally, Coastline College has provided professional development including participation in the African Diaspora Education Summit in Ghana, which has enabled administrators and faculty to deepen their understanding of African-Centered Education. Beyond their understanding, faculty have implemented best practices in course development through their participation in Coastline's Faculty Equity Course, which focuses on culturally relevant pedagogy implementation that supports Black and/or African American students. Through Coastline's affiliation with Umoja, A2MEND, local community partners, and internal organizations the college continues to show their commitment to learning and strategic partnership to support Black and/or African American students.

7. Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following.

(A) a mission statement that addresses the applicant's commitment to serve Black and/or African American students.

The College's mission statement serves as the central guiding document for institutional practices and decision-making. The mission statement is reviewed annually to ensure alignment with the College's strategic direction. Within the document is a proposal that outlines an evolution of the mission statement in response to the BSI designation, aiming to align it with the College's current identity as a Hispanic-Serving Institution (HSI), an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), and a Minority-Serving Institution (MSI).

College Mission Statement

Coastline College was founded with a vision to reimagine education by offering flexible learning and services that open new avenues for social and economic advancement through the attainment of degrees, certificates, seamless transfers to four-year colleges/universities, and career-focused competencies. As a proud Hispanic Serving Institution (HSI), Asian American, Native American, Pacific Islander Serving Institution (AANAPISI), and Minority Serving Institution (MSI), we embrace diversity, equity, inclusion, social justice, accessibility, and antiracism as core aspects of our identity and mission. We strive to empower students to become discerning, empathetic, and impactful contributors to a global society. By meeting students where they are, Coastline is committed to delivering innovative and holistic instruction and services, designed to achieve equitable outcomes.

Proposed Mission Statement once obtaining BSI designation

Coastline College was founded with a vision to reimagine education by offering flexible learning and services that open new avenues for social and economic advancement through the attainment of degrees, certificates, seamless transfers to four-year colleges/universities, and career-focused competencies. As a proud Hispanic Serving Institution (HSI), Asian American, Native American, Pacific Islander Serving Institution (AANAPISI), *Black Serving Institution (BSI)*, and Minority Serving Institution (MSI), we embrace diversity, equity, inclusion, social justice, accessibility, and antiracism as core aspects of our identity and mission. We strive to empower students to become discerning, empathetic, and impactful contributors to a global society. By meeting students where they are, Coastline is committed to delivering innovative and holistic instruction and services, designed to achieve equitable outcomes.

The Umoja mission statement facilitates the College's Umoja Campus Plan and goals.

Umoja Mission Statement

The Umoja program actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas. Umoja provides programming, curriculum, training, assessment, and knowledge sharing to colleges across the state as well as strengthens relationships with transfer partner institutions and cultivates Umoja programming with secondary schools. Umoja plays a significant role in the equity work in the community college system to close the achievement gap, especially for historically under resourced students.

(B) outreach services to potential Black and/or African American students

2024-27 Umoja Campus Plan

The Umoja Campus Program at Coastline Community College aims to enrich and advance the lives of its students by incorporating African-centered practices into the learning environment (Page 1). The program's strategic plan focuses on building an infrastructure to increase the success of Black and/or African American students. Key strategies include increasing the hours of the Umoja part-time counselor and hiring a coordinator to provide students with direct and holistic support (Page 1). By scaling programs centered on academic support, cultural exploration, and career readiness, the college intends to improve student outcomes and better narrate student experiences (Page 1). Serving a student population that is 85% online, the program utilizes dedicated virtual spaces for students to gather, as it has for the past five years (Page 10, 11). The program outlines several key objectives to achieve its goals. These include increasing student participation through targeted marketing campaigns and partnerships with local high school organizations (Page 7). To improve course success, the plan involves developing culturally responsive courses in math and English, providing professional development for faculty, and establishing a tutoring program (Page 7). The college also seeks to decrease the time to degree completion by creating comprehensive educational plans and conducting regular degree audits for students (Page 8). To boost transfer rates, the program will partner with the Career and Transfer Center and host tours of four-year institutions, including HBCUs (Page 8, 9). Finally, the plan aims to increase the number of students earning degrees and certificates through intentional outreach, celebrating student milestones, and ensuring every participant connects with a counselor (Page 9).

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2022-25 SEA Plan

The plan took an intentional and student-centered approach to outreach and engagement for Black and/or African American students, particularly males, through a coordinated set of strategies. On Page 3, outreach was addressed by raising awareness about students' enrollment rights and ensuring that information about support services was broadly communicated. Efforts to build learning communities and foster a stronger sense of belonging in the classroom were central to engagement, as was providing faculty with professional development in equity-minded practices to help create more welcoming environments. On Page 4, engagement deepened through the formation of a dedicated task force composed of Black and/or African American faculty, staff, leadership, and students, which guided outreach efforts and ensured that activities remained relevant and responsive to student needs. The plan also described collaborations with organizations like Umoja and increased visibility of transfer information, which directly engaged students and provided critical guidance from their first term through transfer. In later sections, the plan continued to address outreach and engagement by identifying "friction points" that had hindered connection and proposing responsive solutions. Pages 14-16 recommended mandatory orientation, automatic enrollment in learning support, and the creation of student-led study communities, all of which engaged students early and kept them connected to campus resources and peers. On Pages 21-25, the plan acknowledged the need for more student-centered outreach, especially for working parents and online learners, and proposed a case management approach that featured proactive advising and outreach, as well as hiring dedicated staff to focus on Black and/or African American student engagement. Finally, on Pages 26-30, outreach was enhanced through expanded cross-departmental partnerships, more consistent communication about

transfer opportunities, and professional development in cultural competency, ensuring that faculty and staff were prepared to engage and support students from diverse backgrounds. Together, these strategies demonstrated a comprehensive commitment to both reaching out to Black and/or African American students and fostering authentic engagement throughout their educational journey.

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(C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events.

2024-27 Umoja Campus Plan

Coastline intends to bolster academic success through a variety of targeted support services. The plan proposes increasing the hours for a part-time Umoja counselor and hiring a coordinator to provide students with direct and holistic interventions (Page 1). To enhance classroom instruction, a Faculty Equity Advisor will be appointed to help create culturally responsive courses in math and English (Page 7). The college will also offer professional development for instructors, establish a near-peer tutoring program, and embed Math and Writing Centers directly into transfer-level courses (Page 7). To keep students on track, the program will develop comprehensive educational plans, conduct semesterly degree audits, and partner with the Career and Transfer Center to streamline the path to four-year institutions (Page 8). The program also emphasizes basic needs and engagement support to create an environment where students can thrive. To foster a sense of community, the plan includes creating and scaling programs focused on cultural exploration and career readiness (Page 1). The budget allocates funds for student events, marketing, college tours, and supplies for workshops and the speaker series (Page 5). To further support students, the program will provide noncredit courses to enhance basic skills, celebrate educational milestones, and offer financial support for academic memberships in organizations like Phi Theta Kappa (Page 5, 9). While a dedicated physical space is not feasible for the largely online student body, the program provides dedicated virtual spaces and equity hubs to foster connection (Page 11).

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2022-25 SEA Plan

Coastline College enhanced academic support for Black and/or African American students through several targeted initiatives. The plan proposed hiring a part-time Umoja counselor for direct student support (Page 23) and piloting a case management system to provide intrusive outreach and advising (Page 24). To better integrate students, the college planned to automatically enroll them into the Umoja program (Page 15, 24) and offer a Summer/Intersession Bridge program (Page 16). Faculty received professional development on equity-minded teaching and culturally relevant course content (Page 3), alongside an online equity training focused on curriculum development for Black and/or African American students (Page 30). These efforts were complemented by plans to build learning communities and provide integrated academic support like embedded tutoring (Page 3). To address basic needs and improve transfer outcomes, the college planned to increase the hiring of retention specialists to assist Black and/or African American students (Page 39). A key transfer strategy involved creating a designated task force of Black and/or African American colleagues, staff, and students to guide interventions and increase visibility of transfer opportunities (Page 4). The college also aimed to strengthen partnerships with HBCU transfer programs and other institutions like UCs and CSUs (Page 4). To alleviate financial burdens, the plan included scaling Open Educational Resources (OER) to Black and/or African American Hope Scholars (Page 5), and students could continue to access emergency aid and technology support through the existing Dolphin Assistance Program (Page 7).

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D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded

Coastline College's Umoja Campus Program has developed a strategic and sustainable resource allocation plan to support its designation as a Black-Serving Institution. This plan, grounded in the certified 2021–2022 and 2024–2027 Umoja Campus Program Plans, ensures intentional investment in culturally responsive support services, student engagement, and institutional capacity-building over the five-year designation period. It is also closely aligned with Coastline's 2025–2028 Student Equity and Achievement (SEA) Plan, which outlines measurable goals and targeted strategies to close equity gaps for Black and/or African American students across the educational journey.

Three key funding sources support these initiatives. The original Umoja Campus Programs Plan funding provides \$210,962 in resources, active from June 1, 2023, through January 31, 2026, with \$42,068.97 remaining as of June 2, 2025. In addition, the 2024–2027 Umoja Campus Programs Plan allocates \$199,312 for the period from June 1, 2025, through September 30, 2027. Currently, the NOVA budget system reflects \$134,352 of this amount, with the California Community Colleges Chancellor's Office confirming that the remaining and proposed amount of \$64,960 designated for 2026–27 will be added in a future update. Lastly, the SEA Plan has allocated \$75,000 for 2025–2026 to support the expansion of Umoja programming and resources that support Black and/or African American students.

Funding Source	Funding Amount
Umoja Campus Program Plan (23-25)	\$42,068.97
Umoja Campus Program Plan (24-27)	\$199,312
Student Equity Plan Allocation (25-26)	\$75,000
<i>Total Allocation</i>	<i>\$316,380</i>

The largest portion of resources is dedicated to personnel, particularly through a part-time Umoja counselor position. This role provides academic advising, educational planning, and holistic student support grounded in culturally responsive practices. This investment is central to the Umoja Program's ability to support Coastline's SEA Plan goal of increasing transfer-level math and English completion for Black and/or African American students by 13 percentage points by 2028. The counselor will also play a key role in the case management model and intrusive outreach strategies identified in the SEA Plan, including personalized touchpoints and culturally responsive student educational plan development.

Additional funds are allocated for supplies and materials to support outreach efforts, marketing, and Umoja cultural programming. These include materials for community events, promotional campaigns, and signature Umoja activities such as Kwanzaa celebrations, study jams, and graduation ceremonies. These engagements are aligned with the SEA Plan's emphasis on fostering belonging and community through culturally responsive student programming, peer mentorship, and early connection to campus resources.

Resources are also designated for professional development and community engagement. These investments support faculty and staff in attendance at professional development conferences such as Umoja and A2MEND, the hosting of guest speakers, and active participation in community events like the Black History Parade and Juneteenth celebrations. These activities align with the

SEA Plan's Community of Practice initiative, which centers on race-conscious pedagogy, inclusive curriculum redesign, and sustained professional learning on racial equity frameworks.

To directly support students, the program funds academic tools such as book vouchers, memberships in honor societies like Phi Theta Kappa, and educational planning resources including the Umoja Green Book. These efforts remove structural barriers to persistence and completion, key SEA Plan goals that include an 8-percentage-point increase in persistence and a 17-percentage-point increase in completion for Black and/or African American students by 2028.

Strategically, the initial phase of the Umoja Campus Program focused on infrastructure planning and aligning program goals with Coastline's broader equity mission. The subsequent years have centered on launching key roles and services, expanding student engagement, enhancing academic support, and building data systems to track impact. In the latter years of the grant period, the program will continue to strengthen outreach and support efforts, expand transfer pathway programming to Historically Black Colleges and Universities (HBCUs), and deepen investment in professional development and institutional collaboration. This includes collaboration with Transfer Services and the Umoja counselor to support SEA Plan actions such as targeted transfer workshops, updated HBCU content, and the formation of a Transfer Equity Task Force.

All Umoja Campus Program activities are reviewed annually and overseen by the Dean of Students. Promising practices and impactful strategies are brought forward for institutionalization through the Program and Department Review process and discussed further at the College's Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and the Budget Committee. This process ensures that Umoja initiatives are not only sustainable but fully integrated into the college's long-term planning and aligned with both BSI designation goals and the equity-centered objectives outlined in the SEA Plan.

(E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black-Serving Institution goals.

2024-27 Umoja Strategic Plan

Based on the program plan, Coastline College will leverage existing internal partnerships and structures to facilitate culturally relevant professional development for its faculty. The plan outlines the creation of an intentional partnership with the college's current Career and Transfer Center, which will involve ongoing meetings and professional development activities (Page 8). This collaboration is designed to ensure continuity and establish best practices for effectively supporting the transfer of African American/Black and other historically underrepresented students. Furthermore, the college commits to providing professional development learning opportunities to expand the use of culturally relevant pedagogy specifically within its existing math and English departments (Page 7). The college will also utilize its established academic support services and equity frameworks to enhance faculty development. The plan calls for embedding the existing Math and Writing Centers into transfer-level courses, an initiative that will be undertaken in collaboration with the college's Student Equity Plan (Page 8). This strategy fosters a collaborative environment where faculty and support staff develop and implement new methods together to close equity gaps. To guide these efforts, a new Faculty Equity Advisor position will be created to

provide direct guidance and support to the existing math and English departments in creating more culturally responsive courses (Page 7).

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2022-25 SEA Plan

Coastline College leveraged its internal committees and peer groups to provide culturally relevant professional development. The college utilized its Faculty Equity Champions/Curators, a peer-to-peer group, to provide workshops to faculty focused on culturally relevant training (Page 7, 39). The Student Equity and Achievement (SEA) Work Group, an existing committee, adapted a research-based "Online Equity Training" course to help faculty align their courses with equity principles (Page 27). Furthermore, the college's AB705 group, comprised of administrators and faculty, served as an existing resource that contacted other colleges to learn about and align best practices (Page 17). The institution also supported its Academic Senate and Faculty Success Center with their work on diversity, equity, and inclusion (DEI) initiatives and syllabus reviews (Page 7). The institution also utilized its established training formats and dedicated funding streams to advance its equity goals. The plan included using existing FLEX sessions, which were standard professional development days, for ongoing cultural competency training opportunities (Page 30, 35). The college planned to implement cross-disciplinary training to increase knowledge of equity practices in the classroom (Page 30, 34). To support these activities, the college used Guided Pathways funding for speakers, workshops, and materials that encouraged an equitable culture shift (Page 39). Additionally, the institution had an established practice of providing funding for staff and administrators to attend external conferences focused on diversity, equity, and inclusion (Page 7).

See Appendix B

8. Data: Community College applicants submit the following for the previous three academic years:

(A) The number of degree and certificate programs completed by all students, and by Black and/or African American students.

Degree and Certificate Programs Completed	2021-22	2022-23	2023-24
All Student	2,019	2,152	2,034
Degrees	1,432	1,346	1,171
Certificates	587	806	863
Black and/or African American Students	249	313	301
Degrees	187	228	206
Certificates	62	85	95

Banner Student Information System

(B) The number of all students, and of Black and/or African American students, who completed degree and certificate programs within normal time and up to 300% of normal time to degree completion.

Graduation/ Completion Rate	Cohort 2018	Cohort 2019	Cohort 2020
All Student	23%	25%	28%
Black and/or African American Students	11%	0%	33%

Annual Integrated Postsecondary Education Data System (IPEDS) reports at 150% completion rate

(C) The student transfer rates for all students, and for Black and/or African American students to four-year colleges and universities.

Transfer Rate	Cohort 2016	Cohort 2017	Cohort 2018
All Student	19%	18%	19%
Black and/or African American Students	11%	5%	6%

Student Equity and Achievement Data

9. Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

10. Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment (Carlos/Carisa) [STATUS: Completed]

Coastline promotes equity and inclusion for Black and/or African American and other students through a combination of academic support, culturally responsive programming, and intentional community-building. At the center of these efforts is the Umoja Program, which provides students with access to a range of support services including a laptop lending program, book vouchers, priority registration, and culturally relevant counseling. The Umoja program fosters academic growth through learning communities, workshops, and peer-to-peer support, while also offering opportunities for cultural enrichment through community events and college tours.

Umoja creates a safe and affirming space where students can engage in conversations about issues impacting their lives, while building strong connections with faculty, staff, and peers. The program is supported by the College's broader commitment to equity, including holistic counseling services and financial aid assistance. Together, these efforts aim to remove barriers, increase persistence and retention rates, and create a campus environment where Black and/or African American and other students feel seen, supported, and empowered to reach their goals.

Coastline College offers a range of student support resources, including the Student Equity and Achievement (SEA) Plan, basic needs services such as the Dolphin Assistance Program, Student Life, and academic programs such as Extended Opportunity Programs and Services (EOPS) and Math, Engineering, Science Achievement (MESA). The SEA Plan has shifted from a general focus on diversity to a race-conscious approach. Informed by internal data, the College identified systemic barriers to student success and centered all SEA metrics on race. To develop the plan inclusively, Coastline hosted multiple town halls and formed five cross-functional design teams to address student equity, diversity, anti-racism, accessibility, and inclusion.

Coastline College provides comprehensive basic needs services with an intentional, race-conscious approach to address the systemic barriers that disproportionately impact Black and/or African American students and other historically marginalized communities. These services include food distribution, CalFresh outreach, housing assistance, mental health support, and academic resources such as technology, books, and supplies. In partnership with Second Harvest Food Bank, Coastline offers regular food distribution events led by student assistants, helping to reduce food insecurity—a barrier that data shows disproportionately affects Black and/or African American students. To build long-term, equity-centered infrastructure, the College has hired a full-time Basic Needs Manager to oversee programs, serve as a key resource for students and employees, and work with community organizations to expand access to critical resources that promote student retention and completion. As housing insecurity continues to impact Black and/or African American students at disproportionate rates, Coastline is building partnerships with state and local agencies and allocating emergency funds specifically aimed at supporting those most at risk. The College also works closely with the Student Equity Office to provide academic-related basic needs through the Dolphin Assistance Program, including technology loans, book vouchers, and textbook lending—resources managed in part by student ambassadors and the Basic Needs Project Coordinator. Coastline's targeted outreach efforts prioritize students with the greatest needs, with intentional collaboration among Financial Aid, EOPS, CARE, and NextUp, faculty, and

staff to identify and directly support Black and/or African American students experiencing economic and academic hardships.

Within the Office of Student Life, data-driven efforts have been implemented to enhance student belonging and engagement, with a particular focus on supporting underserved populations—especially Black and/or African American students. These efforts include intentional collaboration and recruitment across various student leadership opportunities at the College. For example, the College has partnered with the internal Retention Team to send targeted communications to male students of color at Coastline College, promoting professional development opportunities such as the *Men of Color* workshop series. This series, facilitated by faculty and staff in leadership roles, featured sessions like *Barrier Busters: Overcoming Challenges to Education* and *Identity Spark: Igniting Your Educational Journey*. In addition, the Associated Student Government (ASG) has intentionally supported student participation in impactful conferences such as the Men of Color Conference, A2MEND, and Women Hold Up Half the Sky, enabling students to learn from leaders who share similar backgrounds and to build professional networks within higher education. As a result of these efforts, a survey of students who participated in Fall 2024 Student Life events showed that 97.5% felt a greater sense of belonging at Coastline. Importantly, there were no equity gaps in participation; students of all identities and lived experiences were represented in these activities.

Coastline is proud to offer EOPS and MESA—two high-impact academic programs that specifically aim to close equity gaps and provide holistic support to historically underrepresented students. EOPS serves low-income, first-generation college students, offering personalized academic counseling, priority registration, textbook assistance, and transfer guidance. The program works intentionally to increase access and completion for Black and/or African American students by offering wraparound services that address both academic and personal needs. Similarly, MESA is a STEM-focused program that provides a supportive learning community, tutoring, transfer assistance, and exposure to industry professionals for students pursuing degrees in science, technology, engineering, and math. MESA is especially committed to increasing the representation and success of students of color in STEM fields, including Black and/or African American students.

11. Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black-Serving Institution.

Coastline College demonstrates a deep, institution-wide commitment to advancing racial equity and dismantling systemic barriers that impede Black and/or African American student success. This commitment is foundational, evident in the College's strategic planning, resource allocation, and organizational culture.

The College has embraced a sustained shift toward race-conscious, anti-deficit frameworks, integrating equity-focused professional development and programming across departments. Long-term institutional support for the Umoja Program has been formalized through a Memorandum of Agreement, and a dedicated Umoja space is currently in development. Umoja practices guide instruction, counseling, and student engagement, with expanded course offerings and culturally affirming approaches.

Equity-driven innovation is central to Coastline's approach. Signature initiatives such as the *Teaching for Equity Symposium* and the *Deeper Roots* professional learning series engage faculty and staff in examining structural racism, adopting inclusive pedagogies, and grounding their work in culturally responsive practices. These efforts are sustained through the College's Culturally Responsive Pedagogy and Practices (CRPP) Innovative Best Practices grant, which directly funds professional development to increase institutional capacity for racial equity and support for Black and/or African American students.

Events and programs such as Black Graduation, Juneteenth celebrations, Black Student Success Week, and the Black Faculty and Staff Affinity Group and Umoja Program provide year-round opportunities to affirm Black and/or African American identity, build community, and elevate excellence across campus. These efforts also support Black and/or African American faculty and classified professionals by fostering visibility, solidarity, and leadership development.

This commitment is reinforced through core institutional policies:

- **Board Policy 3410 Prohibition of Discrimination and Harassment** affirms the District's prohibition of unlawful discrimination, harassment, and retaliation, and mandates ongoing training to promote understanding of diversity, equity, inclusion, and nondiscrimination.
- **Administrative Procedure 3435 Unlawful Discrimination, Harassment, and Retaliation Complaints and Investigations** establishes clear, equity-centered processes for investigating and resolving discrimination and harassment complaints, protecting the rights of all campus community members.
- **Board Policy 7120 Employee Recruitment and Selection** mandates inclusive, equitable recruitment and hiring practices, ensuring that the College builds a diverse workforce that reflects and serves its student population.
- **Board Policy 4901 International and Multicultural Education** articulates the District's commitment to international and multicultural education as a key element of global competence and cultural understanding, contributing to a more inclusive campus environment.

With over 90% of courses offered asynchronously online, Coastline College extends culturally responsive instruction and services to Black and/or African American learners locally, regionally, and nationally. Virtual spaces such as "The Porch" and "Live Learning" promote connection and

belonging across distance.

Support for Black and/or African American students is embedded in the College's infrastructure, including SEA-funded initiatives, culturally responsive curriculum design, and collaborative programming that amplifies student voice and fosters academic agency. Equity is not the responsibility of a single department; it is embedded in every level of the institution.

Coastline's readiness for the California BSI designation reflects an ongoing, mission-aligned transformation, driven by equity, sustained by community, and committed to innovation, accountability, and care.



Date: June 1st, 2025

To: California State University Statewide Central Office for the Advancement of Black Student Success

Subject: Certification of Commitment to Black and African American Student Success

To Whom It May Concern,

As the President of Coastline College, I hereby certify our unwavering institutional commitment to advancing the academic success of Black and African American students in a manner that is fully aligned with Coastline College's mission and the Coastline College 2030 Vision Plan.

Our mission and vision emphasize cultivating inclusive, innovative, and equitable learning environments that empower all students, especially those from historically underserved and marginalized populations. The Coastline College 2030 Vision Plan specifically identifies the imperative to serve and support diverse student populations- including Black and African American students-by eliminating equity gaps, enhancing cultural responsiveness, and ensuring student-centered support services.

To this end, Coastline College has implemented, and will continue to strengthen, comprehensive efforts aimed at Black and African American student success, including:

- Strategic Alignment with the 2030 Vision Plan: Coastline is embedding equity-focused goals across all academic and support programs, ensuring intentional alignment with the Vision Plan's focus on student belonging, access, and success.
- Resource Commitment: Allocation of dedicated funding, personnel, and infrastructure to support initiatives that enhance the academic achievement, retention, and graduation rates of Black and African American students.
- Culturally Responsive Curriculum and Support Services: Expansion of culturally relevant curriculum, mentorship programs, and wraparound services tailored to meet the specific needs of Black and African American students.
- Community and Partnership Engagement: Fostering collaborative partnerships with local Black communities, organizations, and K-12 institutions to create welcoming pathways to postsecondary education and beyond.
- Ongoing Assessment and Accountability: Commitment to data-informed decision-making and accountability systems that monitor progress toward closing equity gaps for Black and African American students.

These initiatives are an essential part of our broader mission to serve the entire community with excellence, and they reflect our steadfast commitment to equity, inclusion, and student success.

Sincerely,

A handwritten signature in blue ink that reads 'Vince Rodriguez'.

Vincent Rodriguez, Ed.D.

President

Coastline College

Phone: (714) 241-6153

vrodriguez@coastline.edu



(A) a mission statement that addresses the applicant's commitment to serve Black and/or African American students.

The College's mission statement serves as the central guiding document for institutional practices and decision-making. The mission statement is reviewed annually to ensure alignment with the College's strategic direction. Within the document is a proposal that outlines an evolution of the mission statement in response to the BSI designation, aiming to align it with the College's current identity as a Hispanic-Serving Institution (HSI), an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), and a Minority-Serving Institution (MSI).

Current College Mission Statement

Coastline College was founded with a vision to reimagine education by offering flexible learning and services that open new avenues for social and economic advancement through the attainment of degrees, certificates, seamless transfers to four-year colleges/universities, and career-focused competencies. As a proud Hispanic Serving Institution (HSI), Asian American, Native American, Pacific Islander Serving Institution (AANAPISI), and Minority Serving Institution (MSI), we embrace diversity, equity, inclusion, social justice, accessibility, and antiracism as core aspects of our identity and mission. We strive to empower students to become discerning, empathetic, and impactful contributors to a global society. By meeting students where they are, Coastline is committed to delivering innovative and holistic instruction and services, designed to achieve equitable outcomes.

Proposed Mission Statement once BSI designation obtained

Coastline College was founded with a vision to reimagine education by offering flexible learning and services that open new avenues for social and economic advancement through the attainment of degrees, certificates, seamless transfers to four-year colleges/universities, and career-focused competencies. As a proud Hispanic Serving Institution (HSI), Asian American, Native American, Pacific Islander Serving Institution (AANAPISI), *Black Serving Institution (BSI)*, and Minority Serving Institution (MSI), we embrace diversity, equity, inclusion, social justice, accessibility, and antiracism as core aspects of our identity and mission. We strive to empower students to become discerning, empathetic, and impactful contributors to a global society. By meeting students where they are, Coastline is committed to delivering innovative and holistic instruction and services, designed to achieve equitable outcomes.

The Umoja mission statement facilitates the College's Umoja Campus Plan and goals.

Umoja Mission Statement

The Umoja program actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas. Umoja provides programming, curriculum, training, assessment, and knowledge sharing to colleges across the state as well as strengthens relationships with transfer partner institutions and cultivates Umoja programming with secondary schools. Umoja plays a significant role in the equity work in the community college system to close the achievement gap, especially for historically under resourced students.

(B) outreach services to potential Black and/or African American students

2024-27 Umoja Campus Plan

The Umoja Campus Program at Coastline Community College aims to enrich and advance the lives of its students by incorporating African-centered practices into the learning environment (Page 1). The program's strategic plan focuses on building an infrastructure to increase the success of Black and/or African American students. Key strategies include increasing the hours of the Umoja part-time counselor and hiring a coordinator to provide students with direct and holistic support (Page 1). By scaling programs centered on academic support, cultural exploration, and career readiness, the college intends to improve student outcomes and better narrate student experiences (Page 1). Serving a student population that is 85% online, the program utilizes dedicated virtual spaces for students to gather, as it has for the past five years (Page 10, 11). The program outlines several key objectives to achieve its goals. These include increasing student participation through targeted marketing campaigns and partnerships with local high school organizations (Page 7). To improve course success, the plan involves developing culturally responsive courses in math and English, providing professional development for faculty, and establishing a tutoring program (Page 7). The college also seeks to decrease the time to degree completion by creating comprehensive educational plans and conducting regular degree audits for students (Page 8). To boost transfer rates, the program will partner with the Career and Transfer Center and host tours of four-year institutions, including HBCUs (Page 8, 9). Finally, the plan aims to increase the number of students earning degrees and certificates through intentional outreach, celebrating student milestones, and ensuring every participant connects with a counselor (Page 9).

See Appendix A

2022-25 SEA Plan

The plan took an intentional and student-centered approach to outreach and engagement for Black and/or African American students, particularly males, through a coordinated set of strategies. On Page 3, outreach was addressed by raising awareness about students' enrollment rights and ensuring that information about support services was broadly communicated. Efforts to build learning communities and foster a stronger sense of belonging in the classroom were central to engagement, as was providing faculty with professional development in equity-minded practices to help create more welcoming environments. On Page 4, engagement deepened through the formation of a dedicated task force composed of Black and/or African American faculty, staff, leadership, and students, which guided outreach efforts and ensured that activities remained relevant and responsive to student needs. The plan also described collaborations with organizations like Umoja and increased visibility of transfer information, which directly engaged students and provided critical guidance from their first term through transfer. In later sections, the plan continued to address outreach and engagement by identifying "friction points" that had hindered connection and proposing responsive solutions. Pages 14-16 recommended mandatory orientation, automatic enrollment in learning support, and the creation of student-led study communities all of which engaged students early and kept them connected to campus resources and peers. On Pages 21-25, the plan acknowledged the need for more student-centered outreach, especially for working parents and online learners, and proposed a case management approach that featured proactive advising and outreach, as well as hiring dedicated staff to focus on Black and/or African American student engagement. Finally, on Pages 26-30, outreach was enhanced through expanded cross-departmental partnerships, more consistent communication about transfer opportunities, and professional development in cultural competency, ensuring that faculty and staff were prepared to engage and support students from diverse backgrounds. Together, these strategies demonstrated a comprehensive commitment to both reaching out to Black and/or African American students and fostering authentic engagement throughout their educational journey.

See Appendix B

(C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events.

2024-27 Umoja Campus Plan

Coastline intends to bolster academic success through a variety of targeted support services. The plan proposes increasing the hours for a part-time Umoja counselor and hiring a coordinator to provide students with direct and holistic interventions (Page 1). To enhance classroom instruction, a Faculty Equity Advisor will be appointed to help create culturally responsive courses in math and English (Page 7). The college will also offer professional development for instructors, establish a near-peer tutoring program, and embed Math and Writing Centers directly into transfer-level courses (Page 7). To keep students on track, the program will develop comprehensive educational plans, conduct semesterly degree audits, and partner with the Career and Transfer Center to streamline the path to four-year institutions (Page 8). The program also emphasizes basic needs and engagement support to create an environment where students can thrive. To foster a sense of community, the plan includes creating and scaling programs focused on cultural exploration and career readiness (Page 1). The budget allocates funds for student events, marketing, college tours, and supplies for workshops and speaker series (Page 5). To further support students, the program will provide noncredit courses to enhance basic skills, celebrate educational milestones, and offer financial support for academic memberships in organizations like Phi Theta Kappa (Page 5, 9). While a dedicated physical space is not feasible for the largely online student body, the program provides dedicated virtual spaces and equity hubs to foster connection (Page 11).

See Appendix A

2022-25 SEA Plan

Coastline College enhanced academic support for Black and/or African American students through several targeted initiatives. The plan proposed hiring a part-time Umoja counselor for direct student support (Page 23) and piloting a case management system to provide intrusive outreach and advising (Page 24). To better integrate students, the college planned to automatically enroll them into the Umoja program (Page 15, 24) and offer a Summer/Intersession Bridge program (Page 16). Faculty received professional development on equity-minded teaching and culturally relevant course content (Page 3), alongside an online equity training focused on curriculum development for Black and/or African American students (Page 30). These efforts were complemented by plans to build learning communities and provide integrated academic support like embedded tutoring (Page 3). To address basic needs and improve transfer outcomes, the college planned to increase the hiring of retention specialists to assist Black and/or African American students

(Page 39). A key transfer strategy involved creating a designated task force of Black and/or African American colleagues, staff, and students to guide interventions and increase visibility of transfer opportunities (Page 4). The college also aimed to strengthen partnerships with HBCU transfer programs and other institutions like UCs and CSUs (Page 4). To alleviate financial burdens, the plan included scaling Open Educational Resources (OER) to Black and/or African American Hope Scholars (Page 5), and students could continue to access emergency aid and technology support through the existing Dolphin Assistance Program (Page 7).

See Appendix B

D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded

Coastline College's Umoja Campus Program has developed a strategic and sustainable resource allocation plan to support its designation as a Black-Serving Institution. This plan, grounded in the certified 2021–2022 and 2024–2027 Umoja Campus Program Plans, ensures intentional investment in culturally responsive support services, student engagement, and institutional capacity-building over the five-year designation period. It is also closely aligned with Coastline's 2025–2028 Student Equity and Achievement (SEA) Plan, which outlines measurable goals and targeted strategies to close equity gaps for Black and/or African American students across the educational journey.

Three key funding sources support these initiatives. The original Umoja Campus Programs Plan funding provides \$210,962 in resources, active from June 1, 2023, through January 31, 2026, with \$42,068.97 remaining as of June 2, 2025. In addition, the 2024–2027 Umoja Campus Programs Plan allocates \$199,312 for the period from June 1, 2025, through September 30, 2027. Currently, the NOVA budget system reflects \$134,352 of this amount, with the California Community Colleges Chancellor's Office confirming that the remaining and proposed amount of \$64,960 designated for 2026–27 will be added in a future update. Lastly, the SEA Plan has allocated \$75,000 for 2025–2026 to support the expansion of Umoja programming and resources that support Black and/or African American students.

Funding Source	Funding Amount
Umoja Campus Program Plan (23-25)	\$42,068.97
Umoja Campus Program Plan (24-27)	\$199,312
Student Equity Plan Allocation (25-26)	\$75,000
<i>Total Allocation</i>	<i>\$316,380</i>

The largest portion of resources is dedicated to personnel, particularly through a part-time Umoja counselor position. This role provides academic advising, educational planning, and holistic student support grounded in culturally responsive practices. This investment is

central to the Umoja Program's ability to support Coastline's SEA Plan goal of increasing transfer-level math and English completion for Black and/or African American students by 13 percentage points by 2028. The counselor will also play a key role in the case management model and intrusive outreach strategies identified in the SEA Plan, including personalized touchpoints and culturally responsive student educational plan development.

Additional funds are allocated for supplies and materials to support outreach efforts, marketing, and Umoja cultural programming. These include materials for community events, promotional campaigns, and signature Umoja activities such as Kwanzaa celebrations, study jams, and graduation ceremonies. These engagements are aligned with the SEA Plan's emphasis on fostering belonging and community through culturally responsive student programming, peer mentorship, and early connection to campus resources.

Resources are also designated for professional development and community engagement. These investments support faculty and staff in attendance at professional development conferences such as Umoja and A2MEND, the hosting of guest speakers, and active participation in community events like the Black History Parade and Juneteenth celebrations. These activities align with the SEA Plan's Community of Practice initiative, which centers on race-conscious pedagogy, inclusive curriculum redesign, and sustained professional learning on racial equity frameworks.

To directly support students, the program funds academic tools such as book vouchers, memberships in honor societies like Phi Theta Kappa, and educational planning resources including the Umoja Green Book. These efforts remove structural barriers to persistence and completion, key SEA Plan goals that include an 8-percentage-point increase in persistence and a 17-percentage-point increase in completion for Black and/or African American students by 2028.

Strategically, the initial phase of the Umoja Campus Program focused on infrastructure planning and aligning program goals with Coastline's broader equity mission. The subsequent years have centered on launching key roles and services, expanding student engagement, enhancing academic support, and building data systems to track impact. In the latter years of the grant period, the program will continue to strengthen outreach and support efforts, expand transfer pathway programming to Historically Black Colleges and Universities (HBCUs), and deepen investment in professional development and institutional collaboration. This includes collaboration with Transfer Services and the Umoja counselor to support SEA Plan actions such as targeted transfer workshops, updated HBCU content, and the formation of a Transfer Equity Task Force.

All Umoja Campus Program activities are reviewed annually and overseen by the Dean of Students. Promising practices and impactful strategies are brought forward for institutionalization through the Program and Department Review process and discussed

further at the College's Planning, Institutional Effectiveness, and Accreditation Committee (PIEAC) and the Budget Committee. This process ensures that Umoja initiatives are not only sustainable but fully integrated into the college's long-term planning and aligned with both BSI designation goals and the equity-centered objectives outlined in the SEA Plan.

(E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black-Serving Institution goals.

2024-27 Umoja Strategic Plan

Based on the program plan, Coastline College will leverage existing internal partnerships and structures to facilitate culturally relevant professional development for its faculty. The plan outlines the creation of an intentional partnership with the college's current Career and Transfer Center, which will involve ongoing meetings and professional development activities (Page 8). This collaboration is designed to ensure continuity and establish best practices for effectively supporting the transfer of African American/Black and other historically underrepresented students. Furthermore, the college commits to providing professional development learning opportunities to expand the use of culturally relevant pedagogy specifically within its existing math and English departments (Page 7). The college will also utilize its established academic support services and equity frameworks to enhance faculty development. The plan calls for embedding the existing Math and Writing Centers into transfer-level courses, an initiative that will be undertaken in collaboration with the college's Student Equity Plan (Page 8). This strategy fosters a collaborative environment where faculty and support staff develop and implement new methods together to close equity gaps. To guide these efforts, a new Faculty Equity Advisor position will be created to provide direct guidance and support to the existing math and English departments in creating more culturally responsive courses (Page 7).

See Appendix A

2022-25 SEA Plan

Coastline College leveraged its internal committees and peer groups to provide culturally relevant professional development. The college utilized its Faculty Equity Champions/Curators, a peer-to-peer group, to provide workshops to faculty focused on culturally relevant training (Page 7, 39). The Student Equity and Achievement (SEA) Work Group, an existing committee, adapted a research-based "Online Equity Training" course to help faculty align their courses with equity principles (Page 27). Furthermore, the college's AB705 group, comprised of administrators and faculty, served as an existing resource that contacted other colleges to learn about and align best practices (Page 17). The institution also supported its Academic Senate and Faculty Success Center with their work on

diversity, equity, and inclusion (DEI) initiatives and syllabus reviews (Page 7). The institution also utilized its established training formats and dedicated funding streams to advance its equity goals. The plan included using existing FLEX sessions, which were standard professional development days, for ongoing cultural competency training opportunities (Page 30, 35). The college planned to implement cross-disciplinary training to increase knowledge of equity practices in the classroom (Page 30, 34). To support these activities, the college used Guided Pathways funding for speakers, workshops, and materials that encouraged an equitable culture shift (Page 39). Additionally, the institution had an established practice of providing funding for staff and administrators to attend external conferences focused on diversity, equity, and inclusion (Page 7).

See Appendix B



Umoja Campus Plans

Coastline Community College - Umoja Campus Programs (Funds Awarded) Plan (2021-22)

CERTIFIED

Details

Plan Title *

Coastline Community College - Umoja Campus Programs (Funds Awarded) Plan (2021-22)

Plan Description

The vision of the Umoja Community is to transform, enrich, and advance the lives of students by infusing African-centered and Umoja promising practices into the learning and social environment. To create this program, Coastline College (Coastline) must elicit the support and assistance of those who have been a part of an Umoja programs and have research knowledge on create culturally diverse pedagogy and practices for higher education. It is evident through our data that Black/African American students at Coastline are failing at higher rates compared to others the classroom. Further, data from the Coast Community College District (Coast CCD) shows a need for improvement in the areas of access, transfer-level math and English, retention, and transfer.

Our strategic plan is centered on building an Umoja infrastructure at Coastline designed to increase the successful outcomes of Black/African American students and utilize promising practices for student success for other students who may need assistance in academic goal attainment. To achieve this outcome, Coastline's Umoja community requires hiring an Umoja counselor and coordinator to support our Black and African American students and other students who desire to be led in the academic goals grounded in the principles of Umoja. Additionally, to strengthen the Umoja community at the College and increase student engagement, the creation and scaling of programs grounded in learning and academic support, cultural and career exploration, and transfer and career readiness will be implemented. These strategies and interventions will improve successful outcomes for students, the collection and analysis of data for assessment and improvement, and effectively and efficiently narrate our student's experiences and address their needs while building an environment of success.

Lead Institution

Lead Institution

Coastline Community College

Address

N/A

Community College District

Coast CCD

Website

N/A

Timeline

2021-22				2022-23				2023-24				2024-25				2025-26			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Plan																			
Umoja Campus Programs																			

The start year for this plan

2021-22

The start quarter for this plan

Q1

The funding year for this plan

2021-22

The number of fiscal years this plan will span

4 year(s) and 2 quarter(s)

Assurances

COMIS for Special Population Data Element, SG08 Student-Umoja-Status

✓ Please read this document for information about the Chancellor's Office Management Information System (COMIS) for Special Population Data Element, SG08 Student-Umoja-Status

 [sg08.pdf](#)

Vision for Success

✓ Click [here](#) to access the Vision for Success Goals and Core Commitments.

The Vision for Success Goals and Core Commitments can also be found at: <https://www.cccco.edu/About-Us/Vision-for-Success/goals-and-commitments>

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Budget

Budget Summary

Allocation Amount: \$210,962

Funds Budgeted: \$210,962

Indirect Funds: \$0 (0%)

Budget Total: \$210,962

Budget Narrative *

The budget for Coastline's Umoja program supports a vision and practice built on student success indicators to transform the educational experiences and lives of Black/African American students and other students who desire to have their educational experiences centered in the Umoja principles. Coastline's budget is focused on building the capacity of personnel, implementing targeted interventions to increase the successful completion of transfer-level English and math courses, increase access and opportunities to transfer to HBCUs and other 4-year institutions, implement high quality and innovative promising practices for culturally appropriate and relevant: outreach

and retention, learning support and assistance, career readiness - skill building and networking opportunities, program completion, student engagement - program development, and community building for personal and professional growth.

Coastline Community College: Budget

Expenditure Type	Year	Description	Funds Amount
1000 - Instructional Salaries	2023-24	PT Umoja Counselor - Salary	\$26,007
1000 - Instructional Salaries	2024-25	PT Umoja Counselor - Salary	\$89,698
3000 - Employee Benefits	2023-24	PT Umoja Counselor - Fringe Benefits	\$10,854
3000 - Employee Benefits	2024-25	PT Umoja Counselor - Fringe Benefits	\$31,814
4000 - Supplies and Materials	2023-24	Printing of Umoja materials	\$17
4000 - Supplies and Materials	2023-24	Umoja Graduation Celebration (Decorations, Printing, Food)	\$885
4000 - Supplies and Materials	2024-25	Umoja marketing supplies (Printing) to assist with the recruitment and retention of students	\$3,000
4000 - Supplies and Materials	2024-25	Host math and English study jams (Supplies, Food)	\$500
4000 - Supplies and Materials	2024-25	Printing of Umoja materials	\$200
4000 - Supplies and Materials	2024-25	Umoja Graduation Celebration (Decorations, Printing, Food)	\$2,300
4000 - Supplies and Materials	2024-25	Afro-centric programming materials for Kwanzaa, alters and events	\$4,100
4000 - Supplies and Materials	2024-25	Promotional supplies	\$3,281
5000 - Other Operating Expenses and Services	2023-24	Culturally responsive presentations and speakers	\$1,000
5000 - Other Operating Expenses and Services	2023-24	Umoja marketing supplies (Canva, Kahoot, Postage/Mailing) to assist with the recruitment and retention of students	\$26
5000 - Other Operating Expenses and Services	2023-24	College visit and campus tours to HBCU, CU, and UC's	\$2,544
5000 - Other Operating Expenses and Services	2023-24	Participation in local community events (i.e.- Black History Month Parade, Juneteenth celebration, NAACP events) for	\$1,727
Totals			\$210,962

Expenditure Type	Year	Description	Funds Amount
		Umoja community	
5000 - Other Operating Expenses and Services	2023-24	Attendance at Umoja and Student success Conferences that support the professional development of Umoja staff and students	\$1,675
5000 - Other Operating Expenses and Services	2024-25	Student conference attendance (Umoja Conference, Symposium, A2mend, etc)	\$10,345
5000 - Other Operating Expenses and Services	2024-25	Participation in local community events (i.e.- Black History Month Parade, Juneteenth celebration, NAACP events) for Umoja community	\$1,825
5000 - Other Operating Expenses and Services	2024-25	Culturally responsive presentations and speakers	\$4,219
5000 - Other Operating Expenses and Services	2024-25	Umoja marketing supplies (Canva, Kahoot, Postage/Mailing) to assist with the recruitment and retention of students	\$900
5000 - Other Operating Expenses and Services	2024-25	Attendance at Umoja and Student success Conferences that support the professional development of Umoja staff and students	\$10,345
7000 - Other Outgo	2024-25	Academic Student Support (Book Vouchers)	\$2,000
7000 - Other Outgo	2024-25	Student Memberships to PHI THETA KAPPA	\$1,700
Totals			\$210,962

Work Plan Information

1. Description/Statement of Work *

1.1 Write a description/statement of work for the Umoja Campus Program. *

Our strategic plan is centered on building an Umoja infrastructure at Coastline which would include hiring an Umoja counselor and coordinator to support our Black and African American students and other students who desire to engage in the principles of Umoja and be part of the Umoja community at Coastline College.

Additionally, we aim to increase our student engagement through programs focuses on cultural exploration and transfer/career readiness. In doing all of this we aim to improve our data collection to better tell the story of our students' needs, experiences, and accomplishments.

The Umoja Program at Coastline will start with the minimum requirements of having personnel in place to assist in the recruitment of students to the Umoja Program, hosting a welcome to Umoja Community and inquiry session chats with students who are interested in joining Umoja, and continuing to participate in Umoja professional development opportunities as a new school. We believe that setting a strong foundation of Umoja, will allow us to ensure that Coastline is able to identify participants and student leaders who will participate in the Umoja experience. Additionally, with Coastline having four campuses and 60% of the student population taking courses online, Coastline is being adaptable and flexible to the fact that student populations may not participate in some of our onsite events. However, Coastline would like to provide services for both the onsite and online community. Engagement with Coastline's Umoja Program will be on a trial basis as development is underway.

2. Objectives/Activities/Outcomes *

2.1 Provide the title and description for Objective 1. *

Develop a core Umoja Team for the college to aid in student support; with an emphasis to increase student retention and success by 5% over the next academic year. In addition, provide adequate professional development opportunities for the Umoja team.

2.2 List the Activities/Events for Objective 1. *

Task 1: Hire a part-time Umoja Counselor/Coordinator. Upon Hiring of position, we will work to develop and track contact with students. Collect data student programs, outreach, and Umoja touchpoints.

Umoja Practice – Umoja Counseling: Affirming, integrated, intentional.

Task 1 Timeline:

April 1, 2023 - Develop Job Description by 4/1/2023

April 30, 2023-Submit to college President Cabinet for approval by 4/30/2023

January 1, 2024- Upon approval, complete interviews and hire by 1/1/2024

Task 2: Attend Umoja professional development learning opportunities as a team, to engage in best practices with Umoja peers.

Umoja Practice- Community Building- Building Communal Intelligence

Task 2 Timeline:

June 5, 2023 2026- Attend SLI, yearly

November 2023-2026 -Attend Umoja Conference, yearly

January 1, 2024-2026 – Attend Umoja Winter Coordinators Retreat, yearly

Task 3: Host regular quarterly meetings with the Umoja team to discuss and review progress on objectives and tasks.

Umoja Practice- Community Building- Building Communal Intelligence

Task 3 Timeline:

Schedule quarterly Umoja Advisory meetings to discuss goals and objectives for the year.

2.3 List the Outcomes for Objective 1. *

Task 1 Metrics:

- Track the number of students who make contact with the coordinator through SARs, counseling appointments.
- Show an increase of utilizations of Umoja services by tracking students, staff and faculty participation in events.

Task 2 Metrics:

- Track the course content that is developed post attendance of the Umoja SLI.

Task 3 Metrics:

- Number of advisory members participate in meetings

2.4 Estimated Funding Amount for Objective 1. *

\$18,000

2.5 List the Vision for Success Goal(s) that align(s) with Objective 1. *

5. 6

3. Objectives/Activities/Outcomes *

3.1 Provide the title and description for Objective 2. *

Focus on external and internal program advocacy and cultural enrichment by 10%. Also, increasing community partnerships with Black organizations and allies in the Orange County area to aid in this goal.

- Strengthen collaborative partnerships within the Coast District Umoja Programs
- Develop partnerships with local community organizations (ie. NAACP, 100 Black Men, OC Black Chamber of Commerce, OC Black Moms) that will support the growth and development of our students
- Participate in community events (Black History Month Parade, Juneteenth Celebration, Umoja Conferences) to increase outreach efforts
- Organize student-centered and race conscious programming to expand cultural exploration for Umoja students

3.2 List the Activities/Events for Objective 2. *

Task 1- Develop partnerships and schedule yearly meetings with local community organizations (i.e. NAACP, 100 Black Men, OC Black Chamber of Commerce, OC Black Moms)

Umoja Practice – Umoja as a Power Base

Task 1 Timeline:

Outreach to NAACP, 100 Black Men, OC Black Chamber of Commerce, OC Black Moms

Task 2 - Participate in community events (Black History Month Parade, Juneteenth Celebration) to increase visibility and outreach.

Umoja Practice - Umoja as a Power Base

Register for outreach events:

December 1, 2023-2026 - Black History Month, annually

April 1 -register for the Juneteenth Parade, annually

Task 3- Host 3 virtual culturally relevant events per academic year to expand cultural exploration. Events will include:

Traveling While Black, Disrupting Racism Series, and student led porch talks in collaboration with Umoja faculty

Umoja Practice – Everybody Business, The Porch.

Submit a Board Items for Umoja programs for the semester, solidify dates of events

3.3 List the Outcomes for Objective 2. *

- Send Umoja introduction letters to key community partners
 - Track the meetings held with Umoja partners.
- Develop and Umoja calendar of events in collaboration with stakeholders in Summer of 2023 for the academic school year.
 - Number of students using learning support resources.
 - Frequency of learning support use.
 - Assess community connections and new students from outreach efforts.
- Register for outreach events (Black History Month, Juneteenth Parade), Promote Umoja conferences and events to students in a timely manner.
 - Number of students participating in events
 - Number of students who report the event expanded their cultural exploration

3.4 Estimated Funding Amount for Objective 2. *

\$5,000

3.5 List the Vision for Success Goal(s) that align(s) with Objective 2. *

All

4. Objectives/Activities/Outcomes *

4.1 Provide the title and description for Objective 3. *

Increase the sense of belonging and increase retention our Umoja students by 5 percent; utilizing building community.

- Create Umoja Course guides that provides students the CRN for faculty who have completed Umoja SLI training
- Develop an Umoja green book for Coastline and Orange County
- Host social engagements for students to meet Black/African- American staff/faculty and Umoja Community.

4.2 List the Activities/Events for Objective 3. *

Task 1: Create Umoja Course Guides to new students at Coastline that connects them to all Umojafied faculty Courses

Umoja Practice: Acceleration- English, Math, ESL and Counseling

Task 1 Timeline:

July 15, 2023-The Course Guide will be developed by Umoja members

August 1- The Course guide will be provided to students each Fall starting 2023

Task 2: Develop an Umoja Greenbook of campus and community resources that are centered around the African Diaspora and support our Umoj in Orange County.

Umoja Practice:

Community –Building Communal Intelligence

Task 2 Timeline:

September 1, 2024: Develop and Umoja green book of OC.

September 30, 2024: Provide Greenbook to students who enrolled

Task 3: Promote a sense of belonging and community for our Umoja students by hosting a welcome event with Umoja students to meet Umoja staff, faculty and partners.

Umoja Practice – Everybody’s Business, Occupy Space

Task 3 Timeline:

September 2023: First Event - The event will take place (hybrid)- Annually host porch talks

Identify a date based on programming calendar, submit Board Item, Promote event to students' staff and faculty.

4.3 List the Outcomes for Objective 3. *

- Create Umoja Course guides that provides students the CRN for faculty who have completed Umoja SLI training
- Develop an Umoja green book for Coastline and Orange County
- Host social engagements for students to network with Umoja Community of faculty, staff and students at Coastline and our region.
- Collect student enrollment in Umoja courses and retention.
- Student will be able to answer questions regarding the Greenbook during our end of the year survey.
- Collect data of students in attendance, provide a post event survey on the student's experience.
- Assess the students who attend the events sense of belonging.

4.4 Estimated Funding Amount for Objective 3. *

\$1,000

4.5 List the Vision for Success Goal(s) that align(s) with Objective 3. *

All

5. Objectives/Activities/Outcomes *

5.1 Provide the title and description for Objective 4. *

Increase transfer and completion rates of Umoja students by 5% through developing core campus programming related to transfer readiness and career readiness.

5.2 List the Activities/Events for Objective 4. *

Task 1: Develop a partnership with our Career and Transfer Center at Coastline, which will include ongoing meetings.

Umoja Practice – Mentoring & Acceleration

Schedule meetings with the Career and Transfer Center to discuss Umoja and our needs.

Invite Career and Transfer Staff to SLI or Umoja foundation events for them to connect with Umoja resources so they can better understand Umoja and support our students.

Task 2: Host 1 HBCU programs and events for transfer that support the Black student experience.

Umoja Practice- Community building

Timeline

- Host transfer and career related events in connection with the HBCU transfer program.
- Identify a date based on programming calendar, submit Board Item, Promote event to students' staff and faculty

5.3 List the Outcomes for Objective 4. *

- Creation of Career and Transfer relationship attendance at Umoja events by professional staff.
 - Schedule a meeting with the Career and Transfer Center to discuss Umoja and our needs by 5.2023
 - Invite Career and Transfer Staff to SLI or Umoja foundation events for them to connect with Umoja resources by 7/2023
- Host transfer and career related events in Fall 2024
 - Increased student knowledge and understanding of the HBCU transfer/admissions/opportunities.

5.4 Estimated Funding Amount for Objective 4. *

\$0

5.5 List the Vision for Success Goal(s) that align(s) with Objective 4. *

All

6. Objectives/Activities/Outcomes *

6.1 Provide the title and description for Objective 5. *

Strengthen internal reporting process to ensure that the Umoja students are being served properly through our services, Use the data to advocate for our Umoja resources and needs locally within our college to increase funding and support for student success with an emphasis on student success for our Umoja students.

6.2 List the Activities/Events for Objective 5. *

Task 1: Strengthen the relationship with the Office of Institutional Effectiveness, by completing the data training.

Umoja Practice- Umoja as a Powerbase

June 2023- Meet with our research team to discuss ways to better collect student data and complete the dashboard training by August 1, 2023

Task 2: Build an internal platform to collect student data

Umoja Practice- Umoja as a Powerbase

September 30, 2024: Build a platform for internal tracking of Umoja participants at events and contact made with office staff to ensure uploads of accurate MIS data.

6.3 List the Outcomes for Objective 5. *

By tracking the growth of our student participants, through the development of the tool.

- Meet with our research team to discuss ways to better collect student Data.
- Attending a data dashboard training in Summer 2024
- Build a platform for internal tracking of Umoja participants at event and contact made with office staff by Fall 2024

6.4 Estimated Funding Amount for Objective 5. *

\$0

6.5 List the Vision for Success Goal(s) that align(s) with Objective 5. *

All

7. Objectives/Activities/Outcomes *

7.1 Provide the title and description for Objective 6. *

N/A

7.2 List the Activities/Events for Objective 6. *

N/A

7.3 List the Outcomes for Objective 6. *

N/A

7.4 Estimated Funding Amount for Objective 6. *

\$0

7.5 List the Vision for Success Goal(s) that align(s) with Objective 6. *

None

8. Objectives/Activities/Outcomes *

8.1 Provide the title and description for Objective 7. *

N/A

8.2 List the Activities/Events for Objective 7. *

N/A

8.3 List the Outcomes for Objective 7. *

N/A

8.4 Estimated Funding Amount for Objective 7. *

\$0

8.5 List the Vision for Success Goal(s) that align(s) with Objective 7. *

None

9. Objectives/Activities/Outcomes *

9.1 Provide the title and description for Objective 8. *

N/A

9.2 List the Activities/Events for Objective 8. *

N/A

9.3 List the Outcomes for Objective 8. *

N/A

9.4 Estimated Funding Amount for Objective 8. *

\$0

9.5 List the Vision for Success Goal(s) that align(s) with Objective 8. *

None

10. Objectives/Activities/Outcomes *

10.1 Provide the title and description for Objective 9. *

N/A

10.2 List the Activities/Events for Objective 9. *

N/A

10.3 List the Outcomes for Objective 9. *

N/A

10.4 Estimated Funding Amount for Objective 9. *

\$0

10.5 List the Vision for Success Goal(s) that align(s) with Objective 9. *

None

11. Objectives/Activities/Outcomes *

11.1 Provide the title and description for Objective 10. *

N/A

11.2 List the Activities/Events for Objective 10. *

N/A

11.3 List the Outcomes for Objective 10. *

N/A

11.4 Estimated Funding Amount for Objective 10. *

\$0

11.5 List the Vision for Success Goal(s) that align(s) with Objective 10. *

None

12. Grant Agreement Signatory Information ***12.1 In order to process the grant agreement please provide the following information. ***

	Chancellor's First and Last Name	Chancellor's Email Address
1.	Dr. Whitney Yamamura	wyamamura@ccd.edu

12.2 Please provide the contact information for the person who needs to review the grant agreement prior to the Chancellor. *

This person would typically review the agreement prior to the Chancellor receiving and signing the grant agreement.

	Reviewer's First and Last Name	Reviewer's Email Address	Reviewer's Contact Phone Number
1.	Dr. Kate Mueller	kmuller@coastlinee.edu	714-241-6160

13. Umoja Campus Program Information ***13.1 How long has your college had an Umoja Campus Program? ***

4 years

13.2 Does the Umoja Campus Program have a dedicated space for Umoja students to meet and gather? *

No

13.2.1 (No) Please explain why there is not a dedicated space for Umoja student to meet and gather? *

Due to Coastline having four campus sites, we have not dedicated a space solely to Umoja. However, there are student lounges and student resource centers at all four sites that can be reserved for students to meet and gather. Additionally, we have bi weekly meeting online via zoom as our Porch Talk.

13.3 Has the college identified all the Umoja students being served by the program using the COMIS? *

Students receiving services from the local Umoja program should be identified using the Chancellor's Office Management Information System (COMIS) for Special Population Data Element, SG08 Student-Umoja-Status. This information should be entered within 30 days of the end of each term.

Yes

Certification

Plan Approver

Dr. Leighia Fleming
Interim, Dean of Students
lfleming5@coastline.edu
(714) 241-6130

Approved by Dr. Leighia Fleming

01/28/2025 01:24 PM PST

Fund Monitor

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Approved by Njeri Griffin

02/04/2025 11:14 AM PST



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NOVA Site Version: 8.7.13

Coastline Community College - 2024-2027 Umoja Campus Program Plan (2025-26) CERTIFIED

Details

Plan Title *

Coastline Community College - 2024-2027 Umoja Campus Program Plan (2025-26)

Plan Description

The vision of the Umoja Community is to transform, enrich, and advance the lives of students by infusing African-centered and Umoja promising practices into the learning and social environment. To create this program, Coastline College must elicit the support and assistance of those who have been a part of an Umoja program and have research knowledge on creating culturally diverse pedagogy and practices for higher education.

Our strategic plan is centered on building an Umoja infrastructure at Coastline designed to increase the successful outcomes of African American/Black Students and other historically underrepresented students who participate in the Umoja program. We plan to utilize promising practices for student success for other students who may need assistance in academic goal attainment. To achieve this outcome, Coastline's Umoja community requires increasing the hours of Umoja's PT counselor and hiring a coordinator to directly support Umoja students through direct and holistic interventions. To further strengthen the Umoja community at the College and increase student engagement, the creation and scaling of programs grounded in learning and academic support, cultural and career exploration, and transfer and career readiness will be implemented. These strategies and interventions will improve successful outcomes for students, the collection and analysis of data for assessment and improvement, and effectively and efficiently narrate our student's experiences and address their needs while building an environment of success.

Lead Institution

Lead Institution

Coastline Community College

Address

N/A

Community College District

Coast CCD

Website

N/A

Timeline

2025-26				2026-27				2027-28			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

The start year for this plan

2025-26

The start quarter for this plan

Q1

The funding year for this plan

2025-26

The number of fiscal years this plan will span

2 year(s) and 1 quarter(s)

Assurances

Vision 2030: A Roadmap for California Community Colleges

✓ Please review and become familiar with the Vision 2030 - A Roadmap for California Community Colleges. The framework for Vision 2030 includes three Strategic Directions, six Outcomes and Metrics, and three Goals. It is a collaborative action plan that provides focus, equity, and direction to community colleges.

To learn more about the Vision 2030 please click [here](#).

To view Vision 2030 Resources, please click [here](#).

Reporting Requirement: COMIS Data Element - SG08 Student-Umoja-Status

✓ Please review the Chancellor's Office Management Information System (COMIS) for Special Populations Data Element document for Student-Umoja-Status SG08. This data element is a reporting requirements for Umoja Campus Programs and may be used for future funding.

COMIS data is due **30-days** after the end of each academic term. Below are recommendations for Program Directors/Staff:

- Familiarize yourself with the Data Element Dictionary.
- Determine where data resides in your system.
- Collaborate with your IT staff and/or the appropriate office on your campus who submits data.
- Review preliminary reports.
- Run periodic reports throughout the year.
- Make quality data submission a priority.

 [DED SG08.pdf](#)

 [Special Populations Webinar \(2-24-22\).pdf](#)

Umoja Campus Program Grant Contact Page

✓ Please download, complete, and upload the contact page for your Umoja Campus Program grant in the Application portion in NOVA. The information on the contact page may be used to route the grant agreement. Please note incorrect or incomplete information may delay the processing of the grant agreement and funding.

 [Fillable-Contact Page 02.25.pdf](#)

Contacts

Name	Responsibility	Institution	Email Address	Phone Number
Dr. Leighia Fleming	Project Lead Contact	n/a	lfleming5@coastline.edu	(714) 241-6130
Darian Aistrich	Institution Project Fiscal Reporter	Coastline Community College	daistrich@coastline.edu	(714) 241-6202
Dr. Leighia Fleming	Plan Approver	n/a	lfleming5@coastline.edu	(714) 241-6130
Derek Bui	Fiscal Report Approver	n/a	vbui34@coastline.edu	
Dr. Justin White	Alternate Project Lead Contact	n/a	lwhite65@cccd.edu	(714) 714-7247

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LeBaron Woodyard

Administrator lcc

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(916) 445-1780

Budget

Budget Summary

Allocation Amount: \$134,352

Funds Budgeted: \$134,352

Indirect Funds: \$0 (0%)

Budget Total: \$134,352

Budget Narrative *

To support the growth of our Umoja program, increase student retention, and engagement that will ultimate support Vision 2030. The budget report details Umoja funds will be used to support students directly in reaching educational goals through retention efforts which include college tours, programming, and community building. To assist with the growth of the program, funds will be used to support marketing and outreach. Lastly to help with transfer and educational plan, the budget discusses the need for personnel, including that of a PT Umoja counselor and student assistant.

Coastline Community College: Budget

Expenditure Type	Year	Description	Funds Amount
1000 - Instructional Salaries	2025-26	Budget for a PT Umoja Counselor to assist with educational plans and student success	\$61,325
1000 - Instructional Salaries	2026-27	Budget for a PT Umoja Counselor to assist with educational plans and student success	\$28,618
3000 - Employee Benefits	2025-26	Benefits for PT Umoja Counselor	\$13,675
3000 - Employee Benefits	2026-27	Benefits for Umoja PT counselor	\$6,382
4000 - Supplies and Materials	2025-26	Marketing and Promotional Outreach	\$3,000
4000 - Supplies and Materials	2025-26	Programming supplies for student events that support retention, persistence and engagement	\$4,000
4000 - Supplies and Materials	2026-27	Marketing and Promotional Outreach	\$3,000
4000 - Supplies and Materials	2026-27	Program supplies that support the plan goals including workshop support, speaker series, food, ancestry kits	\$4,000
5000 - Other Operating Expenses and Services	2025-26	Professional Development, Speakers and Student Engagement	\$4,000
5000 - Other Operating Expenses and Services	2026-27	Professional Development, Speakers and Student Engagement	\$4,000
5000 - Other Operating Expenses and Services	2026-27	Student Leadership Conferences including the Umoja Student Conference, and A2Mend	\$852
7000 - Other Outgo	2025-26	Phi Theta Kappa Memberships for Umoja students	\$500
7000 - Other Outgo	2026-27	Phi Theta Kappa Membership Support for Umoja students	\$1,000
Totals			\$134,352

Statement of Work and Assurances

1. Write a statement of work for the Umoja Campus Programs. *

The goal of Vision 2030 is to focus on equity in success, access, and support. The goal of our Umoja program and plan is to assist and guiding Umoja students to reach their educational goals and plans, which includes degree and certificate attainment. In order for our Umoja program to assist students, our Plan discussed ways in which we look to remove barriers, and provide direct tools and resources for Umoja students to gain the equitable access at Coastline College to reach success in and out of the classroom.

2. I have read the Assurance information about COMIS for Special Populations Data Element, SG08 Student-Umoja-Status document. *

Read Assurance Labeled: Reporting Requirement: COMIS Data Element - SG08 Student-Umoja-Status

Yes

3. Attach the completed Umoja Campus Program Grant Contact Page. *

Download and complete the Assurance: Umoja Campus Program Grant Contact Page.

Please confirm the information on the contact page before uploading it to the NOVA system. The contact page may be used to route the grant agreement. Please note incorrect or incomplete information may delay the grant agreement and funding.

Document Title	Uploaded By	Uploaded	Comment
 CCC Umoja G1151 Grant Agreement FE 04182025.pdf	Dr. Leighia Fleming	4/21/2025, 6:15:49 PM	signed grant agreement
 Fillable-Contact Page 02.25.pdf	Dr. Leighia Fleming	4/21/2025, 6:15:26 PM	N/A

4. I have reviewed the Assurance information about Vision 2030. *

Review Assurance Labeled: Vision 2030: A Roadmap for California Community College

Please review and become familiar with the Vision 2030 - A Roadmap for California Community Colleges. The framework for Vision 2030 includes three Strategic Directions, six Outcomes and Metrics, and three Goals. It is a collaborative action plan that provides focus, equity, and direction to community colleges.

Yes

Program Plan and Information

1. Objective One: Increase the number of students participating in the Umoja Campus Program. *

1.1 List the Activities/Events for this Objective. *

Develop an intrusive Umoja Marketing and Outreach Campaign to increase students' knowledge and awareness of Umoja programs.

Build partnerships with high school student organizations in the Orange County region including that of Dual Enrollment

- Tik Tok Shorts
- Develop an Umoja at Coastline Social Media
- Increase peer to peer recruitment of the Umoja Program
- Utilize existing student government communication channels to reach more students

1.2 List the Outcomes for this Objective. *

Increase student participation by 15% in the upcoming year 25-26.

Increase a students sense of belonging and community for our Umoja students by hosting programs, events, that increase students' engagement, connection, and persistence in the Umoja Campus Program

2. Objective Two: Improve course success rate for Umoja students including transfer level English and math. *

2.1 List the Activities/Events for this Objective. *

Develop a Faculty Equity Advisor position to provide guidance to the math and English departments in creating culturally responsive courses and developing a curated collection of materials and assignments that resonate with our African American/Black Students and other historically underrepresented students who participate in the Umoja program.

- Provide professional development learning opportunities to expand culturally relevant pedagogy in both math and English courses at Coastline.

Provide Umoja students with noncredit courses and certificates aimed at boosting basic skills and preparing them for college success.

Develop a tutoring program that includes near-peer tutors offering both onsite and virtual assistance.

Embed the Math and Writing Centers into transfer-level math and English courses.

2.2 List the Outcomes for this Objective. *

Increase faculty professional development to close the equity gaps in course success for math and English

Increase rate of completion for African American/Black Students and other historically underrepresented students who participate in the Umoja program to at least 15% over a three-year period in transfer-level math and English.

Increase of student success in Math and English early on in a students academic career, by increasing the number of students who utilize the Math and English Centers by 10%.

In collaboration with the Student Equity Plan the Math and Writing Center will be in 25% of English and math courses.

3. Objective Three: Decrease the average units to degree completion for Umoja students. *

3.1 List the Activities/Events for this Objective. *

Develop comprehensive educational plans for all African American/Black Students and other historically underrepresented students who participate in the Umoja program within their first year

- Build collaboration with our Umoja and EOPS programs, removing barriers from students. Which including counting UMOJA student counseling appointments as an EOPS semester contact, if students are enrolled in both programs.

Perform semester degree audits for African American/Black Students and other historically underrepresented students who participate in the Umoja program.

3.2 List the Outcomes for this Objective. *

Increase the number of student contacts by 15% for all Umoja students. The number of degree audits performed will be increased, which will decrease the average unit to degree completion for African American/Black Students and other historically underrepresented students who participate in the Umoja program.

Decrease the number of units students are taking that do not lead to certificates or degrees by 15% by 2027

4. Objective Four: Increase the number of Umoja students transferring to public and/or private four-year institutions. *

4.1 List the Activities/Events for this Objective. *

Develop an intentional partnership with our Career and Transfer Center at Coastline, which will include ongoing meetings and professional development to ensure continuity and best practices for amplifying transfer for African American/Black Students and other historically underrepresented students who participate in the Umoja program.

Host programs for transfer that support the African American/Black Students and other historically underrepresented student experience, including that of HBCU, local college tours to UC, CSU's that provide culturally relevant programming and studies on campus.

Develop comprehensive educational plans with an emphasis on transfer admission guarantee counseling, HBCUs Partnership, UCs Transfer Admission Guarantee, and CSUs Transfer Success Pathway.

4.2 List the Outcomes for this Objective. *

Develop a partnership with our Career and Transfer Center at Coastline, which will include ongoing meetings and professional development to ensure continuity and best practices for amplifying transfer for African American/Black Students and other historically underrepresented students who participate in the Umoja program. - Including increased promotion awareness of transfer scholarships (e.g. CCC to HBCU, Hoffman Agency Scholarship, etc.)

Host 3 programs annually for transfer that support a culturally diverse and inclusive student experience, including that of HBCU, local college tours to UC, CSU's that provide culturally relevant programming and studies on campus.

Increase the number of Umoja students transferring to a 4 year university or college by 20% in 2027

5. Objective Five: Increase the number of Umoja students that earn degrees and/or certificates. *

5.1 List the Activities/Events for this Objective. *

Increase the hours of the PT Umoja Coordinator and/ or Professional Expert to develop and track contact with students.

Develop strategic, intentional and deliberate outreach and communication efforts for students.

- Celebrate student milestones of educational progress

Provide noncredit courses and certificates to Umoja students to enhance their basic skills and prepare them for college and career readiness.

5.2 List the Outcomes for this Objective. *

All Umoja participants with a counselor in their first semester

- Increase one-one student engagement that will assist students with sense of belonging, networking and completion of course goals.

Increase graduate rates of Umoja participants by 20% Leverage our customer relationship management system to alert students about registration timeframes and graduation filing deadlines on an ongoing a regularly basis

Development of a relationship with career readiness to give students the tools needed in the first year to reach academic success.

6. Objective 6 (Optional)

6.1 Enter the name of Objective 6.

Not Entered

6.2 List the Activities/Events for this Objective.

Not Entered

6.3 List the Outcomes for this Objective.

Not Entered

7. Objective 7 (Optional)

7.1 Enter the name of Objective 7.

Not Entered

7.2 List the Activities/Events for this Objective.

Not Entered

7.3 List the Outcomes for this Objective.

Not Entered

8. Umoja Campus Program Information *

8.1 How many years has your college had an Umoja Campus Program? *

5

8.2 Does the Umoja Campus Program have a dedicated space for Umoja Students to meet and gather? *

- No

8.2.1 (No) If no, why? *

Our students are 85 percent online. We have dedicated virtual spaces, and equity hub/classrooms

8.3 Does the college identify all Umoja students being served by the Umoja Campus Program using SG08 Student-Umoja-Status? *

Students receiving services from the local Umoja program should be identified using the Chancellor's Office Management Information System (COMIS) for Special Population Data Element, SG08 Student-Umoja-Status. This information should be entered within 30 days of the end of each academic term.

- Yes

Certification

Plan Approver

Dr. Leighia Fleming

Interim, Dean of Students

lfleming5@coastline.edu

(714) 241-6130

Approved by Dr. Leighia Fleming

05/08/2025 08:01 AM PDT

Fund Monitor

Kathy Carroll

Associate Governmental Program Analyst

kcarroll@cccco.edu

(916) 322-5617

Njeri Griffin

Program Assistant II

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Administrator Icc

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Approved by Njeri Griffin

05/14/2025 03:56 PM PDT



California
Community
Colleges



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NOVA Site Version: [8.7.13](#)

GRANT AGREEMENT

California Community Colleges Board of Governors - 6870

District (Grantee): Coast CCD
College: Coastline Community College

Division: EDUCATIONAL SERVICES AND SUPPORT

Project: UMOJA CAMPUS PROGRAMS

Total Amount Encumbered: \$199,312.00

This grant is made and entered into by the California Community Colleges Chancellor's Office, on behalf of the California Community Colleges Board of Governors, and Coast Community College District hereafter referred to as the Grantee. The purpose of the grant is funding the Umoja campus programs. The grant consists of this Grant Agreement Face Sheet and the Grant Agreement Terms and Conditions.

The total amount payable shall not exceed the amount specified above as "Total Amount Encumbered".

The term of this grant shall be from June 1, 2025 through September 30, 2027.

GRANTEE

Project Director: Leighia Fleming

Total Grant Funds Requested: \$199,312.00

Signature, Chief Executive Officer (or Authorized Designee)



Whitney Yamamura

Date: 04/17/2025

Print Name/Title of Person Signing:
Whitney Yamamura, Chancellor

District Address: 1370 Adams Avenue
Mesa, CA 92626

STATE OF CALIFORNIA

Project Monitor: Njeri Griffin

Agency Address: 1102 Q Street, Suite 4400
Sacramento, CA 95811-6539

Signature, Accounting Manager (or Authorized Designee) Budget funds are available for the period and purpose of the expenditure stated above.



RX

Date: 04/03/2025

Signature, Deputy Chancellor (or Authorized Designee)



Chris Ferguson

Date: 04/18/2025

Print Name/Title of Person Signing:
Chris Ferguson, Executive Vice Chancellor for Finance and Strategic Initiatives

STATE OF CALIFORNIA FUNDING

Bus. Unit	Ref No.	Fund	FI\$Cal Prgm	Reporting Structure	Account Code	Project ID Code	Chapter	Statute	Funding Year (Enactment Year)	Agreement Amount
6870	101	0001	5675115	68707000	5432000	274	29	2018	2018-19	\$828.00
6870	101	0001	5675115	68707000	5432000	274	22	2024	2024-25	\$68,564.00
6870	101	0001	5675115	68707000	5432000	274	TBD	2025	2025-26	\$64,960.00
6870	101	0001	5675115	68707000	5432000	274	TBD	2026	2026-27	\$64,960.00
TOTAL AMOUNT ENCUMBERED TO DATE: \$199,312.00										

EXHIBIT A

A. SCOPE OF WORK AND PAYMENT PROVISIONS

1. Scope of Work

Since 2022, the California Legislature has allocated annual state budget funds directly to Umoja Campus Programs.

The goals for the proposed term of the Umoja Campus Programs grants include:

- a. Increasing the number of students enrolled in the Umoja Program.
- b. Increasing the number of students transferring to the California State University (CSU), University of California (UC), and public and/or private four-year institutions including Historically Black Colleges and Universities (HBCUs).
- c. Increasing the number of students successfully completing transfer level English and math.
- d. Increasing the number of students that earn degrees and certificates.

Coast Community College District, Coastline Community College (herein referred to as the "Grantee") has been granted funds to meet the goals of the program, and to further the Vision 2030 strategic direction of Equitable Baccalaureate Degree Attainment with a focus on equity in success, access and support.

Grantee shall complete the following tasks to help achieve the goals outlined for the proposed term of the Umoja Campus Program grants:

- Maintain an Umoja team to support program needs.
- Support incoming, current, and transferring Umoja students in the enrollment, matriculation, and financial aid processes.
- Assist Umoja students in accessing campus resources and departments.
- Partner with Extended Opportunity Programs and Services (EOPS), Next Up, Rising Scholars, Puente, Dual Enrollment, Veterans Centers and/or other campus programs as applicable to ensure that interested and eligible Umoja students are served by those programs.
- Preserve a dedicated space for Umoja students to meet and gather, build a community, and nurture academic success.
- Ensure that Umoja students on campus have access to peer-to-peer support, tutoring, and/or mentoring.
- Connect Umoja students on campus with support for critical basic needs as appropriate.
- Connect Umoja students to counseling and advising services that will help to outline clear pathways to certificate and/or degree completion.
- Provide professional development opportunities for Umoja students including networking, mentoring, internships, and training,
- Provide leadership opportunities for Umoja students, including activities and/or events that will encourage students to take on leadership roles while participating in the Umoja program and other leadership opportunities on campus.
- Provide students with the opportunity to attend statewide conferences, events, activities, and programs when feasible.
- Develop and implement programs, events, and activities to establish exposure for Umoja students to the college campus community and statewide Umoja community.
- Consult with the Chancellor's Office to prepare and maintain a work plan to guide progress and completion of the program objectives, activities, and outcomes.

EXHIBIT A

The parties understand that the project supported by this scope of work is progressive and may evolve and change throughout the grant term. The above task may be modified or deleted to support the needs of the project. All amendments must comply with Section C1 of this grant agreement exhibit.

Outcomes

Grantee must demonstrate measurable improvement in student success, reducing equity gaps for Umoja students consistent with the Chancellor's Office Vision 2030 goals, benchmarks, and outcomes. The outcomes should demonstrate an increase or provide an explanation if there is no increase in the following areas:

- The number of students participating in the Umoja program.
- The course success rate for Umoja students including transfer level English and math.
- The number of Umoja students transferring to CSU, UC, and public and/or private four-year institutions including HBCUs.
- The number of awards (degree/certificate) completed for Umoja students.

The outcomes should demonstrate a decrease or provide an explanation if there is no decrease in the following area:

- The average units to degree completion for Umoja students.

To meet Vision 2030 goals for reaching equitable access to support programs and equitable student outcomes, each outcome goal will also be disaggregated by race/ethnicity. Equitable participation in the Umoja program will be determined based on a proportional comparison with that of the overall college population. For outcomes assessing an improvement in a rate, the Percentage Point Gap [methodology](#) will be used to examine disproportionate impact.

Budget

The budget for the services outlined in the workplan is as follows:

- Grantee should expend all funds by June 30, 2027.
- Grantee is allowed to allocate up to 4% of the annual award amount for indirect costs.
- Reasonable and Justifiable:
 - Colleges and districts are ultimately responsible for expenditure decisions. All expenditures should be reasonable and justifiable. "Reasonable" means expenditures are prudent and every effort is made to utilize funds efficiently. "Justifiable" means expenditures are consistent with goals and activities related to the Umoja program. Colleges are strongly urged to develop policies and procedures to document and justify program expenditures. Developing written documentation prior to the time of expenditure is recommended. This documentation should clearly establish the link between a given expenditure and Umoja program goals and objectives.
- Nonallowable Expenditures:
 - The Chancellor's Office will not provide a list of allowable and nonallowable expenditures, as decisions for each expenditure must be made locally according to program objectives and activities, and the "reasonable and justifiable" criteria as outlined above.
 - Funds cannot be used for capital outlay construction, remodeling or lease of facilities, student basic needs, or financial aid to students.

EXHIBIT A

- The funds for the Umoja program support the California Community Colleges in implementing activities and practices that advance the systemwide goal to eliminate achievement gaps for students from traditionally underrepresented groups. Annual allocations of funds under the Umoja program must be utilized for program implementation.

The table below illustrates the allocations from the annual budget acts:

FY 2018 19	FY 2024 25	Projected FY 2025 26	Projected FY 2026 27	Total Project Amount
\$828.00	\$68,564.00	\$64,960.00	\$64,960.00	\$199,312.00

**Allocation subject to change*

Reporting Requirements

Grantee shall submit NOVA annual reports according to the schedule below:

NOVA	
Report Frequency	Report Due Date
Annual Report (2025-26)	July 31, 2026
Annual Report (2026-27)	July 31, 2027

**Schedule subject to change*

Grantee shall submit data through the Chancellor's Office Management Information System (COMIS) using the Special Populations data element SG08 for Umoja Students according to the schedule below:

COMIS	
Report Frequency	Report Due Date
Academic Term (2025-26)	30-days after the end of each academic term (semester/quarter)
Academic Term (2026-27)	30-days after the end of each academic term (semester/quarter)

**Schedule subject to change*

Continued contact with the Project Monitor is required. Grantee may be required to attend regular grantee check-in meeting(s) and/or receive a formal site visit(s) at any time during the performance period and shall provide any documents or data requested by the Chancellor's Office.

2. Project Representatives

The project representatives during the term of this Grant Agreement are:

EXHIBIT A

Chancellor's Office: Project Monitor	Grantee: Project Director
Name: Njeri Griffin	Name: Leighia Fleming
Phone: 916-324-7916	Phone: 714-241-6130
Address: 1102 Q Street Sacramento, CA 95811	Address: 1370 Adams Avenue Mesa, CA 92626
Email: umojaprograms@cccco.edu	Email: lfleming5@coastline.edu

3. Grantee's Project Director

Grantee's Project Director is responsible for representing Grantee during the term of the Grant Agreement. Grantee shall notify the Chancellor's Office of any change in the Project Director.

4. Chancellor's Office Project Monitor

The Project Monitor is responsible for overseeing the project as a whole. All questions or problems relating to the project, including the terms or conditions of this Grant Agreement and questions from third parties, should be directed to the Project Monitor. The Chancellor's Office shall notify the Grantee of any change in the Project Monitor.

5. Fund Disbursement

In consideration for the promised services described in the scope of work, the Chancellor's Office agrees to pay the Grantee the "Grant Funds" amount stated in the Grant Agreement face sheet. Payments shall be made as follows:

The payment process will be initiated by the Chancellor's Office once the agreement is fully executed and the payments will be made on the specified apportionment cycles below. No district invoice is required to initiate this process.

If a grant is fully executed after the initial apportionment cycle, the first payment will include payment percentages for the previous months that were missed.

The funds identified in Table 1 – Annual Budget Allocations for FY 2018-19 will be paid in full (100%) and the funds in FY 2024-25, 2025-26, and FY 2026-27 will be paid in accordance with the established Apportionment Cycles described below.

Apportionment Cycles:

Advance Apportionment (AD)

Monthly payment percentage of the amount certified (Grant Award): July 8 %, August 8%, September 12%, October 10%, November 9%, December 5%, and January 8% for a total of 60% payment at AD.

First Principal Apportionment (P1)

Monthly payment percentage of the amount certified (Grant Award): February 8%, March 8%, April 8%, and May 8%, for a total of 32% payment at P1.

Second Principal Apportionment (P2)

Payment percentage of the amount certified (Grant Award): June 8% for a grand total of 100% payment at P2.

Recalculation (R1)

EXHIBIT A

This apportionment cycle is to adjust any necessary prior year's annual certifications. Payment adjustments are processed with P1 in February.

6. Travel and Expense Reimbursement

Grantee travel and other expense reimbursement shall be governed by the travel policy and procedures adopted by the Grantee's governing board. For grants involving federal funds, any out-of-state travel must be approved in advance by the Project Monitor.

Grant funds may be used to pay for travel for Chancellor's Office staff provided that (1) the travel is related to the scope of work, (2) the travel is necessary to allow Chancellor's Office staff to provide services or technical assistance beyond the scope of normal Grant monitoring, (3) the request is made by the Grantee, (4) Grantee does not seek or receive any favorable treatment in exchange for paying for travel, (5) travel is arranged and paid for through ordinary Chancellor's Office processes, and (6) the Grant Funds are used to reimburse those costs.

7. Budget Changes

Grantee may make changes to any budget category amounts up to ten (10) percent of the category's line item without approval of the Project Monitor, provided that no budget category is added or deleted, the total dollar amount of the Grant Agreement is not affected, and the outcomes of the Grant Agreement are not materially affected. Grantee may add or delete budget categories with express, prior written approval of the Project Monitor.

8. Budget Contingency

- a. In order to avoid program and fiscal delays, it is mutually understood that for the mutual benefit of both parties this Grant Agreement may have been written before ascertaining the availability of state or federal funds.
- b. If a state or federal budget for the current fiscal year and/or any subsequent fiscal years covered by this Grant Agreement does not appropriate sufficient funds for the program, this Grant Agreement shall have no force or effect. In this event, the Chancellor's Office shall have no liability or responsibility to pay any funds whatsoever to Grantee or to furnish any other considerations under this Grant Agreement, and Grantee shall not be obligated to perform any provisions of this Grant Agreement.
- c. If funding for any fiscal year is reduced or deleted by the state or federal budget for purposes of this program, the Chancellor's Office shall have the option to either cancel this Grant Agreement with no liability occurring to the Chancellor's Office, or offer a Grant Agreement Amendment to Grantee to reflect the reduced amount.
- d. Grantee understands, and will advise sub-grantees and subcontractors, that any work performed by the Grantee, a subgrantee, or a subcontractor prior to approval of the state or federal budget, as applicable, will be rendered on a voluntary basis, and shall not be compensated unless and until funding is authorized.
- e. This Grant Agreement is subject to any additional restrictions, limitations or conditions enacted in the state or federal budget and/or laws and Executive Orders that may affect the provisions, term, or funding of this Grant Agreement in any manner.

B. SPECIAL TERMS AND CONDITIONS

1. Subcontractors and Subgrantees (This section applies when subcontractors or subgrantees will be used.)

- a. Grantee agrees to obtain the written approval of the Project Monitor prior to the selection of subcontractors or subgrantees to perform the services under this Grant Agreement. Subcontractors or subgrantees specifically identified in this Grant Agreement are deemed to be approved by the execution of this Grant Agreement.

EXHIBIT A

- b. Subcontractors and subgrantees retained by Grantee shall be selected using procedures reasonably calculated to ensure that cost shall be given substantial weight in the selection process and that the selected subcontractor or subgrantee is the best-qualified party available to provide the required services. To the extent possible, Grantee should engage in competitive bidding consistent with the policies and procedures adopted by the Grantee's governing board. Where competitive bidding is not used, Grantee should take other appropriate steps to ensure that grant funds are expended to maximize their value to the program objectives. Grantee shall immediately notify the Project Monitor in the event that any subcontractor or subgrantee is terminated.
 - c. All subcontracts or subgrants shall contain a provision prohibiting any third or subsequent tier subcontracts or subgrants without additional written approval by the Project Monitor.
 - d. The Project Monitor's consent to one or more subcontracts or subgrants shall not constitute a waiver or diminution of the absolute power to approve each and every subsequent subcontract or subgrant.
 - e. Upon request, Grantee shall furnish any additional evidence the Project Monitor may deem appropriate concerning the selection procedures used, or any other matter related to subcontractor or subgrantee performance.
 - f. Nothing contained in this Grant Agreement shall create any contractual relationship between the Chancellor's Office and any subcontractors or subgrantees, and no contract or subgrant shall relieve Grantee of its responsibilities and obligations hereunder. Grantee agrees to be as fully responsible to the Chancellor's Office for the acts and omissions of its subcontractors, subgrantees and of persons either directly or indirectly employed by them, as it is for the acts and omissions of persons directly employed by Grantee. Grantee's obligation to pay its subcontractors and subgrantees is independent from the obligation of the Chancellor's Office to make payments to Grantee. As a result, the Chancellor's Office shall have no obligation to pay or enforce the payment of any moneys to any subcontractor or subgrantee.
- 2. Approval of Publications and Deliverables and Branding**
- a. All products, documents and published materials, including multimedia presentations, shall be approved by the Project Monitor prior to distribution.
 - b. Any product, document, or published materials, including a multimedia presentation, must comply with the accessibility requirements of section 508 of the Rehabilitation Act, Government Code section 11135, Web Content Accessibility Standards 2.0, and any other applicable accessibility regulations.
 - c. Any materials prepared for publication (whether in print or digitally) under this Grant Agreement must conform to all Chancellor's Office branding requirements established by the Chancellor's Office Communications and Marketing Division. The Chancellor's Office Communications and Marketing Division must approve any web site proposal before work begins, and the usage of the "Powered by" attribution. Requests for approval should be directed to brand@cccco.edu.
 - d. All products resulting from this Grant Agreement or its subgrants or subcontracts, in whole or in part, shall include attribution to the Chancellor's Office.
 - e. Any document or written report prepared, in whole or in part by Grantee, or its contractors or subgrantees, shall contain the Grant number and dollar amount of the Grant and contracts or subgrants relating to the preparation of such document or written report. The Grant and contract or subgrant numbers and dollar amounts shall be contained in a separate section of such document or written report.

EXHIBIT A

- f. When multiple documents or written reports are the subject or product of the Grant Agreement, the disclosure section must also contain a statement indicating that the total Grant amount represents compensation for multiple documents or written reports.
- 3. Intellectual Property (This section applies if intellectual property will be created under the scope of work.)**

Exclusive Property of Chancellor's Office and Assignment

Grantee agrees that any and all services rendered and documents or other materials, inventions, processes, machines, manufactures, or compositions of matter, computer programs, computer software, and/or trademarks or servicemarks first created, developed, or produced pursuant to this Grant Agreement shall be the exclusive property of the Chancellor's Office. In the event the Grantee or a subcontractor or subgrantee obtains any intellectual property rights in their names, all rights, title, and interest in and to the work first developed under this Grant Agreement shall be assigned and transferred to the Chancellor's Office. This provision shall survive the expiration or early termination of this Grant Agreement.

Subcontracts and Subgrants

If Grantee enters into a subcontract or subgrant for work first developed under this Grant Agreement, the subcontract or subgrant must incorporate the intellectual property provisions in this Grant Agreement, modified accordingly, and be approved by the Chancellor's Office before the subcontract or subgrant is executed. The subcontract or subgrant must include a provision that all rights, title, and interests in such work shall be assigned to the Chancellor's Office.

Copyright

All materials first prepared by Grantee or its subcontractors or subgrantees, if any, under this Grant Agreement or any subcontract or subgrant, including papers, reports, charts, computer programs, and technical schematics and diagrams, and other documentation, shall be delivered to and shall become the exclusive property of the Chancellor's Office and may be copyrighted by the Chancellor's Office.

The Chancellor's Office shall acknowledge Grantee or its subcontractors or subgrantees, if any, as the author of works produced under this Grant Agreement or any subcontract or subgrant, if any, on all publications of such work. The Chancellor's Office will license such copyrighted work with a Creative Commons (CC BY) license. The license will allow Grantee or its subcontractors or subgrantees, if any, to reproduce and disseminate copies of such work subject to the terms of the CC BY license. The Grantee or its subcontractors or subgrantees, as licensees, agree not to permit infringement of the copyright by any person, to compensate the Chancellor's Office for any infringement that may occur, and to indemnify and hold harmless the Chancellor's Office for any and all claims arising out of or in connection with the licensing agreement.

All materials first developed in draft and in final form pursuant to this Grant Agreement, or any subcontract, shall, in a prominent place, bear the © (the letter "c" in a circle) or the word "Copyright," or the abbreviation "Copr.", followed by the year created; and the words "Chancellor's Office, California Community Colleges." In addition, all such materials shall bear the Creative Commons CC BY symbol below. Acknowledgment may be given to Grantee or the actual author(s) of the work in an appropriate manner elsewhere in the copyright material. If it is deemed necessary by either the Chancellor's Office or Grantee that the copyright be registered with the U.S. Copyright Office, Grantee will be responsible for applying for, paying the filing fees for, and securing said copyright.



Patents

EXHIBIT A

Subject to the requirements of law, all rights to any patentable inventions or discoveries conceived and first actually reduced to practice in the performance of the scope of work shall belong to the Chancellor's Office.

Trademarks and Servicemarks

All trademarks and servicemarks first created, developed or acquired pursuant to this Grant Agreement shall be the property of the Chancellor's Office. If it is deemed necessary by either the Chancellor's Office or Grantee that a trademark or servicemark be registered with state or federal agencies, Grantee will be responsible for applying for, paying the filing fees for, and securing said protection. All trademarks and servicemarks obtained pursuant to this Grant Agreement shall be issued to the "Chancellor's Office, California Community Colleges" and carry the designations permitted or required by law. The Chancellor's Office agrees to grant a nonexclusive license for the use of trademarks or servicemarks created, developed or obtained under this Grant Agreement to Grantee. Grantee agrees not to permit infringement by any person, to compensate Chancellor's Office for any infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any and all claims arising out of or in connection with such license. Grantee may, with the written permission of the Chancellor's Office, enter into a written sublicensing agreement subject to these same conditions.

4. Prohibition Against Use of Grant Fund for Grant Application

In no event may Grantee use Grant funds to pay any individual or organization for the work associated with preparing the Grant application. For breach or violation of this prohibition, the Chancellor's Office shall, in addition to other remedies provided by law, have the right to annul this Grant Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.

5. Real Property and Equipment (This section only applies if permitted by the funding source.)

Real property and equipment procured with Grant funds will be used for the purpose of the Grant in accordance with the implementing legislation and the following:

- a. Equipment with an initial purchase price in excess of \$5,000 must be appropriately tagged as purchased with funds from the particular funding source and the Grantee shall maintain an inventory of equipment purchased, including a description of the equipment, a serial or other identification number, the acquisition date, the cost of the equipment, the location of the equipment, and any ultimate disposition data. The Grantee will also adhere to all other property management procedures and property accountability requirements as published by the Chancellor's Office.
- b. If the real property or equipment is not needed full time for the purposes of the Grant, it may also be used for other purposes so long as this does not interfere with its use in carrying out the purposes of the Grant throughout the term of this Grant Agreement.
- c. Upon completion or termination of the Grant, or when real property or equipment is no longer useful or necessary for purposes of the Grant, it may be disposed of as follows:
 1. Equipment with an initial purchase price less than \$5,000 may be disposed of as the Grantee deems appropriate.
 2. If the Grant-funded project involves system wide or regional coordination or technical assistance activities, the disposition of real property or equipment with an initial purchase price in excess of \$5,000 shall be subject to the approval of the Chancellor's Office.
 3. In all other cases, real property or equipment with an initial purchase price in excess of \$5,000 may be sold or used in another program funded by the Chancellor's Office. If the real property or equipment is sold, the proceeds of the sale shall be returned to the program funded by this Grant Agreement, or if that program has been discontinued, to another program funded by the Chancellor's

EXHIBIT A

Office; provided however, that the Grantee may retain \$100 or ten percent of the sale price (whichever is greater) to cover the costs of sale.

4. Equipment purchased with federal funds shall also comply with any additional or more stringent equipment management requirements applicable to the particular federal funding source.

6. Surveys

If this Grant Agreement involves a survey of community college faculty, staff, students, or administrators, Grantee shall ensure that the survey is developed, administered, tabulated, and summarized by a survey evaluator/specialist. Surveys shall conform to project goals, shall minimize the burden on the group being surveyed, and shall not collect data already available to the Grantee from the Chancellor's Office or another source.

7. Curriculum Development (This provision only applies to the development of new college curriculum.)

- a. All courses initiated or substantially modified as a result of activities supported by this Grant Agreement must comply with all applicable provisions of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations (commencing with section 55000), including but not limited to, section 55002, which defines standards for degree-applicable credit, non-degree-applicable credit, and noncredit courses. All such courses must be reviewed through the appropriate processes as described in the Program and Course Approval Handbook published by the Chancellor's Office.
- b. All programs (certificates or degrees) initiated or substantially modified as a result of activities supported by this Grant Agreement must be approved at the appropriate level and through the appropriate process as described in subchapter 1 (commencing with section 55000) and subchapter 2 (commencing with section 55100) of chapter 6 of division 6 of title 5 of the California Code of Regulations and the Program and Course Approval Handbook published by the Chancellor's Office.
- c. The awarded funding of this Grant Agreement to support the development of new curriculum shall not be construed to constitute endorsement or approval of the resulting curriculum by the Chancellor's Office or to guarantee or affect the outcome of the curriculum review and approval process.

8. Revenue from Proposition 98 Funds:

If the Grantee or any of its subgrantees or subcontractors in any way hosts or conducts a seminar, conference, convention, training, meeting, symposia, or any other professional or informational gathering using Proposition 98 funds and charges an attendance fee resulting in surplus funds or revenue, those funds shall be deposited into the account that holds the funds for this agreement. The Grantee will immediately notify the Project Monitor of the excess funds and will provide the Project Monitor with a written accounting of said funds. The excess funds must be used consistent with this grant's scope of work and approved, in writing, by the Project Monitor.

9. Public Hearings

If public hearings on the subject matter dealt with in this Grant Agreement are held during the period of the Grant Agreement, Grantee will make available the personnel assigned to this Grant Agreement for the purpose of testifying.

10. Work by Chancellor's Office Personnel

Staff of the Chancellor's Office will be permitted to work side by side with Grantee's staff to the extent and under conditions that may be directed by the Project Monitor. Staff of the Chancellor's Office will be given access to all data, working papers, subcontracts, etc., which Grantee may utilize.

EXHIBIT A

11. Time is of the Essence

The timing for delivery of the goods and/or services required by this Grant Agreement is essential to the provision of educational services to the students of the California Community Colleges that are dependent upon a fixed academic calendar. Failure to complete any element of the scope of work shall entitle the Chancellor's Office to withhold up to the full amount of the ten-percent final payment, at the Chancellor's Office discretion.

C. GENERAL TERMS AND CONDITIONS

1. Amendments

An amendment of this Grant Agreement is required to extend the completion date, materially change the work to be performed, or alter the budget. Requests for an amendment must be submitted to the Project Monitor, and should be made as soon as possible after the need for an amendment arises.

2. Assignment

This Grant Agreement is not assignable by Grantee, either in whole or in part, without the consent of the Project Monitor and in the form of a formal written amendment.

3. Settlement of Disputes

In the event of a dispute, Grantee agrees to file a "Notice of Dispute" with the Chancellor's Office, within 10 days of discovery of the problem. Immediately thereafter and at a time and place mutually agreed upon, the Grantee, the Vice Chancellor for the division awarding the Grant Agreement, and the Project Monitor will meet for purposes of resolving the dispute. The decision of the Chancellor's Office shall be final. Grantee shall continue with the responsibilities under this Grant Agreement during any dispute.

4. Notice

Any notice to either party that is required or permitted to be given under this Grant Agreement shall be given by email to the Project Monitor and/or Project Director. Such notice shall be effective when received. In the event of an emergency, the Project Monitor and/or Project Director should be contacted immediately by telephone.

5. Audit

Grantee agrees that the Chancellor's Office, the California State Auditor, any other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Grant Agreement. Grantee agrees to maintain such records for possible audit for a minimum of three (3) years after final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. Grantee agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Grantee agrees to include a similar right of the Chancellor's Office, the California State Auditor, any other appropriate state or federal oversight agency, or their designated representative(s) to audit records and interview staff in any contract or subgrant related to performance of this Grant Agreement.

6. Standards of Conduct and Conflicts of Interest

Grantee hereby assures that in administering this Grant Agreement, including the hiring of subcontractors or subgrantees, it will comply with the standards of conduct hereinafter set out, as well as the applicable state laws concerning conflicts of interests, in order to maintain the integrity of this Grant Agreement and to avoid any potential conflict of interests in its administration.

- a. Every reasonable course of action will be taken by the Grantee in order to maintain the integrity of this expenditure of public funds and to avoid any favoritism or questionable or improper conduct. The Grant Agreement will be administered in an impartial manner, free

EXHIBIT A

from personal, financial, or political gain. The Grantee, and its officers and employees, as well as its subcontractors and subgrantees in administering the Grant Agreement, will avoid situations that give rise to a suggestion that any decision was influenced by prejudice, bias, special interest, or personal gain.

- b. Conducting Business with Relatives. No relative by blood, adoption, or marriage of any officer or employee of the Grantee, or of any member of its governing board, or its subcontractors and subgrantees will receive favorable treatment in the award of subcontracts or subgrants or in educational or employment opportunities funded by this Grant Agreement.
- c. Conducting Business Involving Close Personal Friends and Associates. In administering the Grant Agreement, officers and employees of the Grantee, or its subcontractors and subgrantees will exercise due diligence to avoid situations that may give rise to an assertion that favorable treatment is being granted to friends and associates.
- d. Avoidance of Conflicts of Economic Interests.
 1. Grantee shall take all reasonable steps to ensure that its subcontractors and subgrantees, officers and employees, and members of its governing board, will avoid any actual or potential conflicts of interests, and that no subcontractor, subgrantee, officer, employee, or board member who exercises any functions or responsibilities in connection with this Grant Agreement shall have any personal financial interest or benefit that either directly or indirectly arises from this Grant Agreement. The term "financial interest" shall include the financial interest of the officer, employee, or board member's spouse or dependent child.
 2. Grantee shall establish safeguards to prohibit officers, employees or board members from using their positions for a purpose that could result in private gain, or give the appearance of being motivated for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
 3. An officer or employee of Grantee, an elected official in the area, or a member of the governing board, may not solicit or accept money or any other consideration from a third person for the performance of any act reimbursed, in whole or in part, by Grantee or the Chancellor's Office. Supplies, materials, equipment, or services purchased with Grant funds will be used solely for purposes allowed under this Grant Agreement.
 4. The governing board may not authorize the award of any subcontract or subgrant funded by this Grant Agreement, if that contract or subgrant is for the provision of services or goods by any board member, or by any person or entity that is a source of income to a board member.
- e. In the interest of avoiding conflicts of interests involving friends or associates of Chancellor's Office employees, in administering this Grant Agreement, officers and employees of the Grantee will exercise due diligence to avoid situations which may give rise to an assertion that favorable treatment is being granted to friends and associates of Chancellor's Office employees.

7. Union Organizing

Grantee, by signing this Grant Agreement, hereby acknowledges the applicability of Government Code section 16645.2 to this Grant Agreement, and hereby certifies that none of the Grant funds will be used to assist, promote or deter union organizing. If Grantee incurs costs, or makes expenditures to assist, promote or deter union organizing, Grantee will maintain records sufficient to show that no reimbursement from state funds has been sought for these costs, and Grantee shall provide those records to the Attorney General upon request.

EXHIBIT A

8. Nondiscrimination Clause

- a. During the performance of this Grant Agreement, Grantee, contractors or subgrantees shall not unlawfully discriminate, harass or allow harassment, against any employee or applicant for employment because of ethnic group identification, national origin, religion, creed, age (over 40), sex, race, color, ancestry, sexual orientation, physical disability (including HIV and AIDS), mental disability, medical condition (cancer and genetic characteristics), or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, marital status, denial of family care leave, political affiliation, or position in a labor dispute. Grantee and subcontractors or subgrantees shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.
- b. Grantee, contractors and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code, § 12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code Regs., tit. 2, § 11000 et seq.). The applicable regulations of the Fair Employment and Housing Council implementing Government Code section 12990, set forth in Subchapter 5 of Division 4.1 of Title 2 of the California Code of Regulations are incorporated into this contract by reference and made a part hereof as if set forth in full. Grantee, contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.
- c. Grantee shall include the nondiscrimination and compliance provisions of this clause in all contracts or subgrants to perform work under the Grant Agreement.

9. Americans with Disabilities Act and Public Access Accessibility

- a. By signing this Grant Agreement, Grantee assures the Chancellor's Office that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. §§ 12101 et seq.)
- b. Grantee shall, upon request by any person, make any materials produced with Grant funds available in braille, large print, electronic text, or other appropriate alternate format. Grantee shall establish policies and procedures to respond to such requests in a timely manner.
- c. All data processing, telecommunications, and/or electronic and information technology (including software, equipment, or other resources) developed, procured, or maintained by Vendor, whether purchased, leased, or provided under some other arrangement for use in connection with this Agreement, shall comply with the regulations implementing Section 508 of the Rehabilitation Act. (36 C.F.R. § 1194.1, Apps. A & C.)
- d. Electronic content designed for public access, including but not limited to, computer or web-based materials and instructional materials shall conform to the 508 Standards and 255 Guidelines and/or Web Content Accessibility Guidelines (WCAG) 2.1, and guidelines developed by the Chancellor's Office.
- e. Grantee shall submit a PAC PDF Accessibility Checker report for electronic content created under this Agreement demonstrating compliance with the WCAG 2.1.
- f. Grantee shall respond, and shall require its contractors and subgrantees to respond to and resolve any complaints regarding accessibility of its products and services as required by this section.
- g. Grantee and its contractors and subgrantees shall indemnify, defend, and hold harmless the Chancellor's Office, its officers, agents, and employees, from any and all claims by any person resulting from the failure to comply with the requirements of this section.

EXHIBIT A

- h. Grantee shall incorporate the requirements of this section into all contracts or subgrants to perform work under this Grant Agreement.

10. Drug-Free Workplace Certification

By signing this Grant Agreement, the Grantee hereby certifies under penalty of perjury under the laws of the State of California that the Grantee will comply with the requirements of the Drug-Free Workplace Act of 1990 (Gov. Code. §§ 8350 et seq.) and will provide a drug-free workplace by taking the following actions:

- a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
- b. Establish a Drug-Free Awareness Program to inform employees about:
 - 1. The dangers of drug abuse in the workplace;
 - 2. The organization's policy of maintaining a drug-free workplace;
 - 3. Any available counseling, rehabilitation, and employee assistance programs; and,
 - 4. Penalties that may be imposed upon employees for drug abuse violations.
- c. Every employee who works under the Grant will:
 - 1. Receive a copy of the Grantee's drug-free policy statement; and,
 - 2. Agree to abide by the terms of the Grantee's policy statement as a condition of employment under the Grant.

Failure to comply with these requirements may result in suspension of payments under the Grant Agreement or termination of the Grant Agreement or both and Grantee may be ineligible for award of any future state grants if the Chancellor's Office determines that any of the following has occurred: (1) Grantee has made false certification, or (2) violated the certification by failing to carry out the requirements as noted above.

11. Termination

- a. Termination Option. Either party may at its option terminate this Grant Agreement at any time upon giving thirty (30) days' advance notice in writing to the other party in the manner herein specified. In such event, both parties agree to use all reasonable efforts to mitigate their expenses and obligations. In such event, the Chancellor's Office shall pay Grantee for all satisfactory services rendered and expenses incurred prior to such termination that could not by reasonable efforts of Grantee have been avoided, but not in excess of the maximum payable under the Grant Agreement as specified on the Grant Agreement Face Sheet. Upon termination, Grantee agrees to relinquish possession of equipment purchased for this project to the Chancellor's Office or Grantee may, with approval of the Chancellor's Office, purchase or dispose of said equipment as provided in section 19 of this Article ("Real Property and Equipment").
- b. Event of Breach. In the event of any breach of this Grant Agreement, the Chancellor's Office may, without any prejudice to any of its other legal remedies, terminate this Grant Agreement upon five (5) days' written notice to the Grantee. In the event of such termination, the Chancellor's Office may select a new grantee to proceed with the work in any manner deemed proper by the Chancellor's Office. The cost to the Chancellor's Office of having the project completed by another grantee shall be deducted from any sum due Grantee under this Grant Agreement, and the balance, if any, shall be paid to Grantee upon demand. Whether or not the Chancellor's Office elects to proceed with the project, the Chancellor's Office shall pay Grantee only the reasonable value of the services theretofore rendered by Grantee as may be agreed upon by the parties or determined by a court of law.

EXHIBIT A**12. Executive Order N-6-22 – Russia Sanctions**

On March 4, 2022, Governor Gavin Newsom issued Executive Order N-6-22 (the EO) regarding Economic Sanctions against Russia and Russian entities and individuals. "Economic Sanctions" refers to sanctions imposed by the U.S. government in response to Russia's actions in Ukraine, as well as any sanctions imposed under state law. The EO directs state agencies to terminate contracts with, and to refrain from entering any new contracts with, individuals or entities that are determined to be a target of Economic Sanctions. Accordingly, should the State determine Grantee is a target of Economic Sanctions or is conducting prohibited transactions with sanctioned individuals or entities, that shall be grounds for termination of this agreement. The State shall provide Grantee advance written notice of such termination, allowing Grantee at least 30 calendar days to provide a written response. Termination shall be at the sole discretion of the State.

13. Indemnification

Grantee agrees to indemnify, defend and save harmless the State, the Board of Governors of the California Community Colleges, the Chancellor's Office, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all employees, subcontractors, subgrantees, suppliers, laborers and any other person, firm or corporation furnishing or supplying work, services, materials or supplies in connection with performance of this Grant Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by the Grantee in the performance of this Grant Agreement.

The Chancellor's Office will notify Grantee of any such claim in writing and tender the defense thereof within a reasonable time. Grantee will have sole control of the defense of any action on such claim and all negotiations for its settlement or compromise; provided that:

- a. When substantial principles of government or public law are involved, when litigation might create precedent affecting future Chancellor's Office operations or liability, or when involvement of the Chancellor's Office is otherwise mandated by law, the Chancellor's Office may participate in such action at its own expense with respect to attorneys' fees and costs (but not liability);
- b. The Chancellor's Office will have the right to approve or disapprove any settlement or compromise, which approval will not unreasonably be withheld or delayed; and
- c. The Chancellor's Office will reasonably cooperate in the defense and in any related settlement negotiations.

14. Waiver of Rights

Any action or inaction by the Chancellor's Office or the failure of the Chancellor's Office on any occasion, to enforce any right or provision of the Grant Agreement, shall not be construed to be a waiver by the Chancellor's Office of its rights hereunder and shall not prevent the Chancellor's Office from enforcing such provision or right on any future occasion. The rights and remedies of the Chancellor's Office herein are cumulative and are in addition to any other rights or remedies that the State may have at law or in equity.

15. Workers' Compensation Insurance

Grantee hereby warrants that it carries Workers' Compensation Insurance for all of its employees who will be engaged in the performance of this Grant Agreement, or is self-insured in accordance with the provisions of Labor Code section 3700, and agrees to furnish to the Chancellor's Office satisfactory evidence thereof at any time the Project Monitor may request.

16. Unenforceable Provisions

In the event that any provision of this Grant Agreement is unenforceable or held to be unenforceable, the parties agree that all other provisions of the Grant Agreement remain in full force and effect.

EXHIBIT A

17. Law Governing

This Grant Agreement is governed by and shall be interpreted in accordance with the laws of the State of California; venue of any action brought with regard to this Agreement shall be in Sacramento County, Sacramento, California.

18. Independent Status of Grantee

The Grantee, and the agents and employees of Grantee, in the performance of this Grant Agreement, shall act in an independent capacity and not as officers or employees or agents of the State of California or the Chancellor's Office.

19. Grant Agreement is Complete

No amendment, alteration or variation of the terms of this Grant Agreement shall be valid unless made in writing, signed by the parties, and approved as required. No oral understanding or agreement not incorporated in this Grant Agreement is binding on any of the parties.

20. Captions

The clause headings appearing in this Grant Agreement have been inserted for the purpose of convenience and ready reference. They do not purport to and shall not be deemed to define, limit, or extend the scope or intent of the clauses to which they appertain.

21. Effective Date

The effective date of this agreement is when it is fully executed by all parties.

Umoja: G1151 Coast CCD I Coastline Community College Grant Agreement

Created:	04/02/2025
Status:	Signed
Transaction ID:	ccdae270-5fe8-4244-8997-b40a57a299c5

"Umoja: G1151 Coast CCD I Coastline Community College Grant Agreement" history

-  Kathy Carroll created the document.
04/02/2025 11:50:06 PM GMT
-  Document was emailed to Ran Xu
04/02/2025 11:50:07 PM GMT
-  Ran Xu signed the document.
04/03/2025 3:12:52 PM GMT
-  Document was emailed to wyamamura@cccd.edu
04/03/2025 3:12:53 PM GMT
-  wyamamura@cccd.edu signed the document.
04/17/2025 3:44:00 PM GMT
-  Document was emailed to Chris Ferguson
04/17/2025 3:44:01 PM GMT
-  Chris Ferguson signed the document.
04/18/2025 9:31:01 PM GMT
-  Document was successfully signed and filed
04/18/2025 9:31:03 PM GMT



Student Equity Plan

2022-2025

Race Consciousness in Equity Plan Development

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

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

Name	Responsibility	Email Address
Leighia Fleming	Project Lead	lfleming5@coastline.edu
Dr. Aeron Zentner	Alternate Project Lead	azentner@coastline.edu
Vince Rodriguez	Chancellor/President	vrodriguez@coastline.edu
Claudia Mojica	Alternate Project Lead	cmojica1@coastline.edu
Dr. Lisa Lee	Academic Senate President	llee@coastline.edu
Christine Nguyen	Chief Business Officer	cnguyen@coastline.edu
Isela Ocegueda	Chief Instructional Officer	iocegueda@ccd.edu
Kate Mueller	Chief Student Services Officer	kmueller@coastline.edu
Nathaniel Harrison	Guided Pathways Coordinator/Lead	nharrison@coastline.edu

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

Summary of Target Outcomes for 2022-25

Successful Enrollment

Filipino

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

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

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

Completed Transfer-Level Math & English

Black or African American

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

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

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

Hispanic or Latino

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

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

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

Persistence: First Primary Term to Secondary Term

Black or African American

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

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

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

Transfer

Black or African American

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

2-year outcome: Strengthen partnerships with local UC, CSU, and online public institutions. Develop working relationships with programs such as EOP, Project Rebound, MESA, Upward Bound, HBCU transfer and other programs that focus on attracting Black/African American students.

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

Hispanic or Latino

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

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

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

Completion

Hispanic or Latino

1-year outcome: Present on Open Educational Resources at Spring Flex Day, develop marketing campaign to promote OER, conduct Fall and Spring workshop with faculty audience on OER development.

2-year outcome: Continue Year 1 efforts on OER expansion. Increase usage of Open Educational Resources as primary learning material to reach 30% of all Spring 2024 sections. (For Fall 2022, 24% of Coastline's total 647 sections use OER).

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

Equity Plan Reflection

2019-22 Activities Summary

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

Key Initiatives/Projects/Activities

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

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

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

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

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

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

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

Evidence of Decreased Disproportionate Impact

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

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

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

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

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

2022-25 Planning Efforts

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

Student Equity Plan Metrics

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

Pandemic Acknowledgement

×Interrupted Work Fully

×Catalyzed Work

✓Delayed Work

Provide an explanation (optional)

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

Executive Summary URL

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

Student Populations Experiencing Disproportionate Impact and Metrics

Successful Enrollment

Filipino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure

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

Structure Evaluation

Current Structure

×Instruction

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

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

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

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

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

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

×Other

Ideal Structure

×Instruction

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

✓Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

The following process would assist in facilitating equitable outcomes:

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

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

✕Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

To reach the necessary transformation the following needs to occur:

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

Action

Action Steps

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

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

Chancellor's Office Supports

Supports Needed

✕Field Guidance & Implementation

✓Technical Assistance/Professional Development

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

Support needed includes:

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

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure

The friction points include:

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

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

Structure Evaluation

Current Structure

✓Instruction

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

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

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

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

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

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

×Other

Ideal Structure

✓Instruction

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

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

Coastline College will automatically enroll students into Umoja program

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

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

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

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

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

✓Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

Equity minded practices should include:

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

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

✗Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

Action

Action Steps

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

Chancellor's Office Supports

Supports Needed

✓Field Guidance & Implementation

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

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

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure

The friction points include:

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

Structure Evaluation

Current Structure

- ✓Instruction

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

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

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

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

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

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

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

✗Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

✗Other

Ideal Structure

×Instruction

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

✓Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

Equity minded processes should include:

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

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

×Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

Action

Action Steps

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

Chancellor's Office Supports

Supports Needed

×Field Guidance & Implementation

✓Technical Assistance/Professional Development

✓Data & Research

✓Policy & Regulatory Actions

✓Technology Investments & Tools

×Proof of Concept Pilots

×Strategic and Operational Communication

Explanation of Supports Needed

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

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure

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

Structure Evaluation

Current Structure

✗Instruction

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

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

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

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

- If a student identifies an area of interest (such as transfer), they are sent an email and the onus is on the student to follow-up.
- We assume that students will know which classes are “harder” than others- students cannot know by reading a course description which courses have heavier workloads than others.
- We do not have a single, centralized, version-controlled listing college resources for students.
- Each department seems to make their own list of resources.
- Website information is hard to find, not easily searched for, and information may be out of date/inconsistent with other sources (currently under Covid-19 path)
- Student services support is offered during limited hours (typically 8am-5pm) because we assume that students can interact with us during normal business hours. However, this is likely not the case because:
 - Considering the low population of African American/Black residents in Orange County, it is likely that many of these students are distance and online learners. Online learners are typically active between 10pm and 2am.
 - Black/African American students are disproportionately parents, a population that are often busy during the day.

✓Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

Impacted structures includes:

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

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

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

✗Other

Ideal Structure

✓Instruction

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

Develop Umoja cohorts to support persistence from term to term

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

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

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

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

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

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

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

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

×Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

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

Action

Action Steps

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

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

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

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

Chancellor's Office Supports

Supports Needed

✗Field Guidance & Implementation

✓Technical Assistance/Professional Development

✗Data & Research

✗Policy & Regulatory Actions

✓Technology Investments & Tools

✓Proof of Concept Pilots

✗Strategic and Operational Communication

Explanation of Supports Needed

The support needed is primarily financial:

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

Transfer

Black or African American

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure

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

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

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

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

Structure Evaluation

Current Structure

✓Instruction

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

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

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

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

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

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

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

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

×Other

Ideal Structure

×Instruction

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

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

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

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

Students will be able to connect people to programs, and more importantly, the specific services they provide. Students will understand that if they are receiving a message about getting a transfer evaluation, it is because they have arrived at a critical point in their journey.

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

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

×Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

Action

Action Steps

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

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

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

Recommended steps include:

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

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

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

Support needed includes:

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

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

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure

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

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

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

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

Structure Evaluation

Current Structure

✓Instruction

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

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

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

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

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

✗Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

✗Other

Ideal Structure

✓Instruction

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

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

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

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

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

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

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

Action

Action Steps

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

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

Recommended steps include:

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

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

Support needed includes:

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

Hispanic or Latino

Areas of Completion

Areas of Completion

✗Adult Ed/Noncredit Completion

✓Certificate Completion

✓Degree Completion

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure

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

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

Structure Evaluation

Current Structure

×Instruction

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

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

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

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

×Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

×Other

Ideal Structure

×Instruction

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

✗Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

✗Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

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

Action

Action Steps

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

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

Chancellor's Office Supports

Supports Needed

✗Field Guidance & Implementation

✓Technical Assistance/Professional Development

✓Data & Research

✗Policy & Regulatory Actions

✓Technology Investments & Tools

✗Proof of Concept Pilots

✗Strategic and Operational Communication

Explanation of Supports Needed

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

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

Student Support Integration Survey

1. Previous Equity Efforts

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

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

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

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

2. Guided Pathways

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

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

3. General Accessibility

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

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

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

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

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

4. Financial Aid

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

We plan to complete the following:

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

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

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

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

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

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

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

No

5. Basic Needs

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

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

Yes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Zero-Textbook Cost

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

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

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

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

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

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

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

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

7. LGBTQ+ Supports

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

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

To do so we will do the following:

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

Success for our plan would mean:

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

8. Mental Health Supports

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

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

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

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

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

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

9. Institutional Planning

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

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

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

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

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

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

Certification

Chancellor/President

- **Vince Rodriguez**
- vrodriguez@coastline.edu

Approved by Vince Rodriguez

11/21/2022 04:49 PM PST

Chief Business Officer

- **Christine Nguyen**
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Approved by Christine Nguyen

11/28/2022 02:01 PM PST

Chief Instructional Officer

- **Isela Ocegueda**
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Approved by Isela Ocegueda

11/28/2022 01:48 PM PST

Chief Student Services Officer

- **Kate Mueller**
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Approved by Kate Mueller

11/18/2022 10:11 AM PST
Academic Senate President

- **Dr. Lisa Lee**
- Coastline College Academic Senate President and Professor of Mathematics
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Approved by Dr. Lisa Lee

11/28/2022 04:01 PM PST
Guided Pathways Coordinator/Lead

- **Nathaniel Harrison**
- Director, Online & Distance Learning Programs
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Approved by Nathaniel Harrison

11/18/2022 10:15 AM PST



Data: Community College applicants submit the following for the previous three academic years

(A) The number of degree and certificate programs completed by all students, and by Black and/or African American students.

Degree and Certificate Programs Completed	2021-22	2022-23	2023-24
All Student	2,019	2,152	2,034
Degrees	1,432	1,346	1,171
Certificates	587	806	863
Black and/or African American Students	249	313	301
Degrees	187	228	206
Certificates	62	85	95

Source: Coast District Banner Student Information System and Coastline Data Dashboards

(B) The number of all students, and of Black and/or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion.

Graduation/ Completion Rate	Cohort 2018	Cohort 2019	Cohort 2020
All Student	23%	25%	28%
Black and/or African American Students	11%	0%	33%

Annual IPEDS reports at 150% completion rate

(C) The student transfer rates for all students, and for Black and/or African American students, to four-year colleges and universities.

Transfer Rate	Cohort 2016	Cohort 2017	Cohort 2018
All Student	19%	18%	19%
Black and/or African American Students	11%	5%	6%

CCCCO Data Vista and the Coastline Student Equity and Achievement Data Dashboard