MiraCosta College 2019-2022 Student Equity Plan Executive Summary

With the passing of the 2012 Student Success Law, the college has worked to expand student success efforts with a focus on student equity, particularly for those populations identified as at-risk. This process entails a close look at data that identifies student populations that are disproportionately impacted at MiraCosta College across what the Board of Governors policy on student equity has defined as key success indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The target populations include the following subgroups: ethnicity, gender, age, disability status, economically disadvantaged, veterans, and foster youth (Title 5, §54220).

MiraCosta College submitted its 2014-2017 Student Equity Plan that outlined goals and activities the college identified to meet areas of gap for target populations across success indicators. With the awarding of additional funds, the college created an updated 2015-2018 Student Equity Plan.

The below tables provide a summary of the goals for each student group identified as disproportionately impacted based on Student Equity and Achievement data provided by the Chancellor's Office, activities the college will undertake to achieve goals, and the resources budgeted for each activity. Also included are an accounting of Student Equity funding for 2015-16, 2016-17, 2017-18, an assessment of progress on identified goals from the 2015-2018 Student Equity Plan, and the district's official contact.

GOALS

SEA Metric	SEA Definition	SEA DI Group (Groups experiencing DI in at least 2 of the 4 years are identified as a DI Group)	Baseline	Goal (close gap by 10%)	Full Equity
Access: Successful enrollment at the same college	Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year	Veteran Female	158	160	180
		Foster Youth Female	191	195	228
		White Female	5013	5051	5390
		NHPI Female	99	101	122
		Filipino Female	479	483	521
		Black or African American Male	469	474	523
		Black or African American Female	569	583	711

SEA Metric	SEA Definition	SEA DI Group (Groups experiencing DI in at least 2 of the 4 years are identified as a DI Group)	Baseline	Goal (close gap by 40%)	Full Equity
Retention Fall to Spring	Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution	Veteran Male	401	411	426
		Black or African American Male	138	144	157

SEA Metric	SEA Definition	SEA DI Group (Groups experiencing DI in at least 2 of the 4 years are identified as a DI Group)	Baseline	Goal (close gap by 40%)	Full Equity
Completion of transfer-level Math and English	Among all students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district	LGBT Female	2	4	7
		Some other race, Female	1	2	4
		NHPI Male	0	1	2
		Hispanic or Latino Female	41	55	77
		Economically Disadvantaged Female	67	81	101
		Disabled Male	0	2	5

SEA Metric	SEA Definition	SEA DI Group (Groups experiencing DI in at least 2 of the 4 years are identified as a DI Group)	Baseline	Goal (close gap by 40%)	Full Equity
Transfer to a four-year institution	Among all students, the number of students who transferred to various types of postsecondary institutions	LGBT Female	17	20	24
		Foster Youth Male	2	3	4
		Foster Youth Female	6	7	8
		NHPI Male	1	2	4
		Hispanic or Latino Male	185	217	264

SEA Metric	SEA Definition	SEA DI Group (Groups experiencing DI in at least 2 of the 4 years are identified as a DI Group)	Baseline	Goal (close gap by 40%)	Full Equity
Attained the Vision Goal Completion Definition	Among all students, the number of students who earned various types of awards within a year of last enrolling and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year	Foster Youth Male	1	3	4
		Foster Youth Female	3	5	7
		Some Other Race Female	12	15	19
		NHPI Male	2	3	4
		Black or African American Male	9	15	24
		Black or African American Female	21	25	30
		American Indian or Alaskan Native	1	2	2
		LGBT Male	5	8	13
		LGBT Female	8	14	24

ACTIVITIES AND RESOURCES

Academic Success and Equity Programs

Support Academic Success and Equity Programs (ASE) that include MANA, Puente, RAFFY, and Umoja geared towards providing tailored interventions and culturally relevant services for Native Hawaiian/Pacific Islander, Latinx (Hispanic), former Foster Youth, and African American students. ASE programs have demonstrated outcomes in increasing student persistence, completion of critical math and/or English courses, and completion of a certificate, degree, and/or transfer. ASE focus group data shows student participants experience a higher sense of motivation when engaging with ASE staff and faculty, benefits from personalized counseling, an increased sense of connection and a network of support. ASE programs provide dedicated counseling, learning communities, culturally relevant curriculum and connection to instructional faculty, and critical skills in the areas of financial literacy, time management, coping skills, and educational planning. Plans to expand ASE programs include services for undocumented/mixed status students and formerly incarcerated students.

Related Metrics:

- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

Equity-focused and scaled Guided Pathways framework

Using leading indicators based on guided pathways momentum points, continue to proactively design and deploy key components of a guided pathways framework with a particular focus on areas where students are not progressing in their academic journey and on scaling the practices to ensure that all students in disproportionately impacted groups are supported. Planned interventions include career exploration and counseling early in the student's academic journey, integration of academic and student support functions within the first year, monitoring of progress on education plans, and real-time referrals for additional support when needed. Momentum points that will be disaggregated and monitored regularly include: completing matriculation, persisting from fall to spring

and from fall to fall, completing a comprehensive education plan, attempting and completing math and English in the first year, achieving unit milestones (12, 24, 48, and 60), and earning a certificate, degree and/or transfer.

Related Metrics:

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Female : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

Culturally sustaining pedagogy in the classroom

Work with the Academic Senate to create intentional opportunities to integrate cultural perspectives into the learning experiences. Research shows that culture is central to not only communication and receipt of information, but also in shaping learning. Utilizing Student Equity categorical funds and partnering with other grants to intentionally create professional development opportunities for MiraCosta community members to attend equity related conferences and trainings to increase learning around culturally sustained pedagogies and contextualized learning. Utilize success from Academic Success and Equity program culturally sustained pedagogies to review with the campus community as a promising practice. Focus group data from ASE programs acknowledged that similarities between students, faculty and staff that they engaged with built stronger connections for disproportionately impacted students to connect to the curriculum. Participants felt as though staff could understand their situations because staff had been in the same position as the students. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full and equitable access and support for students from all cultures.

Related Metrics:

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Female : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Veteran : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College

Continue to implement AB705

In order to promote math and English completion and ensure equitable outcomes, first-in-sequence and transfer-level courses in these foundational disciplines will utilize an embedded tutoring model. This academic support intervention relies on both teaching faculty and peer tutors to support an active and engaged classroom learning environment. Embedded tutoring has demonstrated outcomes in helping students learn course concepts and increasing student

engagement, and provides an opportunity for contextualized learning to connect students from DI populations to the curriculum. Continue to support embedded tutoring in ASE programs and opportunities for early connection to college programs serving local high school.

Related Metrics:

- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Outreach, Enrollment, and Retention Activities

Continue to support outreach, enrollment, and retention strategies for DI students to increase access to the campus and success. MiraCosta has worked with K-12 partners to increase the college-going culture in its service area, particularly for high schools with student populations reflecting our DI populations. Strategies include early access to the college and support services for students transitioning from high school to college and increasing co-curricular opportunities for students that enhance inclusion and cross-cultural competence. Current interventions such as access events, high school outreach, and tailored services have been correlated to increased persistence and success for students who transition to the college. Local data demonstrates that age is a critical factor in identifying DI at MiraCosta and therefore needs to be taken into account in designing interventions. Related Metrics:

- Veteran : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Veteran : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- White : Female : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
- Filipino : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

Accounting of Student Equity Funding

Fiscal Year 2015-2016

Object Code & Classification	Outreach	Student Services & Categoricals	Research & Evaluation	Student Equity Coordination & Planning	Curriculum / Course Dev & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000 Academic Salaries							$12,005	$42,648	**$54,653**
2000 Classified and Other Nonacademic Salaries	$164,302			$230,060				$67,062	**$461,424**
3000 Employee Benefits	$49,137			$117,518				$10,896	**$177,551**
4000 Supplies & Materials	$38,866	$19,084	$1,065			$7,678		$19,970	**$86,663**
5000 Other Operating Expenses and Services	$21,929		$45,000			$106,185		$42,564	**$215,678**
6000 Technology Equipment				$4,000					**$4,000**
7000 Other Outgo									**$0**
GRAND TOTAL	**$274,234**	**$19,084**	**$46,065**	**$351,578**	**$0**	**$113,863**	**$12,005**	**$183,140**	**$999,969***

Includes additional monies re-allocated in 2015-16 with expenditures through December 31, 2016.

Fiscal Year 2016-2017

Object Code & Classification	Outreach	Student Services & Categoricals	Research & Evaluation	Student Equity Coordination & Planning	Curriculum / Course Dev & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000 Academic Salaries							$10,895	$58,228	**$69,123**
2000 Classified and Other Nonacademic Salaries	$76,824			$132,969			$29,059	$204,022	**$442,874**
3000 Employee Benefits				$24,237			$14,256	$125,259	**$163,752**
4000 Supplies & Materials	$12,893	$1,225	$158	$1,557		$4,102		$82,363	**$102,298**
5000 Other Operating Expenses and Services	$2,560	$6,127		$1,492	$18,761	$46,563		$59,523	**$135,026**
6000 Technology Equipment								$23,909	**$23,909**
7000 Other Outgo								$91,513*	**$91,513***
GRAND TOTAL	**$92,277**	**$7,352**	**$158**	**$160,255**	**$18,761**	**$50,665**	**$54,210**	**$644,817**	**$1,028,495**

Includes additional monies re-allocated in 2015-16 with expenditures through December 31, 2016.

Fiscal Year 2017-2018

Object Code & Classification	Outreach	Student Services & Categoricals	Research & Evaluation	Student Equity Coordination & Planning	Curriculum / Course Dev & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000 Academic Salaries							$1,921		**$1,921**
2000 Classified and Other Nonacademic Salaries	$95,977			$170,682			$37,036	$265,688	**$569,383**
3000 Employee Benefits				$32,166			$18,431	$164,233	**$214,830**
4000 Supplies & Materials	$15,002	$1,310	$179	$1,810		$4,762		$95,841	**$118,904**
5000 Other Operating Expenses and Services	$2,551	$6,116		$1,485	$18,755	$47,631		$56,243	**$132,781**
6000 Technology Equipment									**$0**
7000 Other Outgo									**$0**
GRAND TOTAL	**$113,530**	**$7,426**	**$179**	**$206,143**	**$18,755**	**$52,393**	**$57,388**	**$582,005**	**$1,037,819**

Assessment of Progress on 2015-2018 Identified Goals

Access	
Increase the equity index in access for veterans from .53 to .8 by 2018.	Staffing and programming in the Veterans Information Center have increased to increase access to campus resources and services. The equity index in this area has increased to .67.
Increase the equity index in access for Asian/Pacific Islanders from .83 to 1.0 by 2018.	While the equity index shows a slight drop at .71, efforts to increase access, particularly to Pacific Islander students disproportionately impacted in the northern part of the district were successful with the start of a new Mana program in Fall 2016.
Increase the equity index in access for students experiencing economic disadvantage from .13 to .6 by 2018.	There are several efforts underway to increase a college-going culture in Title I schools in the district's service area as well as with feeder high schools with predominantly low-income populations through the First Year Forward program, Academic Success and Equity programs, and partnerships with GEAR UP. The equity index in this area has increased to .35
Course Completion	
Reduce the course completion gap for males from 2.4 to 1.0 percent by 2018.	Efforts continue to increase male enrollment in Academic Success and Equity Programs continues and the college is analyzing data collected through collaborations with the Minority Male Community College Collaborative regarding men of color and access to resources. The equity index has slightly increased to .98 (up from .97) with percentage below average narrowing to 1.46 percent.
Reduce the course completion gap for Black/African American students from 8.7 to 3.0 percent by 2018.	The Umoja program continues to grow by approximately 20 percent per year and provide enhanced services to students both in and outside of the program. The equity index has slightly decreased to .84 percent (down from .86) and the percentage below average has widened to 11.5 percent.
Reduce the course completion gap for Hispanic/Latino students from 4.0 to 2.0 percent by 2018.	The Puente program as well First Year Forward provide services to students and attempt to streamline student transition into MiraCosta and journey to graduation. Puente serves as one of the early successes in learning communities at the campus. Expansion of the Puente Program to include a 2nd cohort will assist in offering additional Hispanic/Latina/o students enhanced academic and support services. The equity index has slightly increased to .95 (up from .94) and the percentage below average has narrowed to 3.96 percent.

Basic Skills/ESL Completion	
Reduce the gap in ESL and math course completion for all male students from 5.9 to 2.0 percent and to eliminate the gap respectively by 2018.	Efforts continue to increase male participation in Academic Success and Equity programs. The equity index for ESL completion has slightly increased to 1.08 (up from 1.06), however, the percentage below average has slightly widened to 3.03 percent. The equity index for math remains the same at .93 and the percentage below average has widened to 2.84 percent.
Reduce the gap in basic skills English and math course completion for target male students to 3.0 percent and 2 percent respectively by 2018.	Efforts continue to increase male participation in Academic Success and Equity programs. The equity index for English completion has decreased to .94 (down from 1.02) and the percentage below average has widened to 2.76 percent. The equity index for math has dropped to .73 and the percentage below average has widened to 10.46 percent.
Degree & Certificate Completion	
Eliminate the degree and certificate completion gap for all males by 2018.	Marketing efforts were designed to highlight successful male students at the college accessing resources. The equity index has slightly decreased to .84 (down from .87) and the percentage below average has widened to 3.86 percent.
Reduce the gap in degree and certificate completion for Alaska Native/Native American students from 16.6 to 5.0 percent by 2018.	Increased efforts to connect students from this population to services continue including the start of a club on campus that will connect students to academic and support services. The number of students in this population is very small, leading to variability in data. The equity index has slightly increased to .90 (up from .86) and the percentage below average has narrowed to 2.37 percent.
Transfer	
Reduce the gap in transfer for Hispanic/Latino students from 7.5 to 3.0 percent by 2018.	The Puente program as well First Year Forward provide services to students and attempt to streamline student transition into MiraCosta and journey to graduation. The Transfer Center has engaged in outreach to this population in marketing and services to increase student knowledge of transfer options and reduce transfer velocity. The equity index has slightly decreased to .74 (down from .81) and the percentage below average has widened to 11.37 percent.
Eliminate the gap in transfer for Black/African-American students by 2018.	The Umoja program as well as the Transfer Center has increased services to students in this population to increase knowledge of transfer options and reduce transfer velocity. The equity index has remained the same at .98 and the percentage below average has narrowed to .90 percent.

Reduce the gap in transfer for Native Hawaiian/Pacific Islander students from 15.6 to 5.0 percent by 2018.	The newly begun Mana program is geared towards exposing students to transfer options and assist students with educational planning. The equity index has increased to 1.54 (up from 1.02) and the percentage below average has narrowed to 23.26 percent.

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