



STUDENT EQUITY PLAN 2015-2018

MIRACOSTA COLLEGE STUDENT EQUITY PLAN

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Signature Page

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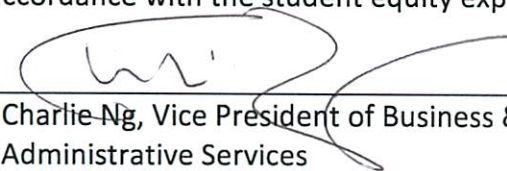
District: MiraCosta College **Board of Trustees Approval Date:** November 18, 2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).



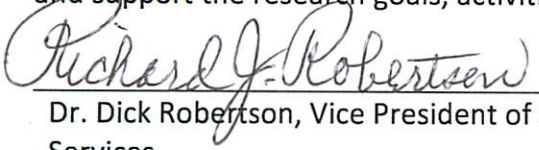
Dr. Sunita Cooke, Superintendent/President scooke@miracosta.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance with the student equity expenditure guidelines published by the CCCCCO.



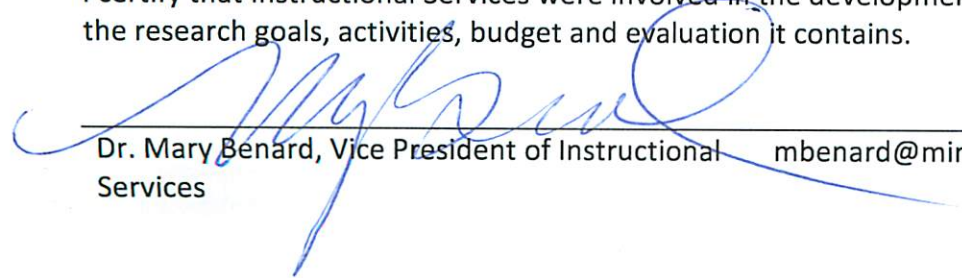
Charlie Ng, Vice President of Business & Administrative Services cng@miracosta.edu

I certify that Student Services representatives were involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



Dr. Dick Robertson, Vice President of Student Services drobertson@miracosta.edu

I certify that Instructional Services were involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.



Dr. Mary Benard, Vice President of Instructional Services mbenard@miracosta.edu

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.



Mike Fino, Academic Senate President

mfino@miracosta.edu

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.



Gwen Partlow, Classified Senate President

gpartlow@miracosta.edu

I certify that Associated Student Government representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.



Brayan Astorga, Associated Student Government
President

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Dr. Wendy Stewart, Dean of Counseling
& Student Development – Student Equity
Contact

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Executive Summary

EXECUTIVE SUMMARY

In 1934, the Oceanside-Carlsbad Union High School District Board of Education voted to establish a community college, to be located in one wing of Oceanside High School. Known then as the Oceanside-Carlsbad Junior College Department of the Oceanside High School District, the school opened on September 3, 1934, with 20 faculty members who taught approximately 120 students. In 2014, MiraCosta College celebrated 80 years of educational excellence. Over the years, the college's enrollment has grown to nearly 15,000 credit students and an additional 5,000 noncredit and fee-based students.

The MiraCosta Community College District is located along the Southern California coast between Orange County to the north and the metropolitan area of San Diego to the south. The district is approximately 35 miles north of San Diego and 90 miles south of Los Angeles. The district includes the cities of Oceanside, Carlsbad, Encinitas, Rancho Santa Fe, Solana Beach, Del Mar, the unincorporated areas of La Costa, Olivenhain, and portions of Carmel Valley and the Camp Pendleton Marine Base. The district operates four sites: the Oceanside Campus is located on 121 acres in the city of Oceanside, the San Elijo Campus is located on 42 acres in Cardiff, the Community Learning Center is located on 7.6 acres in Oceanside, and the Technology Career Institute is located on a site in Carlsbad.

MiraCosta College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The college is also approved by the California Department of Education for the training of veterans under the provisions of the G.I. Bill of Regulations. The University of California, California State University, and high ranking private universities give credit for transfer courses completed at MiraCosta College.

MISSION STATEMENT

The MiraCosta Community College District mission is to provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.

The Student Equity Plan assesses outcomes in what the California Community Colleges Board of Governors policy on student equity has defined as five key success indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer.

Specifically, the indicators are defined as follows:

- **Access:** *The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.*
- **Course Completion:** *The ratio of the number of credit courses that students, by population group, successfully complete (A, B, C, or P) compared to the number of courses in which students in that group are enrolled on the census day of the fall term.*
- **ESL and Basic Skills Completion:** *The ratio of the number of students by population group who successfully complete the related degree-applicable course within 6 years after having begun the ESL or Basic Skills sequence.*
- **Degree and Certificate Completion:** *The ratio of the number of students who complete at least 6 units and attempt at least one math or English course by population group and subsequently receive a degree or certificate within 6 years of starting to the number of students in that group with a goal of degree or certificate completion.*
- **Transfer:** *The ratio of the number of students by population group who transfer or become transfer-prepared to the number of students in that group with a goal of transfer.*

Target populations are identified through an analysis of indicator data for the following subgroups: ethnicity, gender, age, disability status, economically disadvantaged, veterans, and foster youth (Title 5, §54220). In 2014 the MiraCosta College Student Equity Committee convened to develop a three-year plan tied to statewide allocated funds (\$437,057 for 2014-2015). To determine disproportionate impact, MiraCosta College employed the Proportionality Equity Index established by the University of Southern California Center for Urban Education to measure a specific group’s proportion of all students who reached a given successful outcome compared to that group’s proportion of the starting cohort. The formula for Proportionality (Equity) Index is depicted as:

$$\frac{\text{Focal group share of successful cohort (\%)}}{\text{Focal group share of initial cohort (\%)}}$$

Indexes below 1.0 were identified as a possible disproportionate impact. Signature activities from the plan’s inaugural year that demonstrated a high level of success include the following:

- GEAR UP for College! Summer Program: yielding a 97 percent success rate for 56 enrolled high school students in summer Communication 101 courses.
- Pathways to 21st Century Careers: promoting college awareness and a college-going culture at local Title I schools, more than 180 5th grade students participated in a careers research project

to develop lyrics to songs that through partnerships with MiraCosta College recording arts students produced several performances at promotion ceremonies and at a MiraCosta College gala in the concert hall.

- Samoan Cultural Festival: part of a series of city-wide events in July, MiraCosta College served as the host kickoff event with more than 500 participants celebrating Samoan culture on campus.
- Alignment of Academic Success and Equity programs (Puente, RAFFY, FYE, and Umoja) through the hiring of a Student Services Coordinator serving all programs.
- Hiring of a Director of Student Equity to oversee equity efforts.

Due to template revisions and additional reporting requirements from the Chancellor’s Office, an updated 2015-2018 plan was required to improve academic outcomes for targeted groups tied to additional statewide allocated funds (\$909,969 for 2015-2016). The revision allowed the college to review updated data and revamp goals to focus on both enhancing current efforts that have proved to have high success for target groups and establishing new ones. In addition to the Proportionality Equity Index, this year’s plan utilizes a new metric, Percentage Point Gap, as an additional tool for determining disproportionate impact for all indicators except Access. Percentage Point Gap analysis compares each disaggregated subgroup’s “success rates” with the success rates of the overall group. A negative gap indicates the focal group is below average and may be experiencing disproportionate impact. The formula for Percentage Point Gap is depicted as:

$$\text{Focal group success rate (\%)} - \text{Overall Success Rate (\%)}$$

The formula for number of successes needed to close the gap is depicted as:

$$\text{Percentage Point Gap expressed as a ratio} \times \text{Number of students/courses in focal group}$$

Acknowledging institutional responsibility to ensure success for all MiraCosta College students, this plan represents the college's ongoing commitment toward removing barriers and creating pathways to student success.

The college has moved toward institutionalizing work around student equity by incorporating it as one of three foci of the Student Success Committee, which is part of MiraCosta College’s governance structure. Programs and activities that support student equity are integrated into

the college's annual program review process. This ensures that work around student equity is integrated with the other two foci: the Basic Skills Initiative and Student Success and Support Program. Dialogue will be ongoing with regular evaluation of goals and activities designed to ultimately improve student success at MiraCosta College. The college prioritizes issues related to student diversity and equity through Board Policy and Administrative Procedure 5300: Student Equity (see Appendix A) and is in the process of adopting the following Equity and Inclusion statement for the college:

MiraCosta College is committed to providing a strong, supportive, and authentic environment where difference is valued, respected, encouraged, and honored; where all faculty, staff, and students experience a sense of belonging and the freedom to express themselves, and where their experiences are recognized and valued.

MiraCosta College strives to be a model for equity and inclusion. The college is committed to providing opportunities for engagement both across the campus and within the communities the college serves. The college seeks to remove barriers to learning, participation, and success, with a focus on changing procedures and practices that disproportionately affect certain groups.

Anchored in a culture of evidence, MiraCosta promotes increased awareness and appreciation of individual, collective, and intersecting identities within our diverse society and acknowledges that different students learn in different and unique ways.

Detailed in the activities implementation plan section, identified activities were based on researched effective practices and data demonstrating successful programs that could be enhanced at MiraCosta College. Also detailed are methods of evaluation for each activity to continually assess progress toward the identified goal and goal year. Activities are aligned with current strategies identified through the Student Success and Support Program, Basic Skills Initiative, and Achieving the Dream initiative.

Resources are budgeted through the college's general fund, categorical programs, and a grant-funded program focused on addressing student equity. Additionally, allocated monies from the California Legislature will be utilized to implement the plan's identified goals and activities.

SUCCESS INDICATOR	TARGET GROUPS	EQUITY INDEX	PERCENTAGE POINT GAP	GOAL & GOAL YEAR	ACTIVITIES
ACCESS The goal is to improve access for target populations	Veterans	0.53		Increase index to 0.8 by 2018	Intensify outreach to veteran students, veterans' organizations, and veterans' service centers to improve transition to college.
	Asian/Pacific Islander	0.83		Eliminate gap by 2018	Strengthen outreach to Asian/Pacific Islander communities, particularly in the northern part of the district.
	Economically Disadvantaged	0.13		Increase index to 0.6 by 2018	Expand outreach efforts to economically disadvantaged students from Title I service area schools: <ul style="list-style-type: none"> • GEAR UP for College Summer Program • Pathways to 21st Century Careers • Barrio Empowerment • United Black Student Conference • Encuentros • Financial aid and literacy education
	LGBTQIA				Investigate the extent of LGBTQIA access gaps through survey analysis, snowball sampling, and focus groups and develop targeted outreach tactics based on findings.
COURSE COMPLETION The goal is to improve completion for target populations	Males	0.98	2.4% below average	Reduce gap to 1% by 2018	Expand the Umoja Program and Puente Program, and increase male participation in Academic Success and Equity Programs and Learning Communities including Freshman Year Experience and Resources for Former Foster Youth (RAFFY)
	Black/African-American	0.89	8.7% below average	Reduce gap to 3% by 2018	
	Hispanic/Latino	0.94	4.0% below average	Reduce gap to 2% by 2018	
ESL/BASIC SKILLS COMPLETION The goal is to improve ESL and basic skills completion for target populations	Males	<u>ESL</u> 0.8	5.9% below average	Reduce gap to 2% by 2018	Scale the Bridge to Success program to serve all basic skills math students. Implement best practices for embedded and intrusive counseling/advising and instructional support in pre-transfer courses. Participate in the Statewide Multiple Measures Assessment Project for English and math placement Scale accelerated English courses to assist students with basic skills English course completion and progression.

ESL/BASIC SKILLS COMPLETION The goal is to improve ESL and basic skills completion for target populations	Males	<u>Math</u> 1.0	.2% below average	Eliminate gap by 2018	Implement institution-wide professional development opportunities for faculty to learn about key strategies teaching men of color. Expand academic and student support services for students outside of traditional office settings and hours during critical times in the semester: <ul style="list-style-type: none"> • Mobile and Online Counseling • Expanded academic support services • Expanded services for evening students
	Targeted Men of Color (Black/African-American Filipino Hispanic/Latino Native American/Alaska Native Pacific Islander/Native Hawaiian)	English 0.8 (aggregate)	6.3% below average	Reduce gap to 3% by 2018	
		Math 0.9	4.0% below average	Reduce gap to 2% by 2018	
DEGREE & CERTIFICATE COMPLETION The goal is to improve degree and certificate completion for target populations	Males	0.9	2.5% below average	Reduce gap to 1.25% by 2018	Create a professional development conference to learn about, evaluate, and adopt effective practices when it comes to addressing degree and certification completion by male students. Develop a research agenda and conduct relevant qualitative and quantitative research to further assess gaps in equity for men. Develop a cultural club for Alaskan Native/Native American students that is connected to counseling/advising.
	Alaskan Native/Native American	0.3	16.6% below average	Reduce gap to 8% by 2018	
TRANSFER The goal is to improve transfer completion for target populations	Hispanic/Latino	0.9	7.5% below average	Reduce gap to 3% by 2018	Expand and enhance Transfer Center services and Academic Success and Equity Programs geared towards target populations: <ul style="list-style-type: none"> • Puente Program • Umoja Program Create a community-based cohort program that increases transfer and transfer velocity for NHPI students.
	Black/African-American	0.9	7.1% below average	Eliminate gap by 2018	
	Native Hawaiian/Pacific Islander	0.7	15.6% below average	Reduce gap to 5% by 2018	

The designated contact for Student Equity at MiraCosta College is Dr. Wendy Stewart, Dean of Counseling and Student Development. She can be reached at (760) 795-6892 or wstewart@miracosta.edu.

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

In 1993, MiraCosta College established a Student Equity Plan Committee, which included administrators, credit and noncredit faculty, staff, researchers, and student participants. With the most recent revision of the Student Equity Plan (2014-2017), the committee was amended to include individuals involved with current institution-wide planning and evaluation efforts, including Achieving the Dream, accreditation, the educational master plan addendum, and the Student Success Committee, encompassing student equity, SSSP, and basic skills planning.

Since revising the Student Equity Plan in 2014, the Student Equity Plan Committee has met on a monthly basis to regularly review progress on established goals and activities. In addition to activities, the committee has also worked on creating a formalized process for requesting funds (see Appendix B) and creating a new student success website where equity data and updates are easily accessible by the campus and community. Student Equity Committee members have spent the past year attending conferences, liaising with counterparts at other colleges, and analyzing updated disproportionate impact data related to targeted populations and specific areas of concern across each of the key success indicators. Recently the committee began the work of updating the Student Equity Plan to the revised template.

The group continually studies the district's efforts to provide equitable services and learning opportunities to current and prospective students. This commitment to student equity continues with recent efforts to update, revise, and refine the Student Equity Plan submitted every three years to the Chancellor's Office. Acknowledging institutional responsibility to ensure success for all MiraCosta students, the committee has worked to review relevant data and design goals and activities geared toward equitable outcomes for the college's diverse student population. Utilizing tools and resources from USC's Center for Urban Education Student Equity Planning Institute, the committee engaged in an intentional process that included the following steps for each indicator:

- 1) review relevant data
- 2) make observations in the data and identify target groups that are disproportionately impacted
- 3) conduct a root cause analysis
- 4) identify goal and goal year
- 5) identify research-based activities grounded in best practices
- 6) identify additional data, if any, needed to better understand what is happening with our students in this indicator.

This revised plan represents the college's ongoing commitment toward removing barriers and creating pathways to student success.

MiraCosta College's 2015-2018 goals around student equity include strong connections to related programs and departments, student leadership, faculty committees, and larger institution-wide planning to infuse equity in the work across the institution.

NAME	COLLABORATIVE EFFORT(S)
Disabled Student Programs and Services (DSPS)	The Faculty Director over DSPS sits on the Student Equity Committee to ensure there is consistent and frequent dialogue around equity as it relates to these populations. While students with disabilities was not identified as a target population in the plan, there is overlap with this population and target populations identified across all 5 indicators. As such, DSPS is actively engaged in conversations around equity and the implementation of goals to ensure that target populations they interact with are aware of opportunities and activities.
Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and California Work Opportunity and Responsibility to Kids (CalWORKs)	The Faculty Director over EOPS, CARE, and CalWORKs sits on the Student Equity Committee to ensure there is consistent and frequent dialogue around equity as it relates to these populations. EOPS, CARE, and CalWORKs students are included in target populations, particularly as it relates to access for economically disadvantaged students and are therefore included in outreach efforts around financial aid and literacy education.
Academic Success and Equity Programs (Freshman Year Experience, Puente Program, and Umoja Program)	Students in the target populations identified for the goals of course completion and transfer overlap with many of the students enrolled in ASE programs and included in activities and strategies to increase success in these areas. Representatives from each of the programs sits on the Student Equity Committee to ensure there is consistent and frequent dialogue around equity as it relates to these populations.
Student Success and Support Programs (SSSP)	There is a high level of integration between SSSP and Student Equity with common goals established within both initiatives, particularly as it relates to increasing outcomes for ESL/basic skills completion target populations and enhancing counseling services for target populations identified in the areas of course completion, degree and certificate completion, and transfer.
Resources and Assistance for Former Foster Youth (RAFFY)	MiraCosta College is proud to have had a program dedicated to serving former foster youth for over 8 years. Additional equity funds allows for the expansion of the program to serve a large number of students in this population which overlaps with target populations, particularly in the areas of course completion. The Counselor/Coordinator of the program sits on the Student Equity Committee to ensure there is consistent and

	frequent dialogue around equity as it relates to this population.
Veterans	Veterans are identified as a target population in the area of access. A 50% equity funded Veterans Coordinator sits on the Student Equity Committee and is charged with overseeing activities identified in the plan for this goal.
Student Financial Aid Administration and Board Financial Assistance Program (BFAP)	Increased financial literacy is identified as a strategy to increase access for economically disadvantaged students who are identified as a target population in the plan. To assist with implementing this activity, BFAP funds and Equity funds equally fund a Student Services Coordinator in Financial Aid who sits on the Student Equity Committee to ensure there is continued collaboration with the financial aid department and is charged with overseeing activities identified in the plan for this goal.
Basic Skills Initiative	There is a high level of integration between the Basic Skills Initiative and Student Equity with common goals established within both initiatives, particularly as it relates to increase outcomes for ESL/basic skills completion target populations identified in the areas of course completion. Basic Skills Initiative funds were utilized to implement several of the activities identified in the Student Equity Plan.
Professional Development Program	Assisting with efforts to encourage professional development around best practices in student equity as it relates to faculty. Efforts include offering all faculty an opportunity to earn an online certificate in “Teaching Men of Color” and sending faculty to relevant statewide conferences and trainings.
Professional Growth & Evaluation Committee	Cultural competency was added as a criteria in the evaluation of faculty in spring 2015. The committee is assisting with efforts to provide competency training to faculty and raise awareness of disproportionately impacted populations and effective strategies toward student success.
Diversity and Equity Committee (DEqC)	Utilizes the ombudsperson model to provide a systematic process for faculty to clarify situations concerning diversity and equity. DEqC continually supports equity efforts through bringing culturally competent scholars to the college to continually inform faculty culture and practice.
Associated Student Government	ASG developed an equity focused goal as part of ASG’s 2015-2016 goals: “to provide programs and training across

	all campuses to increase student equity, individual success, and opportunity which will be evaluated through the turnout rate by April 29, 2016.” The Student Equity Committee is working with ASG to assess student presence at all equity activities, including professional development opportunities, trainings, events, and conferences.
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Student Equity Plan Committee Membership List

To ensure broad input and in compliance with SB860, the Student Equity Committee encompasses representatives from equity-related programs and services, individuals across constituency groups, and key stakeholders, including students and members of the community.

In addition to Student Equity Committee membership, two subcommittees are charged with specific tasks: the core writing team and instructional best practices. The core writing team is responsible for analyzing data and writing the draft plan that is vetted to the larger committee. The instructional best practices group identifies professional development opportunities that enhance equity-mindedness and work toward implementing best practices in the classroom.

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Yesenia Balcazar	Faculty Director	EOPS/CARE/CalWorks
Allison Cotter	Student Services Coordinator	Financial Aid
Jaymie Gonzaga	Counselor	Resources and Assistance for Former Foster Youth Program (RAFFY)
Mary Gross	Department Chair/Professor	English as a Second Language Department
Thao Ha	Department Chair/Professor	Sociology Department
Kea Hagan	Director of Administration	Urban League of San Diego County (Community Member)
Kelly Hagen	Department Chair/Professor	Letters: Pre-Transfer
Tina Helmstreit	Secretary	Counseling Department
Bridget Herrin	Research Analyst	Student Success and Equity
Liz LaRosa	Coordinator	Veterans Services
Luke Lara	Department Chair/Professor	Counseling Department
Don Love	Counselor	Umoja Program
Lisa Menuck	Coordinator	Testing Services & Student Success
Edward Pohlert	Faculty Director	Retention Services, Freshman Year Experience
Beth Powell	Department Chair/Professor	Mathematics Department

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Freddy Ramirez	Counselor	Puente Program, Learning Communities
Antonitte Roebuck	Student representative	Student
Leila Safaralian	Professor	Mathematics Department/Student Success Committee
JP Schumacher	Director of Student Equity	Student Equity Committee Co-Chair
Cristine Sidela	Student Services Coordinator	Academic Success and Equity Programs
Denise Stephenson	Faculty Director	Writing Center
Wendy Stewart	Dean of Counseling and Student Development	Student Equity Committee Co-Chair
Connie Wilbur	Faculty Director	DSPS
Alketa Wojcik	Dean of Admissions and Student Support	SSSP Administrator/ Student Success Committee Co-Chair

Success Indicator: Access

CAMPUS-BASED RESEARCH: ACCESS

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate. (Data Sources: US Census Data, American community Survey Data and San Diego Association of Governments Data [SANDAG])

Essential Findings

Gender

Male students fall below the equity threshold at 0.92. The college distribution of students overall has been approximately 60 percent female for the last several years.

Ethnicity

Whites and Asian/Pacific Islanders are underrepresented at the college (0.83 and 0.74), while African-American and Hispanic students are represented in larger proportions than what is seen in the community. All other ethnic groups have an equity index greater than 1.0

Age

Ages 18 to 29 have equity indexes of 1.92 or higher. The index declines as the age groups move into the higher ages, but for traditionally aged college students, they are well represented.

Foster Youth

Foster youth data was gathered from state sources and includes only students aged 18 to 21. Data is provided at the county level, so an approximation was done to calculate the percentage of district residents and applying that to the percentage of the foster youth population to estimate the number of foster youth living in our area. Five students identified as foster youth when enrolling at MiraCosta, and resulted in an equity index of 0.21.

Veteran Status

Veterans (residents and students over the age of 18) are 11 percent of the community population and 6 percent of the student population. The resulting equity index is .53.

Disabled Students

The equity index for disabled students compared to residents of the community between the ages of 18 and 64 is .52, but we have no way of knowing the nature of the disability and whether or not they are interested in or capable of attending college.

Economically Disadvantaged

Students were identified based on the Chancellor's Office criteria. Members of the community were based on those who fell below the poverty line. The narrowest group we could gather was anyone aged 18 to 64. The index is 0.13; however, given the differences in comparison, this number is tenuous at best.

Target Groups

Although foster youth and individuals with disabilities appear to have a significant disproportionate impact regarding access, the research in these areas and low cell counts make this data difficult to interpret and develop activities for. Although there appears to be a disproportionate impact for students over 30, this could be due to the fact that MiraCosta College is located in an area where the number of residents with a bachelor's degree is high, making this data difficult to further disaggregate. Further authentication of data collection processes and reporting accuracy is being developed for future equity planning.

Last year's submitted Student Equity Plan identified the lesbian, gay, bisexual, transgender, queer/questioning, intersexed, and asexual (LGTBQIA) population as one that merited additional research, outreach, and service.

	Total <i>Estimated</i> Residents 2014	Percent of Total	Total MCC Students 2013-2014	Percent of Total	Equity Index
Females	148,593	51%	6,860	55%	1.08
Males	144,828	49%	5,638	45%	0.92
American Indian	974	0%	42	0%	1.00
Asian & Pacific Islander	27,147	9%	938	7%	0.83
Black	5,883	2%	479	4%	1.91
Hispanic	55,830	19%	3,830	31%	1.61
White	196,735	67%	6,177	49%	0.74
All Other	6,852	2%	1,042	8%	4.17
18-24	41,163	14%	7,444	60%	4.24
25-29	23,848	8%	1,962	16%	1.93
30-39	47,377	16%	1,501	12%	0.74
40-49	53,738	18%	786	6%	0.34
50-59	27,458	9%	570	5%	0.49
60-69	38,833	13%	208	2%	0.13
70+	33,546	11%	37	0%	0.03
Economically Disadvantaged	23,473	8%	85	1%	.13
DSPS	15,187	6%	403	3%	.52
Veterans	33,027	11%	757	6%	.53
Former Foster Youth	105	.43%	5	.009%	.21

Sources: Demographic and Socioeconomic Estimates – MiraCosta Community College District – Current Estimates – January 24, 2014 – SANDAG
MiraCosta College MIS Data
American Community Survey (2012)
Department of Health and Human Services

Methodology

Gender

Compares district area students and district area residents at or over the age of 18.

Ethnicity

Compares district area students and district area residents at or over the age of 18.

Age

Compares district area students and district area residents at or over the age of 18.

Economically Disadvantaged

Number and percentage of district residents aged 18 to 64 living below the poverty line; number and percentage of resident students aged 18 to 64 identified as economically disadvantaged using CCCO metric.

Disability Status

Number and percentage of district residents aged 18 to 64 with a disability; number and percentage of resident students aged 18 to 64 with a disability.

Foster Youth Status

Students in the foster youth system are our best estimates given a couple of significant limitations. Data is made available through the Department of Health and Human Services, but only down to the county level. Foster youth students are not required to report over the age of 18, so this number is a subset of the full population of students. To create the subset of students for comparison, we needed to take a proportionate amount from the community aged 18 to 21. Data is not available by specific age group; it is aggregated into two categories: 18 to 19 and 20 to 24. The number of students was estimated based on all students aged 18 to 19 and two fifths of the residents in the 20 to 24 year old age group.

Student counts are based on those aged 18 to 21 enrolled during 2013-2014 and living within district area zip codes. Five students from this pool were identified as foster youth.

Given the size of these numbers and the assumptions needed to come to these figures, it is difficult to determine if there is actual inequity between these groups.

Veteran Status

Data on the veteran population within the MiraCosta Community College District is based on Zip Code Tabulation Area (ZCTA) from the 2012 American Community Survey conducted by the US Census. Percentage of civilian veterans is based on number of residents and students over the age of 18.

GOALS, ACTIVITIES, FUNDING, AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Equity Index	Goal	Goal Year
Veterans	.53	.8	2018
Asian/Pacific Islander	.83	1.0 (no Gap)	2018
Economically Disadvantaged	.13	.6	2018
LGBTQIA (data to be collected)	--	--	--

ACTIVITIES: A. ACCESS

A.1

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	X	Professional Development	

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.1	Veterans	284 additional veteran students needed to reach goal

• **Activity Implementation Plan**

Activity A.1: Intensify outreach to veteran students, veterans’ organizations, and veterans’ service centers to improve transition to college.
 In the 2010 National Survey of Student Engagement, compared to non-veterans, student veterans perceived lower levels of campus support. The survey also indicated that 57 percent of student veteran respondents found the transition from military life to student life “very stressful”

or “somewhat stressful.” As such, consistent, relevant outreach to veterans considering college as well as to veteran-affiliated organizations and centers are essential to increasing veteran access to MiraCosta College and improving their transition to college life. Student equity funds will be used to

- employ tailored, intentional outreach strategies
- provide professional development opportunities to enhance understanding of the unique assets and needs of veterans students
- expand the number of students accessing Veterans Services
- provide financial strategies to address financial barriers
- build stronger relationships with local veterans and military-affiliated organizations.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	Fall 2015 – Spring 2018	\$80,226.00	District funds are also allocated in support of this activity

• **Link to Goal**

In order for the veteran student population at MiraCosta College to mirror the veteran population in the community, effective outreach is required. Knowing the unique assets and needs of veteran students will increase the effectiveness of outreach. Further, outreach coupled with disseminating financial strategies to veterans as to how to make the most of their benefits will increase access to the institution.

• **Evaluation**

The equity index for veterans attending MiraCosta College compared to the rate of veterans in our service district will be reviewed. MiraCosta College's Researcher/Analyst will evaluate both the rate of application completion as well as the rate of enrollment. Evaluation will occur at the end of each term.

A.2

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.2	Asian/Pacific Islander	188 additional to access MiraCosta

• **Activity Implementation Plan**

Activity A.2: Strengthen outreach to Native Hawaiian Pacific Islander (NHPI) communities, particularly in the northern part of the district.

The city of Oceanside, located in the northern part of the MiraCosta Community College District, is home to the second-largest number of NHPIs in San Diego County (Empowering Pacific Islander Communities & Asian Americans Advancing Justice, 2015). Samoan Americans are the largest NHPI group in Oceanside (American Community Survey, 2013). Less than 18 percent of NHPI adults and 9 percent of Samoan American adults hold a bachelor’s degree in San Diego County (Empowering Pacific Islander Communities & Asian Americans Advancing Justice, 2015). Countywide, NHPI students experience lower graduation rates than white students and completed UC and CSU course requirements at a lower rate than whites (2015). Increased outreach and engagement with NHPI communities will increase NHPI disproportionate aspect in the area of access. Student equity funds will be utilized to

- develop and implement an NHPI outreach and community engagement strategic plan
- conduct targeted off-campus, community-based outreach activities focused on families
- plan and execute a Pacific Islander higher education access event
- build stronger relationships with NHPI organizations
- provide financial strategies to address financial barriers.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2015 – Spring 2018	\$35,912.00	District funds are also allocated in support of this activity

• **Link to Goal**

Targeted, culturally relevant outreach and community engagement activities will help the college close the access gap of NHPIs in the district.

• **Evaluation**

The equity index for NHPI students attending MiraCosta College compared to the rate of NHPI residents in our service district will be reviewed. MiraCosta College's Researcher/Analyst will evaluate both the rate of application completion as well as the rate of enrollment. Evaluation will occur at the end of each term.

A.3

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.3	Economically Disadvantaged	Additional 1,025 students from economically disadvantaged backgrounds to access MiraCosta

• **Activity Implementation Plan**

Activity A.3: Expand outreach efforts to economically disadvantaged students from Title I service area schools.

A 2014 report from the Executive Office of the President indicated that although the rate of low-income students wishing to go to college has increased, their enrollment rates have not. Within this report, the Executive Office of the President has called for earlier outreach to low-income students to enhance college readiness, highlighting college visits, increased financial aid awareness, and summer enrichment programs as promising interventions. The GEAR UP for College Summer Program aligns with the Executive Office's recommendations. The program offers students heading into their sophomore and junior years at two local Title I high schools the chance to complete college-level courses, earn CSU/UC transferable credit, and gain exposure to the college culture in an intense 4-week format. The results far exceeded expectations: of the 58 students who took the class, 56 completed the Communications 101 course with a 2.0 or higher. This 97 percent success rate exceeds the college's overall success rate in Communications 101 by 19 percentage points. The Pathways to 21st Century Careers Program promoted college awareness and a college going culture at local Title I schools. More than 180 fifth graders participated in a careers research project to develop lyrics to songs that through partnerships with MiraCosta College Recording Arts students produced several performances at promotion ceremonies and at a MiraCosta College gala. An additional strategy based on the report is to offer students dedicated financial aid and literacy workshops. Funds will also be utilized to further augment existing outreach activities to this population including: Barrio Empowerment, United Black Student Conference, and Encuentros.

Working closely together with other departments, Student equity funds along with allocated district funds will be used to:

- develop and implement outreach activities that foster a college going culture among elementary and middle school youth in Oceanside Unified School District Title I schools
- expand the number of students participating in the GEAR UP for College Summer Program and Pathways for 21st Century Careers Program.
- Increase outreach on financial literacy and financial aid to potential MiraCosta College students

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.3	Spring 2016 – Spring 2018	\$169,791.00	District funds are also allocated in support of this activity in addition to categorical funds through SSSP and EOPS

• **Link to Goal**

Intentional outreach that targets students at Title I schools and their families can address the severe disproportionate impact in access to MiraCosta College.

• **Evaluation**

The equity index for economically disadvantaged students attending MiraCosta College compared to the rate of economically disadvantaged residents in our service district will be reviewed. MiraCosta College's Researcher/Analyst will evaluate both the rate of application completion as well as the rate of enrollment. Evaluation will occur at the end of each term. Additionally, the research team will attempt to authenticate current measures used to identify students and residents as “economically disadvantaged” and propose additional measures that may be used to more accurately understand the economic status of MiraCosta College students.

A.4

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.4	LGBTQIA	Unknown

• **Activity Implementation Plan**

Activity A.4: Investigate the extent of LGBTQIA access gaps through survey analysis, snowball sampling, and focus groups and develop targeted, effective outreach tactics based on findings and professional development.

There is a dearth of information regarding the LGBTQIA experience on the community college campus. Students, staff, and faculty participating in a survey for the *2010 State of Higher Education for Lesbian, Gay, Bisexual & Transgender People* report were more likely to experience harassment compared to their heterosexual counterparts and were twice as likely to be targets of derogatory remarks. Further, more than 30 percent of those identifying as transgender or gender non-conforming reported experiencing harassment. While many of these respondents went to a four-year institution, these experiences may translate to LGBTQIA students at the community college. An interview with LGBTQIA students at MiraCosta College and community leaders revealed that many LGBTQIA students opt to go to a neighboring college because of its perception of being more LGBTQIA friendly. Enhanced qualitative and quantitative data is needed, and while SB620 has allowed collection of student information regarding sexual orientation and gender identity on CCCApply, analyzing this information at the local level is prohibited. MiraCosta College proposes the use of equity funds to

- conduct a yearlong snowball sampling that identifies barriers to access and success for LGBTQIA students
- build relationships with local LGBTQIA organization to enhance community engagement
- identify and participate in professional development opportunities that will enhance understanding of the unique assets and needs of LGBTQIA students
- utilize research to inform outreach activities to prospective MiraCosta students who identify as LGBTQIA.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.4	Fall 2016 – Spring 2018	\$15912.00	District funds are also allocated in support of this activity

• **Link to Goal**

Because there is not enough data to conduct a thorough disproportionate impact study on the LGBTQIA population within the district and on campus, no goal could be created at this time. However, we anticipate this activity will allow us to garner the information necessary to determine whether the LGBTQIA population is disproportionately impacted by fall 2017.

- ***Evaluation***

Quantitative data collection will occur in the Fall 2015 term in conjunction with other research being conducted and supported by the equity team. The survey instrument will include student identification of gender, gender identity, and sexual orientation. It will measure students' perceptions of factors that are present in four domains: Non-Cognitive, Academic, Environmental, and Campus Ethos. This data will be used to guide further inquiry through qualitative analysis of focus groups and student interviews. Qualitative data collection will occur in spring 2016.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the fall 2014 term. (Data Sources: Internal MiraCosta Data, Fall 2014)

Essential Findings

Gender

Male students fall slightly below average with a success rate 2.4 percent lower than the overall course completion rate.

When exploring the success rates in pre-transfer course work, males have lower success rates in all pre-transfer subject areas (math, English, ESL, reading, and American College English) with the largest impact seen in pre-transfer math. However, when pre-transfer math success rates are compared with transfer-level math success rates, the trend reverses and females perform worse in their transfer-level math courses than males. Additionally, the proportion of enrollments by females in pre-transfer math is 57 percent while the proportion of female enrolments in transfer-level math is only 41 percent.

Ethnicity

White and Asian students are the only groups that have success rates above the overall average of 69.9 percent. Native American and black/African-American students have the largest gaps at 17.9 and 8.7 percent, respectively, although the impact is greatest with Hispanic/Latino students as the proportion of students in this group is larger. While Hispanic/Latino students are 4 percent lower than average, this gap represents 538 enrollments.

When looking at course completion for only pre-transfer course work, black/African-American and Hispanic/Latino students appear to be impacted the most in math as enrollments are highest in this subject area and the success gaps represent the largest number of enrollments. Additionally, Hispanic/Latino and black/African-American students are significantly underrepresented in transfer-level math courses. Hispanic/Latino students make up 40 percent of pre-transfer math enrollments but only 30 percent of transfer-level math enrollments, and black/African-American students make up 5 percent of pre-transfer math enrollments and only 1.5 percent of transfer-level math enrollments.

Age

Students aged 18 to 24 account for 67 percent of all enrollments and are the only age group that falls below the overall average. Due to the fact that this group is such a high

proportion of the overall enrollments they have a significant impact on the overall average. When compared to all other students the success rate of 18 to 24 year olds is 2.8 percent lower than all other age groups combined. This gap represents 755 enrollments.

Foster Youth

Meaningful conclusions about disproportionate impact were not possible due to low population of former foster youth and incomplete data.

Veteran Status

No disproportionate impact evident.

Disabled Students

There is a slight disproportionate impact for students with a disability with a success gap of 1.5 percent.

Economically Disadvantaged

Additional data needs to be collected to determine economic status of students.

Course Completion- All Courses Fall 2014

Target Population	# Total Enrollments	# Successful	% Success	Comparison to Average 69.9%	Successes needed to reach Average	Equity Index
Female	21,893	15,713	71.8%	1.9%		1.03
Male	17,866	12,057	67.5%	-2.4%	423	.97
Unknown Gender	57	43	75.4%	5.5%		
Asian	3,029	2,274	75.1%	5.2%		1.08
Black/African-American	1,453	889	61.2%	-8.7%	126	.89
Hispanic/Latino	13,515	8,903	65.9%	-4.0%	538	.94
Native American/Alaska Native	127	66	52.0%	-17.9%	23	.67
Pacific Islander/Native Hawaiian	197	126	64.0%	-5.9%	12	1.0
Two or More	2,962	1,950	65.8%	-4.0%	119	.95
White	17,670	13,021	73.7%	3.8%		1.05
Unknown	863	584	67.7%	-2.2%	19	.95
Under 18	988	738	74.7%	4.8%		1.08
18-24	26,592	18,325	68.9%	-0.9%	251	.99
25-29	5,765	4,029	69.9%	0.0%		1.00
30-39	3,671	2,603	70.9%	1.1%		1.02
40-49	1,554	1,186	76.3%	6.5%		1.10
50+	1,246	932	74.8%	4.9%		1.08
Foster Youth	15	9	69.8%	-0.1%	1	1.0
Veterans	2,881	2,033	70.6%	0.7%		1.0
DSPS	2,604	1,781	68.4%	-1.5%	39	.98
All	39,816	27,813	69.9%			

Course Completion- Pre-Transfer Only

	Subject	# Pre-Transfer Enrollments	% Successful Completion	Comparison to Average	# Successes needed to Reach Average
Female	ACE	32	75.0%	6.7%	
	English	357	74.2%	2.5%	
	ESL	153	81.7%	0.4%	
	Math	1376	56.9%	1.9%	
	Reading	33	75.8%	5.1%	
	All Basic Skills	1951	62.6%	1.5%	
Male	ACE	28	60.7%	-7.6%	3
	English	330	68.8%	-2.9%	10
	ESL	155	80.6%	-0.7%	1
	Math	1051	52.6%	-2.4%	26
	Reading	25	64.0%	-6.7%	2
	All Basic Skills	1589	59.0%	-2.1%	34
All	ACE	60	68.3%		
	English	689	71.7%		
	ESL	310	81.3%		
	Math	2429	55.0%		
	Reading	58	70.7%		
	All Basic Skills	3,546	61.1%		

Course Completion- Pre-Transfer Only

	Subject	# Pre-Transfer Enrollments	% Successful Completion	Comparison to Average	# Successes needed to reach Average
Asian	ACE	2	50.0%	-18.3%	1
	English	35	85.7%	14.0%	
	ESL	193	82.4%	1.1%	
	Math	113	63.7%	8.7%	
	Reading	4	100.0%	29.3%	
	All Basic Skills	347	76.7%	15.6%	
Black/African-American	ACE	2	50.0%	-18.3%	1
	English	38	63.2%	-8.5%	4
	ESL	0	0.0%		
	Math	122	43.4%	-11.6%	15
	Reading	3	33.3%	-37.4%	2

	All Basic Skills	165	47.9%	-13.2%	22
Hispanic/Latino	ACE	45	71.1%	2.8%	
	English	333	68.5%	-3.2%	11
	ESL	81	74.1%	-7.2%	6
	Math	972	52.5%	-2.5%	25
	Reading	38	71.1%	0.4%	
	All Basic Skills	1469	58.3%	-2.8%	42
Native American/ Alaska Native	ACE	1	0.0%	-68.3%	1
	English	2	50.0%	-21.7%	1
	ESL	0	0.0%		
	Math	8	75.0%	20.0%	
	Reading	0	0.0%		
	All Basic Skills	11	63.6%	2.5%	
Pacific Islander/ Native Hawaiian	ACE	0	0.0%		
	English	4	75.0%	3.3%	
	ESL	0	0.0%		
	Math	19	63.2%	8.2%	
	Reading	0	0.0%		
	All Basic Skills	23	65.2%	4.1%	
Two or more	ACE	1	100.0%	31.7%	
	English	36	66.7%	-5.0%	2
	ESL	0	0.0%		
	Math	149	47.0%	-8.0%	12
	Reading	1	100.0%	29.3%	
	All Basic Skills	187	51.3%	-9.8%	19
White	ACE	8	75.0%	6.7%	
	English	209	78.0%	6.3%	
	ESL	28	92.9%	11.6%	
	Math	980	59.3%	4.3%	
	Reading	8	62.5%	-8.2%	1
	All Basic Skills	1233	63.3%	2.2%	
Other/Unknown	ACE	1	0.0%	-68.3%	1
	English	32	65.6%	-6.1%	2
	ESL	8	87.5%	6.2%	
	Math	66	50.0%	-5.0%	4
	Reading	4	75.0%	4.3%	
	All Basic Skills	111	57.7%	-3.4%	4

Course Completion- Pre-Transfer Only

	Target Population	# Pre-Transfer Enrollments	% Successful Target group	Comparison to Average 61.1%	# Successes needed to reach Average
Females	Asian	162	76.5%	15.4%	
	Black/African-American	91	50.5%	-10.6%	10
	Hispanic/Latino	890	59.7%	-1.4%	13
	Native American/Alaska Native	6	50.0%	-11.1%	1
	Pacific Islander/Native Hawaiian	14	71.4%	10.3%	
	Two or More	87	48.3%	-12.8%	12
	White	633	67.0%	5.9%	
	Unknown	68	61.8%	0.7%	
	All Females	1951	62.6%	1.5%	
Males	Asian	181	76.2%	15.1%	
	Black/African-American	74	44.6%	-16.5%	13
	Hispanic/Latino	579	56.3%	-4.8%	28
	Native American/Alaska Native	5	80.0%	18.9%	
	Pacific Islander/Native Hawaiian	9	55.6%	-5.5%	1
	Two or More	99	53.5%	-7.6%	8
	White	599	59.6%	-1.5%	9
	Unknown	43	51.2%	-9.9%	5
	All Males	1589	59.0%	-2.1%	34

Course Completion- Pre-Transfer and Transfer-Level Math

Target Population		Pre-Transfer Math			Transfer-Level Math		
		# Enrolled	% Successful	# Needed to reach average	# Enrolled	% Successful	# Needed to reach average
Females	Asian	62	61.3%		73	61.6%	
	Black/African-American	68	47.1%	6	8	37.5%	2
	Hispanic/Latino	595	52.9%	13	285	46.7%	28
	Native American/Alaska Native	5	60.0%		2	50.0%	1
	Pacific Islander/Native Hawaiian	11	72.7%		2	50.0%	1
	Two or More	76	44.7%	8	68	47.1%	7
	White	519	63.6%		337	56.4%	1
	Unknown	40	57.5%		23	60.9%	
	All Females	1376	56.9%		798	52.5%	32
Males	Asian	50	66.0%		129	68.2%	
	Black/African-American	54	38.9%	9	22	59.1%	
	Hispanic/Latino	377	51.7%	13	319	52.4%	14
	Native American/Alaska Native	3	100.0%		5	40.0%	1
	Pacific Islander/Native Hawaiian	8	50.0%	1	2	50.0%	1
	Two or More	73	49.3%	5	82	52.4%	4
	White	460	54.6%	2	581	62.7%	
	Unknown	26	38.5%	5	28	46.4%	3
	All Males	1051	52.6%	26	1168	59.2%	
All Students		2,429	55.0%		1,967	56.5%	

GOALS, ACTIVITIES, FUNDING, AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Equity Index	Percentage Point Gap	Goal	Goal Year
Males	.98	2.4% below average	Reduce Gap to 1%	2018
Black/African-American	.89	8.7% below average	Reduce Gap to 3%	2018
Hispanic/Latino	.94	4.0% below average	Reduce gap to 2%	2018

ACTIVITIES: B. COURSE COMPLETION

B.1

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	Black/African-American	150
B.1	Males	75

• **Activity Implementation Plan**

Activity B.1: Expand the Umoja Program to offer students enhanced support services.

The statewide Umoja Community, started in 2006 and modeled after the Daraja Project at Chabot College and Project Success at El Camino College, aimed at increasing outcomes for African-American students. The Umoja Program at MiraCosta

College started in 2012 with a cohort of 57 students from various backgrounds and demographics. Each year the cohort continues to grow, with students participating in weekly “porch talks” where they discuss their academic progress and attending workshops from community and campus leaders on a variety of educational topics. First time to college students are paired with a peer mentor to help transition into the college. A cohort of approximately 35 students complete two consecutive semesters of math (Math 30 Elementary Algebra and Math 64 Intermediate Algebra) linked to two consecutive semesters of counseling (COUN 110 College Success Skills and Counseling 105 Transfer Success). Counseling services are provided to students through a dedicated counselor, and students attend various activities aimed at transfer, including 4-year college visits and conferences. When compared to college-wide data, African-American students participating in Umoja have higher levels of persistence (fall to spring, fall to fall, and fall to second spring) for first-time to college, new transfer, returning and continuing students, percentages attempting a math and English in their first year, and percentages receiving degrees and certificates. Student equity funds in addition to district funds will be used to expand the Umoja Program in the following ways:

- expanding the number of student participants in Umoja
- further integrate curriculum with counseling and math courses
- increase number of 4-year transfer visits and activities
- provide financial strategies to address financial barriers
- support students unable to afford textbooks and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Fall 2015 – Spring 2018	\$64,129.00	District funds are also allocated in support of this activity.

• **Link to Goal**

The Umoja Program at MiraCosta College has been an invaluable nexus of support for African-American students. Providing additional funds will allow Umoja to further strengthen its programming and close the achievement gap for African-American course completion, ESL and basic skills completion, and transfer.

• **Evaluation**

The Male Program Assessment for College Excellence (M-PACE) will be delivered to all participants to measure the efficacy of the program for meeting the specific needs of students including males.

Annual evaluation of all Academic Success and Equity (ASE) programs will be conducted as a part of the institution’s program review process, including quantitative analysis of cohort participant outcomes (GPA, degree-applicable units earned, persistence, degree/certificate attainment, and transfer) relative to college-wide data.

B.2

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.2	Hispanic/Latino	100

Activity Implementation Plan

Activity B.2: Expand the Puente Program to offer student enhanced support services.

The statewide Puente Program was founded in 1981 by co-directors Felix Galaviz and Patricia McGrath at Chabot College in Hayward. The project's mission was to increase the number of Mexican American/Latino students transferring to four-year colleges and universities. MiraCosta College started the Puente Project in 1991, modeling it after the statewide program. In the first-year of the program, a cohort of approximately 25 students complete two consecutive semesters of English (ENGL 50 Introduction to College Composition and ENGL 100 Composition and Reading [transfer level]) linked to two consecutive semesters of counseling (COUN 110 College Success Skills and Counseling 105 Transfer Success). Each first-year Puente student also is matched with a mentor from the business or professional community. Mentors share with students their personal, academic, and career experiences and provide a window into real-life work environments. Counseling support is provided to students throughout their years at MiraCosta College with a dedicated Puente counselor until they reach their academic goal. Students participate in a variety of activities aimed at increasing transfer including 4-year campus visits and conferences. When compared to college-wide data, Hispanic/Latino students participating in Puente have higher levels of persistence (fall to spring, fall to fall, and fall to second spring) for first-time to college students, average units completed, percentages attempting math

and English in their first year, percentages receiving degrees and certificates, and percentage of new students who achieve transfer-directed status. Student equity funds in addition to district funds will be used to expand the Puente Project in the following ways:

- add an additional Puente cohort to the Oceanside campus and start a Puente cohort at the San Elijo campus
- further integrate curriculum with counseling and English courses
- increase number of 4-year transfer visits and activities
- provide financial strategies to address financial barriers
- support students unable to afford textbooks and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.2	Fall 2015 – Spring 2018	\$57629.00	District funds are also allocated in support of this activity

- **Link to Goal**

The Puente Project at MiraCosta College has been an invaluable nexus of support for Hispanic/Latino students. Providing additional funds will allow Puente to further strengthen its programming and close the achievement gap for Hispanic/Latino course completion, ESL and basic skills completion, and transfer.

- **Evaluation**

The Male Program Assessment for College Excellence (M-PACE) will be delivered to all participants to measure the efficacy of the program for meeting the specific needs of students including males.

Annual evaluation of all Academic Success and Equity (ASE) Programs will be conducted as a part of the institution’s program review process, including quantitative analysis of cohort participant outcomes (GPA, degree-applicable units earned, persistence, degree/certificate attainment, and transfer) relative to college-wide data.

B.3

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
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X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.3	Males	250

Activity Implementation Plan

Activity B.3: Increase male participation in Academic Success and Equity Programs and Learning Communities

Academic Success and Equity Programs at MiraCosta College (including Freshman Year Experience, the Puente Program, Resources and Assistance for Former Foster Youth – RAFFY, and the Umoja Program) have shown demonstrated outcomes in increasing student retention and persistence. Learning Communities are instrumental in enhancing persistence (Engstrom & Tinto, 2008), achievement (Price, 2005), and degree completion rates (Sommo, Mayer, Rudd, & Cullinan, 2012) for community college students. MiraCosta College is committed to developing a robust and successful Learning Communities program and continuing to expand and enhance Academic Success and Equity Programs. In July of 2015, a team of MiraCosta College Faculty and Administrators attended the National Summer Institute on Learning Communities. The team came back from the institute with an action plan that is founded on the premise that Learning Communities create a collaborative environment where: “students thrive, faculty and staff apply researched best practices, and learners acquire habits of mind and skills to tackle complex real-world issues.” The MiraCosta College Learning Communities steering committee has defined Learning Communities to include the 3 components: cohort, integrated curriculum, and extensive partnerships between Instruction and Student Services. Additionally, the Learning Communities Program at MiraCosta College will include opportunities for both developmental and transfer level students as well as identified populations that emerge from our research on student equity. Increasing male participation in these programs that have demonstrated increased outcomes for participants is one strategy to effectively increase course completion for male students at MiraCosta College.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
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B.3	Fall 2015 – Spring 2018	\$107,559.00	SSSP and district funds are also allocated in support of this activity
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- **Link to Goal**

Research has indicated that students participating in learning communities experienced higher persistence and success. Recruiting males into learning communities and supporting their success via extensive partnerships between instruction and student services will help reduce the achievement gap in male course completion to 1% by 2018.

- **Evaluation**

The Male Program Assessment for College Excellence (M-PACE) will be delivered to all participants to measure the efficacy of the program for meeting the specific needs of students including males.

Annual evaluation of all Academic Success and Equity (ASE) Programs and Learning Communities will be conducted as a part of the institution’s program review process, including quantitative analysis of cohort participant outcomes (GPA, degree-applicable units earned, persistence, degree/certificate attainment, and transfer) relative to college-wide data.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

The ratio of the number of students by population group who complete a degree-applicable English course after having completed the final ESL course compared to the number of those students who complete such a final ESL course. (Data Sources: Student Success Scorecard ESL, English, and Math, reporting year 2015).

Essential Findings-ESL

Gender

The disproportionate impact analysis indicates that there is an equity gap for males of approximately 6 percent on average during the five reporting years. When disaggregating by gender and ethnicity, Hispanic/Latinos students are the only female group below average while conversely, black/African-American, Filipino, Hispanic/Latino, white, and unknown males are all below average. Asian males are the only male group to perform above average.

Ethnicity

In the most recent reporting year, Hispanic/Latino, Pacific Islander, and white students are performing below average with gaps present in all three ethnic groups. Due to the low count in the basic skills cohorts an analysis of the last five reporting years was conducted to determine if the same trends existed across multiple years. When looking at the last 5 years in aggregate, the gap for white students disappears completely, while the percentage point gap for Hispanic/Latino students decreased from 7 percent to 4 percent. In addition, there is a gap of 1 percent for black/African-American students.

Age

Students over the age of 30 appear to be disproportionately impacted with success rates getting lower with each successive age group over 18.

Disabled Students

There does not appear to be a disproportionate impact for DSPS students.

Veteran Status

There does not appear to be a disproportionate impact for veteran students.

Foster Youth

Meaningful conclusions about disproportionate impact were not possible due to low population of former foster youth.

Economically Disadvantaged

There does not appear to be a disproportionate impact for economically disadvantaged students.

Basic Skills ESL Success Rates

Cohort Year	Started cohort	# Successfully completed Degree-Applicable course	% Successfully completed Degree-Applicable course
2004-2005	125	37	29.6%
2005-2006	155	48	31.0%
2006-2007	108	34	31.5%
2007-2008	160	62	38.8%
2008-2009	166	51	30.7%
All	714	232	32.5%

All ESL Cohorts Percentage Point Gap by Demographic Group

Target Population	# Started	# Successful	% Successful	Compared to Avg. 32.5%	needed to reach Average	Equity Index
Female	507	177	34.9%	2.4%		1.1
Male	203	54	26.6%	-5.9%	12	0.8
Unknown Gender	4	1	25.0%	-7.5%	1	0.8
Asian	126	53	42.1%	10%		1.3
Black/African-American	19	6	31.6%	-1%	1	1.0
Filipino	34	13	38.2%	6%		1.2
Hispanic/Latino	373	108	29.0%	-4%	14	0.9
Native American/Alaska Native	-	-	-	-	-	-
Pacific Islander/Native Hawaiian	3	0	0.0%	-33%	1	0.0
White	128	42	32.8%	0%		1.0
Unknown Ethnicity	31	10	32.3%	0%		1.0
Below 18	24	8	33.3%	0.8%		1.0
18-24	288	118	41.0%	8.5%		1.3
25-29	110	37	33.6%	1.1%		1.0
30-39	173	51	29.5%	-3.0%	6	0.9
40-49	81	13	16.0%	-16.5%	14	0.5
50+	38	5	13.2%	-19.3%	8	0.4
Foster Youth	0	0	0	-	-	-
Veterans	4	2	50.0%	17.5%		1.5
DSPS	33	12	36.4%	3.9%		1.1
Economically Disadvantaged	241	100	41.5%	9.0%		1.5
All	714	232	32.5%	0%		

All ESL Cohorts Percentage Point Gap by Gender and Ethnicity

	Target Population	# Started	# Successful	% Successful	Compared to Avg. 32.5%	# needed to reach Average
Females	Asian	99	39	39.4%	6.9%	
	Black/African-American	12	4	33.3%	0.8%	
	Filipino	27	12	44.4%	11.9%	
	Hispanic/Latino	253	79	31.2%	-1.3%	4
	Native American/Alaska Native	0	0	0.0%		
	Pacific Islander/Native Hawaiian	3	0	0.0%		
	White	91	35	38.5%	6.0%	
	Unknown Ethnicity	22	8	36.4%	3.9%	
	All Females	507	177	34.9%	2.4%	
Males	Asian	26	14	53.8%	21.3%	
	Black/African-American	7	2	28.6%	-3.9%	1
	Filipino	7	1	14.3%	-18.2%	2
	Hispanic/Latino	118	29	24.6%	-7.9%	10
	Native American/Alaska Native	0	0	0.0%		
	Pacific Islander/Native Hawaiian	0	0	0.0%		
	White	36	6	16.7%	-15.8%	6
	Unknown Ethnicity	9	2	22.2%	-10.3%	1
	All Males	203	54	26.6%	-5.9%	12

Essential Findings-Basic Skills English

Gender

The disproportionate impact analysis indicates that there is a slight equity gap for males with an average percentage point gap of .2 percent. Males of color, however, experience a significant impact, specifically Hispanic/Latino males (4.4 percent gap), black/African-American males (7.0 percent gap), Pacific Islander males (20.6 percent gap), and Native American males (11.0 percent gap). Because white males account for nearly 45 percent of the sample, and their success rate is above average at 42.3 percent, the overall gap for males does not accurately represent the impact experienced by many males of color.

Ethnicity

The percentage point gap analysis revealed a disproportionate impact for black/African-American students (2 percent gap), Filipino students (4 percent gap), Hispanic/Latino

students (1 percent gap) and Pacific Islander students (14 percent gap). With the exception of Filipino and Asian students, males are performing worse than their female counterparts of the same ethnicity.

Age

In general, with each successive age group, success rates decrease with the largest gap seen in the 50 and above age group at 15.7 percent. As the age groups increase beyond 18, however, the sample size decreases significantly, making it difficult to draw meaningful conclusions.

Foster Youth

Meaningful conclusions about disproportionate impact were not possible due to incomplete data.

Veteran Status

Meaningful conclusions about disproportionate impact were not possible due to low population of veterans.

Disabled Students

The percentage point gap analysis for disabled students showed no measurable disproportionate impact compared to nondisabled students.

Economically Disadvantaged

The percentage point gap analysis did not reveal on average any significant disproportionate impact.

Basic Skills English Success by Cohort Year

Cohort Year	Started cohort	# Successfully completed Degree-Applicable course	% Successfully completed Degree-Applicable course
2004-2005	665	254	38.2%
2005-2006	678	260	38.3%
2006-2007	676	289	42.8%
2007-2008	713	285	40.0%
2008-2009	719	280	38.9%
All	3,451	1,368	39.6%

All Basic Skills English Cohorts Percentage Point Gap by Ethnicity

Target Population	# Started	# Successful	% Successful	Compared to Avg. 39.6%	# needed to reach Average	Equity Index
Female	1,790	716	40.0%	0.4%		1.0
Male	1,634	643	39.4%	-0.2%	4	1.0
Unknown Gender	27	9	33.3%	-6.3%	2	0.8
Asian	115	52	45.2%	6%		1.1
Black/African-American	297	112	37.7%	-2%	6	1.0
Filipino	129	46	35.7%	-4%	6	0.9
Hispanic/Latino	1,109	429	38.7%	-1%	10	1.0
Native American/Alaska Native	30	12	40.0%	0%		1.0
Pacific Islander/Native Hawaiian	59	15	25.4%	-14%	9	0.6
White	1,447	591	40.8%	1%		1.0
Unknown Ethnicity	265	111	41.9%	2%		1.1
Below 18	230	107	46.5%	6.9%		1.2
18-24	2,493	1,020	40.9%	1.3%		1.0
25-29	300	108	36.0%	-3.6%	11	0.9
30-39	218	75	34.4%	-5.2%	12	0.9
40-49	164	47	28.7%	-10.9%	18	0.7
50+	46	11	23.9%	-15.7%	8	0.6
Foster Youth	-	-	-	-	-	-
Veterans	142	62	43.7%	4.1%		1.1
DSPS	420	178	42.4%	2.8%		1.1
Economically Disadvantaged	1,232	487	39.5%	-0.1%	2	1.0
All	3,451	1368	39.6%	0%		

All Basic Skills English Cohorts Percentage Point Gap by Gender and Ethnicity

	Target Population	# Started	# Successful	% Successful	Compared to Avg. 39.6%	# needed to reach Average
Females	Asian	59	23	39.0%	-0.6%	1
	Black/African-American	158	67	42.4%	2.8%	
	Filipino	55	18	32.7%	-6.9%	4
	Hispanic/Latino	626	260	41.5%	1.9%	
	Native American/Alaska Native	16	8	50.0%	10.4%	
	Pacific Islander/Native Hawaiian	38	11	28.9%	-10.7%	5
	White	710	280	39.4%	-0.2%	2
	Unknown Ethnicity	128	49	38.3%	-1.3%	2
	All Females	1,790	716	40.0%	0.4%	
Males	Asian	56	29	51.8%	12.2%	
	Black/African-American	138	45	32.6%	-7.0%	10
	Filipino	74	28	37.8%	-1.8%	2
	Hispanic/Latino	475	167	35.2%	-4.4%	21
	Native American/Alaska Native	14	4	28.6%	-11.0%	2
	Pacific Islander/Native Hawaiian	21	4	19.0%	-20.6%	5
	White	730	309	42.3%	2.7%	
	Unknown Ethnicity	126	57	45.2%	5.6%	
	All Males	1,634	643	39.4%	-0.2%	4

Essential Findings-Math

Gender

The disproportionate impact analysis indicates that there is a slight equity for Males with a Percentage point gap of 2 percent. Similar to previous trends within the male gender, only Asian and white students are performing at or above average, with all other male groups falling below average. Black/African-American males have the largest gap at 19.6 percent.

Ethnicity

Black/African-American students (15 percent gap), Hispanic/Latino students (3 percent gap), and Pacific Islander students (14 percent gap) each fell below the average and experienced disproportionate impact.

Age

The percentage point gap analysis revealed slight disproportionate impact for students aged 25 to 29.

Economically Disadvantaged

Economically disadvantaged students have a slight percentage point gap of 3 percent.

Disabled Students

The analysis for disabled students in this success indicator showed slight disproportionate impact compared to nondisabled students.

Veteran Status

No disproportionate impact evident.

Foster Youth

Meaningful conclusions about disproportionate impact were not possible due to incomplete data.

Basic Skills Math Success by Cohorts Year

Cohort Year	Started cohort	# Successfully completed Degree-Applicable course	% Successfully completed Degree-Applicable course
2004-2005	1,097	400	36.5%
2005-2006	1,134	415	36.6%
2006-2007	1,139	424	37.2%
2007-2008	1,056	414	39.2%
2008-2009	1,238	484	39.1%
All	5,664	2,137	37.7%

All Basic Skills Math Cohorts Percentage Point Gap by Ethnicity

Target Population	# Started	# Successful	% Successful	Compared to Avg. 37.7%	# needed to reach Average	Equity Index
Female	3,342	1,305	39.0%	1.3%		1.0
Male	2,281	814	35.7%	-2.0%	46	0.9
Unknown Gender	41	18	43.9%	6.2%		1.2
Asian	146	74	50.7%	13%		1.3
Black/African-American	367	84	22.9%	-15%	55	0.6
Filipino	177	65	36.7%	-1%	2	1.0
Hispanic/Latino	1544	541	35.0%	-3%	42	0.9
Native American/Alaska Native	49	19	38.8%	1%		1.0
Pacific Islander/Native Hawaiian	79	19	24.1%	-14%	11	0.6

White	2843	1175	41.3%	4%		1.1
Unknown Ethnicity	459	160	34.9%	-3%	13	0.9
Below 18	274	124	45.3%	7.6%		1.2
18-24	3,890	1,496	38.5%	0.8%		1.0
25-29	613	221	36.1%	-1.6%	10	1.0
30-39	458	155	33.8%	-3.9%	18	0.9
40-49	297	102	34.3%	-3.4%	11	0.9
50+	132	39	29.5%	-8.2%	11	0.8
Foster Youth	-	-	-	-	-	-
Veterans	308	134	43.5%	5.8%		1.2
DSPS	574	216	37.6%	-0.1%	1	1.0
Economically Disadvantaged	1,900	660	34.7%	-3.0%	57	0.9
All	5664	2137	37.7%			

All Basic Skills Math Cohorts Percentage Point Gap by Gender and Ethnicity

	Target Population	# Started	# Successful	% Successful	Compared to Avg. 37.7%	# needed to reach Average
Females	Asian	83	41	49.4%	11.7%	
	Black/African-American	216	56	25.9%	-11.8%	26
	Filipino	96	37	38.5%	0.8%	
	Hispanic/Latino	945	348	36.8%	-0.9%	9
	Native American/Alaska Native	29	13	44.8%	7.1%	
	Pacific Islander/Native Hawaiian	55	13	23.6%	-14.1%	8
	White	1654	701	42.4%	4.7%	
	Unknown Ethnicity	264	96	36.4%	-1.3%	4
	All Females	3,342	1,305	39.0%	1.3%	

Males	Asian	63	33	52.4%	14.7%	
	Black/African-American	151	28	18.5%	-19.2%	29
	Filipino	80	28	35.0%	-2.7%	3
	Hispanic/Latino	591	190	32.1%	-5.6%	34
	Native American/Alaska Native	20	6	30.0%	-7.7%	2
	Pacific Islander/Native Hawaiian	23	6	26.1%	-11.6%	3
	White	1,175	466	39.7%	2.0%	
	Unknown Ethnicity	178	57	32.0%	-5.7%	11
	All Males	2,281	814	35.7%	-2.0%	46

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Area	Equity Index	Percentage Point Gap	Goal	Goal Year
All Males	ESL	0.8	5.9% below Avg.	Reduce Gap to 2%	2018
	Math	1.0	0.2% below Avg.	Eliminate Gap	2018
Targeted Males <ul style="list-style-type: none"> • Black/African-American • Filipino • Hispanic/Latino • Native American/Alaska Native • Pacific Islander/Native Hawaiian 	English	0.8 <ul style="list-style-type: none"> • 0.8 • 0.9 • 0.9 • 0.7 • 0.5 	6.3% Below Avg. <ul style="list-style-type: none"> • 7.0% below Avg. • 2.7% below Avg. • 4.4% below Avg. • 11.0% below Avg. • 20.6% below Avg. 	Reduce gap to 3%	2018
Targeted Males <ul style="list-style-type: none"> • Black/African-American • Filipino • Hispanic/Latino • Native American/Alaska Native • Pacific Islander/Native Hawaiian 	Math	0.9 <ul style="list-style-type: none"> • 0.5 • 0.9 • 0.9 • 0.8 • 0.7 	4.0% Below Avg. <ul style="list-style-type: none"> • 19.2% below Avg. • 2.7% below Avg. • 5.6% below Avg. • 7.7% below Avg. • 11.6% below Avg. 	Reduce Gap to 2%	2018

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

• **Activity Type(s)**

Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support

Research and Evaluation	Professional Development	
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• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	All students placed below transfer in Math <ul style="list-style-type: none"> African-American students and Hispanic students are overrepresented in basic skills course work making up larger proportions of students placed at 2 and 3 levels below than would be expected given their representation on campus. 	1,431 Students were placed below transfer in math during the 2014 calendar year.

• **Activity Implementation Plan**

Activity C.1: Scale the Bridge to Success program to serve all basic skills math students.

A recent study of math pathways at MiraCosta College revealed that only 6 percent of students who started three levels below transfer level math made it to transfer level math and successfully passed. Eleven percent and 27 percent of students who placed two levels and one level below transfer level math, respectively, were able to make it to transfer level math and pass the course. Bridge to Success is a one-week intensive math enrichment program for students who place one or more levels below transfer level math courses. The program has yielded impressive results. All students from the 2014-2015 cohort placed at least one level higher than their original placement (34 percent one level higher; 40 percent two levels higher; 27 percent three levels higher). The college will use equity funds to bolster this successful program.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Fall 2015 – Spring 2018	\$15912.00	SSSP and BSI categorical funding as well as district funds have also been allocated in support of this goal.

• **Link to Goal**

Accurately placing students in a math class that truly matches their knowledge and skill will shorten pathways to transfer level math. Bridge to Success builds confidence and refreshes math skills for improved placement, increasing the likelihood of basic skills completion in math.

• **Evaluation**

Quantitative data that will be collected following each session to determine if significant difference exists in assessment scores, placement levels, and course success. Additionally, cohort tracking will determine if the program leads to increases in progression through the math basic skills sequence and into transfer level math.

C.2

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected
C.2	Men of Color	947 male students of color were enrolled in Pre-transfer courses in Fall 2014

• **Activity Implementation Plan**

Activity C.2: Implement best practices for embedded and intrusive counseling/advising and instructional support in pre-transfer courses. Intrusive (or “proactive”) advising is an assertive, intentional means of engaging students. Rather than waiting for students to come in when there is a question, concern, or crisis, this type of advising is proactive, requiring the counselor to reach out to and make contact with students. Intrusive advising was highlighted in the 2012 report “A Matter of Degrees: Promising Practices for Community College Student Success” released by the Center for Community College Student Engagement. To ensure students are not lost along the path to transfer-level English, MiraCosta College will identify and implement effective practices for embedded and intrusive counseling for pre-transfer courses.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Spring 2016 – Spring 2018	\$15912.00	SSSP and BSI categorical funding as well as district funds have also

			been allocated in support of this goal.
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- **Link to Goal**

Twenty-four percent of students who placed two levels below and 49 percent of students who placed one level below transfer level English successfully made it to and passed transfer level English. Embedded and intrusive advising is a proactive means of ensuring that students will provide the proactive support necessary to increase the likelihood of students completing basic skills English and continue that success into transfer level English.

- **Evaluation**

During implementation in spring 2016, students and faculty will complete an assessment of the intrusive academic advising component along with an analysis of the pre-transfer completion rates to determine if 1. there is a significant difference in the success rates of pre-transfer course-work before and after implementation of intrusive advising and 2. if the addition of intrusive advising contributed to the success. Courses will be randomly assigned to include intrusive advising for all students or act as a control and not include it. Statistical analysis will be conducted to determine if the two groups differ in success rate.

C.3

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
C.3	All students placed into pre-transfer, with the most significant gains in transfer level placement experienced by students of color (specifically, Black/African-American, Hispanic/Latino, Filipino, and Native America students)	Approximately 1,000 additional students placed into Transfer level English each Academic year

- **Activity Implementation Plan**

Activity C.3: Participate in the Statewide Multiple Measures Assessment Project for English and math placement.

Only about a third of California community college students who place into basic skills complete degrees or transfer (LA Times, 2012). A 2012 article about alternative placement methods cited recent research that has shown placement tests—the primary means in which community college students placed into math and English courses—as a poor predictor of college success (LA Times). The same article made reference to the usage of high school grade point averages of as an improved gauge for potential placement success. MiraCosta College will use equity funds to pilot the utilization of high school transcripts as an alternatives means of placing students in the proper ESL or English course.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Fall 2016	\$15912.00	SSSP and BSI categorical funding as well as district funds have also been allocated in support of this goal.

- **Link to Goal**

Improved placement will shorten the pathway to transfer level English and increase the likelihood of students completing basic skills English.

- **Evaluation**

Comprehensive evaluation of related sample placement levels utilizing COMPASS compared to the new placement metrics to determine if the new metrics impact equity in placement levels across the English curriculum. Additionally, an analysis of successful course completion will be conducted to determine if the new metrics have a detrimental effect on course completion. To be conducted in following the spring 2016 and fall 2016 terms.

C.4

- **Activity Type(s)**

Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation		Professional Development	

Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected
C.4	Pre-Transfer English Students (specifically men of color as these students have been shown to have the most significant gains in success)	Over 1,500 students placed into Pre-transfer English each Academic Year

- **Activity Implementation Plan**

Activity C.4: Scale accelerated English courses to assist students with basic skills English course completion and progression.

Only about a third of California community college students who place into basic skills complete degrees or transfer (LA Times, 2012). These numbers mirror those at MiraCosta College, with 24 percent of students who placed two levels below and 49 percent of students who placed one level below transfer level English successfully making it to and passing transfer level English. Shortening the pathway toward transfer level courses will reduce the number of classes students must take to complete their degrees and/or transfer, resulting in savings in college expenditures—a lifeline for students who experience financial hardships. Accelerated English courses will help MiraCosta College students testing into basic skills English courses reach transfer-level English in a shorter period of time, resulting in cost-savings and shorter time to completion.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Fall 2016 – Spring 2018	\$15912.00	BSI categorical funding as well as district funds have also been allocated in support of this activity.

- **Link to Goal**

Accelerated English courses for students testing into basic skills English will shorten the pathway to transfer level English and increase the likelihood of students successfully completing basic skills English.

- **Evaluation**

Success rates of students in the accelerated pathways will be calculated and compared to the traditional pathways. Students will also be followed for an additional term to determine the success rates in subsequent course work.

C.5

Activity Type(s)

Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation	X	Professional Development	

Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected
C.5	Men of Color (specifically those enrolled in pre-transfer Math and English courses)	947 male students of color were enrolled in Pre-transfer courses in Fall 2014

Activity Implementation Plan

Activity C.5: Implement institution-wide professional development opportunities for faculty to learn about key strategies teaching men of color.

Nearly 900 students—a majority of which were students of color—cited faculty as integral to supporting student achievement (RP Group, 2014). With African American and Hispanic/Latino men consistently ranking “at or near the bottom of most indicators of student success” (Harris & Wood, 2013), intentional professional development for faculty will place instructors in a prime position to increase degree and certificate completion rates for men of color. In partnership with Center for Organizational Responsibility and Advancement (CORA), MiraCosta College will offer a “Teaching Men of Color in the Community College” certificate open to instructional faculty and staff for a year starting in fall 2015, particularly targeting instructors that teach basic skills courses. Additionally, faculty will have the chance to attend a training on incorporating cultural competency into student learning outcomes with a focus on implementing strategies at MiraCosta College by the end of spring 2016.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.5	Fall 2015 – Fall 2016	\$40,579.00	District funds are also allocated in support of this activity.

- **Link to Goal**

Increasing awareness of the achievement gap for men of color will increase effective strategies and best practices being incorporated into the classroom, therefore ultimately serving this population better and increasing outcomes.

- **Evaluation**

The number of faculty participants in the certificate and in the SLO training will be assessed at the end of spring 2016.

An aggregate overview of pre and post assessment results conducted by CORA will be included and evaluated in concert with term course completion rates.

C.6

Activity Type(s)

X	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected
C.6	Men of Color	2,215 Black/African-American, Hispanic/Latino, Pacific Islander, and Native American males were enrolled in Fall 2014

Activity Implementation Plan

Activity C.6: Expand academic and student support services for students outside of traditional office settings and hours during critical times in the semester.

In Community Colleges across the country part-time students tend to work more often, have more dependents, and take more evening classes than their full-time peers (Center for Community College Students Engagement, 2012). Moreover, at MiraCosta nearly 65% of students are enrolled in less than 12 units. In Fall 2014, Men of color accounted for 1 in 5 part-time students at MiraCosta (CCCCO DataMart). The practice of extending library hours during midterms and finals has been embraced by many colleges and universities to accommodate students that need a quiet place to study that is in close proximity to resources. San Jose State University not only keeps its library open 24 hours Monday through Thursday during finals week, but allows local community colleges to enjoy the benefits of extended library hours. While MiraCosta College does not seek to use equity funding to keep its own library open 24 hours during finals week, the College desires to go one step further and extend student services beyond traditional hours. During midterms and finals, MiraCosta will extend academic support services offered by Math Learning Center, Writing Center, and Tutoring. Additionally, MiraCosta College will extend the reach of proactive advising outside of the traditional office settings and hours, offering mobile counseling and online counseling.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.6	Fall 2014-Spring 2018	\$38,412.00	SSSP categorical funding as well as district funds have also been allocated in support of this goal.

- Link to Goal**
Expanding support services beyond traditional office settings and hours increases the opportunity to proactively serve students, particularly during high-stress and high-stakes periods within the semester- midterms and finals. Providing services during these high-stakes periods increases the probability of student success during midterms and finals, and ultimately basic skills and ESL course completion.
- Evaluation**
Increased access to support services will be analyzed utilizing our student service reporting system. An evaluation of the outcomes for students engaging in mobile counseling and extended tutoring and writing center hours will be conducted.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same matriculation goal. (Data Source: Student Success Scorecard Completion Metric, 2015 Reporting Year)

Essential Findings-Prepared and Unprepared

Gender

The disproportionate impact analysis indicates that there is a slight equity gap for males at a 2.5 percent gap over the reporting years.

Ethnicity

Percentage point gap analysis reveals that the largest gap is experienced by Native American/Alaska Naïve students at 16.6 percent. Gaps for all other ethnicities are below 3 percent. This may be due to the selection criteria to be included into the completion cohorts. In order to be included, students must have a minimum of 6 units and attempted either a math or English course in their first 3 years.

Age

The percentage point gap analysis revealed a significant disproportionate impact for the 25 to 29 age group (8.3 percent average across reporting years).

Foster Youth

Meaningful conclusions about disproportionate impact were not possible due to incomplete data.

Veteran Status

The percentage point gap analysis did not reveal on average any significant disproportionate impact.

Disabled Students

The percentage point gap analysis did not reveal on average any significant disproportionate impact.

Economically Disadvantaged

The percentage point gap analysis did not reveal on average any significant disproportionate impact.

Cohort Year	# in Cohort	# Successful	% Successful
2004-2005	833	186	22.3%
2005-2006	857	220	25.7%
2006-2007	867	227	26.2%
2007-2008	894	237	26.5%
2008-2009	883	208	23.6%
All	4,334	1,078	24.9%

All Cohorts Degree and Certificate Completion Percentage Point Gap by Ethnicity

Target Population	# in Cohorts	# Successful	% Successful	Comparison to Average 24.9%	# needed to reach Average	Equity Index
Female	2,235	605	27.1%	2.2%		1.1
Male	2,066	463	22.4%	-2.5%	52	0.9
Unknown Gender	33	10	30.3%	5.4%		1.2
Asian	167	55	32.9%	8%		1.3
Black/African-American	198	46	23.2%	-1.7%	4	0.9
Filipino	137	36	26.3%	1.4%		1.1
Hispanic/Latino	1,126	295	26.2%	1.3%		1.1
Native American/Alaska Native	36	3	8.3%	-16.6%	6	0.3
Pacific Islander/Native Hawaiian	64	15	23.4%	-1.5%	1	0.9
White	2,230	545	24.4%	-0.5%	12	1.0
Unknown Ethnicity	376	83	22.1%	-2.8%	11	0.9
Below 18	826	220	26.60%	1.7%		1.1
18-24	3,096	766	24.70%	-0.2%	7	1.0
25-29	169	28	16.60%	-8.3%	15	0.7
30-39	131	34	26.00%	1.1%		1.0
40-49	85	20	23.50%	-1.4%	2	0.9
50+	27	10	37.00%	12.1%		1.5
Foster Youth	-	-	-	-	-	-
Veterans	194	49	25.30%	0.4%		1.0
DSPS	308	78	25.30%	0.4%		1.0
Economically Disadvantaged	1885	514	27.30%	2.4%		1.1
All	4,334	1078	24.9%			

All Degree/Certificate Cohorts Percentage Point Gap by Gender and Ethnicity

	Target Population	# Started	# Successful	% Successful	Compared to Average 24.9%	# needed to reach Average
Females	Asian	87	35	40.2%	15.3%	
	Black/African-American	104	28	26.9%	2.0%	
	Filipino	59	21	35.6%	10.7%	
	Hispanic/Latino	635	177	27.9%	3.0%	
	Native American/Alaska Native	18	3	16.7%	-8.2%	2
	Pacific Islander/Native Hawaiian	33	8	24.2%	-0.7%	1
	White	1,112	290	26.1%	1.2%	
	Unknown Ethnicity	187	43	23.0%	-1.9%	4
	All Females	2,235	605	27.1%	2.2%	
Males	Asian	79	20	25.3%	0.4%	
	Black/African-American	94	18	19.1%	-5.8%	6
	Filipino	78	15	19.2%	-5.7%	5
	Hispanic/Latino	483	117	24.2%	-0.7%	4
	Native American/Alaska Native	18	0	0.0%	-24.9%	5
	Pacific Islander/Native Hawaiian	30	7	23.3%	-1.6%	1
	White	1,108	251	22.7%	-2.2%	25
	Unknown Ethnicity	176	35	19.9%	-5.0%	9
	All Males	2,066	463	22.4%	-2.5%	52

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Equity Index	Percentage Point Gap	Goal*	Goal Year
All Males	0.9	2.5% below Avg.	Eliminate Gap	2020
Native American	0.3	16.6% below Avg.	Reduce gap to 5%	2020

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.1	Males	10 additional students needed to complete degree/certificate per cohort year 6,411 Male students enrolled in Fall 2014

• **Activity Implementation Plan**

Activity D.1: Create a professional development conference to learn about, evaluate, and adopt effective practices when it comes to

addressing degree and certification completion by male students.

Studies have consistently shown that male students of color, particularly African American and Latino men, “rank at or near the bottom of most indicators of student success” (Harris & Wood, 2013). MiraCosta College’s own research reflects this: male students of color complete certificates and degrees at a lower rate than female students of color. Harris & Wood highlight that these studies revealing these achievement gaps proliferated in the late 1990s. In 2015, the gaps for male students of color remain. Continued research and professional development is essential. Utilizing equity funds, MiraCosta College will develop and implement a conference that will investigate the needs of male students, analyze existing data regarding the success rates of male students, and assist the college in evaluating and adopting effective practices to close the achievement gaps for male students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Spring 2015	\$50,912.00	

- **Link to Goal**

Investigation and analysis of the needs of male student as well as evaluation and adoption of promising practices to promote degree and certificate completion rates for men of color will allow MiraCosta College to adopt effective policies and practices designed to help close the degree and certificate achievement gap for men of color.

- **Evaluation**

Data that will be collected—both quantitative and qualitative—to further explore the underlying causes of the equity gap. Data collection to begin in fall 2015.

D.2

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
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D.2	Male students	All Male students (6,928 in Fall 2014)
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• **Activity Implementation Plan**

Activity D.2: Develop a research agenda and conduct relevant qualitative and quantitative research to further assess gaps in equity for men.

MiraCosta College requires further research to understand the equity gaps for men of color as well as to fully evaluate how cohort programs can be strengthened to better serve men of color. Utilizing equity funds, MiraCosta intends to

- implement the Community College Student Success Inventory (CCSSI) to assess the college’s preparedness to help men successfully achieve their educational goals
- conduct focus groups designed to identify supports and barriers to success for male students
- have the First Year Experience, Puente, RAFFY, and Umoja cohort programs use the Male Program Assessment for College Excellence (MPACE) survey to assess the efficacy of their programs in serving men.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Fall 2015 – Summer 2016	\$55,912.00	District funds are also allocated in support of this activity.

• **Link to Goal**

Better understanding what supports and hinders the success for male students—from focus groups to self-assessment surveys—will allow the college to adopt effective policies and practices to narrow the achievement gap in degree and certificate completion for men.

• **Evaluation**

The Male Program Assessment for College Excellence (M-PACE) will be delivered to all participants to measure the efficacy of the program for meeting the specific needs of male students of color.

D.3

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support

Research and Evaluation	Professional Development		
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- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group	# of Students Affected
D.3	Alaskan Native/Native American	30

Activity Implementation Plan

Activity D.3: Develop a cultural club for Alaskan Native/Native American students that is connected to counseling/advising.

Drawing upon the results of interviews with advisors and counselors, Bosse, Duncan, Gapp, and Newland found that students who connected American Indian students, faculty and students involved in American Indian student organizations demonstrated more success than students who were disconnected or uninvolved (2011). The focus of this intervention will be to provide students with a cultural connection to other students on campus, including meetings and activities centered around student success as well as support services. A counseling specialist will regularly follow up with students regarding key dates and deadlines around degrees and certificates and connect students to a counselor to ensure they are making progress toward completion.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	Fall 2016	\$17,912.00	SSSP and district funds are also allocated in support of this activity

- **Link to Goal**
Equipping high needs students with the knowledge and skills to make the necessary steps toward earning a degree and certificate is key to closing the achievement gap for Alaskan Native/Native American students
- **Evaluation**
Include as part of comprehensive evaluation of Academic Success and Equity (ASE) programs, which comprises an analysis of course completion, degree completion, and transfer rate for ASE participants as compared to similar student groups. Additionally, the M-PACE will be distributed in each term to evaluate the perceptions of student participants regarding campus culture, welcomeness to engage, and other non-academic factors.

Success Indicator: Transfer

CAMPUS-BASED RESEARCH: Transfer

The ratio of the number of students by population group who identify a goal of transfer, complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer or become Transfer-prepared within six years. (Data Source: Student Success Scorecard Completion Metric, 2015 reporting year)

Essential Findings

Gender

The disproportionate impact analysis indicates that there is a slight equity gap for females and students of unknown gender across the five cohorts.

Ethnicity

Black/African American, Hispanic/Latino, Native American/Alaska Native, and Pacific Islander/Native Hawaiians all experience disproportionate impact. Pacific Islanders experience the largest percentage point gap at 15.6 percent, while the number of Hispanic/Latinos students affected is greatest. Hispanic/Latino students would need an additional 86 successful students in this indicator across the five cohorts to reach the average level of success.

Age

In general, the older the student group, the larger the percentage point gap experienced by that group. The only group performing at or above average are students under the age of 18. Students aged 18 to 24 are only slightly below average with a gap of 0.5 percent. The gap increases significantly for students aged 25 to 29 at 15.1 percent and continues to rise with each successive age group.

Veteran Status

Veterans experience a moderate impact with a gap at 3.7 percent.

Foster Youth

Meaningful conclusions about disproportionate impact were not possible due to incomplete data.

Economically Disadvantaged

Economically disadvantaged students experience a moderate impact with a gap at 4.7 percent.

Disabled Students

The percentage point gap analysis for disabled students in this success indicator showed significant disproportionate impact compared to nondisabled students (an average 10.5 percent gap across five reporting years).

Percent of students transferring or becoming transfer-prepared by cohort

Cohort Year	# of students in cohort	# Successful	% Successful
2004-2005	943	493	52.3%
2005-2006	1,036	579	55.9%
2006-2007	1,038	575	55.4%
2007-2008	1,054	608	57.7%
2008-2009	1,042	559	53.6%
All	5,113	2,814	55.0%

Transfer and/or Transfer-Prepared Percentage Point Gap by Demographic Group

Target Population	# of Students in cohort	# Successful	% Successful	Comparison to Average 55.0%	# needed to reach Average	Equity Index
Female	2,543	1,387	54.5%	-0.5%	13	1.0
Male	2,522	1,401	55.6%	0.6%		1.0
Unknown Gender	48	26	54.2%	-0.8%	1	1.0
Asian	234	160	68.4%	13.4%		1.2
Black/African-American	215	103	47.9%	-7.1%	16	0.9
Filipino	147	80	54.4%	-0.6%	1	1.0
Hispanic/Latino	1,137	540	47.5%	-7.5%	86	0.9
Native American/Alaska Native	45	21	46.7%	-8.3%	4	0.8
Pacific Islander/Native Hawaiian	66	26	39.4%	-15.6%	11	0.7
White	2,785	1618	58.1%	3.1%		1.1
Unknown Ethnicity	484	266	55.0%	0%		1.0
Below 18	1,084	659	60.80%	5.2%		1.1
18-24	3,698	2,036	55.10%	-0.5%	19	1.0
25-29	148	60	40.50%	-15.1%	23	0.8
30-39	107	41	38.30%	-17.3%	19	0.7
40-49	54	14	25.90%	-29.7%	17	0.5
50+	22	4	18.20%	-37.4%	9	0.3
Foster Youth	-	-	-	-	-	-
Veterans	181	94	51.90%	-3.7%	7	1.0
DSPS	317	143	45.10%	-10.5%	34	0.8
Economically Disadvantaged	1,993	1,015	50.90%	-4.7%	94	0.9
All	5,113	2814	55.0%	0%		

Transfer and/or Transfer-Prepared Percentage Point Gap by Gender and Ethnicity

	Target Population	# of Students in cohort	# Successful	% Successful	Compared to Average 55.0%	# needed to reach Average
Females	Asian	104	67	64.4%	9.4%	
	Black/African-American	119	62	52.1%	-2.9%	4
	Filipino	64	35	54.7%	-0.3%	1
	Hispanic/Latino	630	287	45.6%	-9.4%	60
	Native American/Alaska Native	21	10	47.6%	-7.4%	2
	Pacific Islander/Native Hawaiian	35	13	37.1%	-17.9%	7
	White	1336	793	59.4%	4.4%	
	Unknown	234	120	51.3%	-3.7%	9
	All Females	2543	1,387	54.5%	-0.5%	13
Males	Asian	129	93	72.1%	17.1%	
	Black/African-American	96	41	42.7%	-12.3%	12
	Filipino	83	45	54.2%	-0.8%	1
	Hispanic/Latino	493	243	49.3%	-5.7%	29
	Native American/Alaska Native	24	11	45.8%	-9.2%	3
	Pacific Islander/Native Hawaiian	30	13	43.3%	-11.7%	4
	White	1439	821	57.1%	2.1%	
	Unknown	228	134	58.8%	3.8%	
	All Males	2522	1,401	55.6%	0.6%	

2007-2008 Transfer Velocity Cohort*

Ethnicity	Cohort	2 years		3 years		4 years		5 years		6 years		7 years		8 years	
Female	635	43	7%	106	17%	196	31%	251	40%	288	45%	323	51%	338	53%
Male	591	27	5%	82	14%	191	32%	239	40%	281	48%	312	53%	328	55%
Unknown Gender	11	0	0%	0	0%	3	27%	3	27%	3	27%	3	27%	3	27%
African-American	44	1	2%	5	11%	11	25%	16	36%	20	45%	23	52%	24	55%
American Indian	6	0	0%	0	0%	1	17%	1	17%	1	17%	1	17%	1	17%
Asian	58	4	7%	11	19%	23	40%	25	43%	28	48%	32	55%	34	59%
Filipino	39	1	3%	6	15%	10	26%	14	36%	14	36%	17	44%	18	46%
Hispanic	284	10	4%	34	12%	77	27%	104	37%	118	42%	131	46%	136	48%
Pacific Islander	17	2	12%	2	12%	3	18%	3	18%	4	24%	6	35%	7	41%
Unknown Ethnicity	114	10	9%	26	23%	41	36%	47	41%	55	48%	58	51%	60	53%
White	675	42	6%	104	15%	224	33%	283	42%	332	49%	370	55%	389	58%
All	1,237	70	6%	188	15%	390	32%	493	40%	572	46%	638	52%	669	54%

*The transfer velocity methodology tracks cohorts of first-time college students for six years to determine if they show “behavioral intent to transfer”. If, by six years after initial enrollment, a student has completed 12 credit units and attempted transfer-level math or English, the student then enters into the Transfer Cohort.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Equity Index	Percentage Point Gap	Goal*	Goal Year
Hispanic/Latino	0.9	7.5%	Reduce gap by 3%	2018
Black/African-American	0.9	7.1%	Eliminate Gap	2018
Pacific Islander	0.7	15.6%	Reduce Gap by 5%	2018
Men of Color (in Aggregate)	0.9	2.8%	Reduce Gap to 1%	2018

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: E. TRANSFER

E.1

• **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.1	Black/African-American	4 additional students to transfer per cohort to reach goal
		Average of 63 students per cohort

- **Activity Implementation Plan**

Activity E.1: Expand the Umoja program to offer students enhanced transfer support services.

The statewide Umoja Community, started in 2006 and modeled after the Daraja Project at Chabot College and Project Success at El Camino College, aimed at increasing outcomes for African-American students. The Umoja Program at MiraCosta College started in 2012 with a cohort of 57 students from various backgrounds and demographics. Each year the cohort continues to grow, with students participating in weekly “porch talks” where they discuss their academic progress and attending workshops from community and campus leaders on a variety of educational topics. First time to college students are paired with a peer mentor to help transition into the college. A cohort of approximately 35 students complete two consecutive semesters of math (Math 30 Elementary Algebra and Math 64 Intermediate Algebra) linked to two consecutive semesters of counseling (COUN 110 College Success Skills and Counseling 105 Transfer Success). Counseling services are provided to students through a dedicated counselor, and students attend various activities aimed at transfer, including 4-year college visits and conferences. When compared to college-wide data, African-American students participating in Umoja have higher levels of persistence (fall to spring, fall to fall, and fall to second spring) for first-time to college, new transfer, returning and continuing students, percentages attempting a math and English in their first year, and percentages receiving degrees and certificates. Student equity funds in addition to district funds will be used to expand the Umoja Program in the following ways:

- expanding the number of student participants in Umoja
- further integrate curriculum with counseling and math courses
- increase number of 4-year transfer visits and activities
- provide financial strategies to address financial barriers
- support students unable to afford textbooks and materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Fall 2015 – Spring 2018	\$43762.00	District funds are also allocated in support of this activity.

- **Link to Goal**

The Umoja program at MiraCosta College has been an invaluable nexus of support for African American students. Providing additional funds will allow Umoja to further strengthen its transfer programming and close the achievement gap in African

American transfer rates.

- **Evaluation**

The Male Program Assessment for College Excellence (M-PACE) will be delivered to all participants to measure the efficacy of the program for meeting the specific needs of male students of color.

E.2

- **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.2	Hispanic/Latino	10 additional students to transfer per cohort with the addition of 2 cohorts to reach goal
		Average of 29 students per cohort

- **Activity Implementation Plan**

Activity E2: Expand the Puente program to offer students enhanced transfer support services.

The statewide Puente Program was founded in 1981 by co-directors Felix Galaviz and Patricia McGrath, at Chabot College in Hayward. The project's mission was to increase the number of Mexican American/Latino students transferring to four-year colleges and universities. MiraCosta College started the Puente Project in 1991 modeled after the statewide program. In the first-year of the program, a cohort of approximately 25 students complete two consecutive semester of English (ENGL 50 Introduction to College Composition and ENGL 100 Composition and Reading [transfer level]) linked to two consecutive semester of Counseling (COUN 110 College Success Skills and Counseling 105 Transfer Success). Each first-year Puente student also is matched with a mentor from the business or professional community. Mentors share with students their personal, academic, and career experiences, and provide a

window into real-life work environments. Counseling support is provided to students throughout their years at MiraCosta College with a dedicated Puente Counselor until they reach their academic goal. Students participate in a variety of activities aimed at increasing transfer including 4-year campus visits and conferences. When compared to college-wide data, Hispanic/Latino students participating in Puente have higher levels of persistence (Fall to Spring, Fall to Fall and Fall to 2nd Spring) for first-time to college students, average units completed, percentages attempting math and English in their first year, percentages receiving degrees and certificates, and percentage of new students who achieve transfer directed status. Student equity funds in addition to District funds will be used to expand the Puente Project in the following ways:

- add an additional Puente cohort to the Oceanside campus and start a Puente cohort at the San Elijo campus.
- further integrate curriculum with Counseling and English courses
- increase number of 4-year transfer visits and activities
- provide financial strategies to address financial barriers
- support students unable to afford textbooks and materials

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.2	Fall 2015 – Spring 2018	\$37262.00	District funds are also allocated in support of this activity.

- **Link to Goal**

The Puente program at MiraCosta College has been an invaluable means of support for Latino students. Providing additional funds will allow Puente to further strengthen its transfer programming and close the achievement gap in Latino transfer rates.

- **Evaluation**

The Male Program Assessment for College Excellence (M-PACE) will be delivered to all participants to measure the efficacy of the program for meeting the specific needs of male students of color.

Annual evaluation of all Academic Success and Equity (ASE) Programs will be conducted. Quantitative analysis of the cohorts participant outcomes (GPA, Degree-applicable units earned, persistence, degree/certificate attainment, and transfer) relative to an appropriate comparison group.

E.3

• **Activity Type(s)**

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.3	Native Hawaiian/Pacific Islander	93 students identified as NHPI in the 2014-2015 AY

• **Activity Implementation Plan**

Activity E.3: Create a community based cohort program that increases transfer and transfer velocity for NHPI students.

Citing the above efficacy of the Puente and Umoja programs as well as the aforementioned educational needs of NHPI students, MiraCosta College will develop a cohesive cohort program specifically tailored to enhance NHPI access, course and degree completion, and transfer. There are but a handful of colleges that have programs and services that target the NHPI community. The majority of these college programs and services are relatively new, utilizing Title III AANAPISI federal funds or state equity funds. Thus, data on the efficacy of these programs has yet to be released and vetted. However, MiraCosta will consult these colleges in the development of its own NHPI cohort program starting fall 2015. Upon identifying effective practices of other NHPI student services programs, MiraCosta College will launch its NHPI cohort program in fall 2016.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.3	Fall 2016 – Spring 2018	\$30,912.00	SSSP and district funds are also allocated in support of this activity

• **Link to Goal**

Offering a suite of culturally relevant services from access to transfer, will ensure NHPI students not only start strong at the college, but continue their success until degree completion and transfer, narrowing the NHPI transfer achievement gap.

Evaluation

The Male Program Assessment for College Excellence (M-PACE) will be delivered to all participants to measure the efficacy of the program for meeting the specific needs of male students of color. Additionally, all NHPI students will be surveyed to help determine the best types of support services and in which modality best suits the population.

Annual evaluation of all Academic Success and Equity (ASE) Programs will be conducted. Quantitative analysis of the cohorts participant outcomes (GPA, Degree-applicable units earned, persistence, degree/certificate attainment, and transfer) relative to an appropriate comparison group.

LIMITATIONS OF THE DATA: A LOOK FORWARD

While the Student Equity Plan focuses on specific sub-groups (ethnicity, age, gender, persons with disabilities, low-income, veterans, and foster youth), there are other groups that merit discussion in regard to disproportionate impact.

There is currently no data collected on Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGBTQIA) students, who cross all sub-groups. Qualitative data of student experience on campus reveals that students often feel marginalized and face challenges that impact their academic success. Further study is warranted to assess the disproportionate impact of this group for each of the outcome areas and to identify effective interventions that promote student success. This subgroup was included in Goal A: Access with a focus on investigating the extent of LGBTQIA access gaps and determine if there is a disproportionate impact to identify in the future in the Student Equity Plan.

Data shows there are differences in outcomes for online students compared to on-ground in the area of course success for African-American, Native Hawaiian/Pacific Islander and adult student populations and in the area of access for male and Hispanic populations (see Appendix C). This data merits additional research analysis to determine if there is a disproportionate impact for students who take courses online when compared to on-ground cohorts and for online students overall in the specific sub-groups.

Other College- or District-wide Initiatives Affecting Several Indicators

The primary role of the Achieving the Dream Initiative is to integrate the existing student success efforts across campus with a focus on scaled and sustainable change. The core Achieving the Dream team works with, and through the college governance, departments and divisions to adopt priorities for improving student success, particularly for under-served populations. MiraCosta College is currently in the Inquiry Phase which includes conducting both quantitative and qualitative research focused on groups and programs identified through student equity research, SSSP research, and additional ad hoc analyses. Through an initial exploration of these data sources, Basic Skills was identified as a priority area for continued inquiry. As such, an analysis of the success rates of the top 20 enrolled courses was disaggregated by ethnicity and Basic Skill status (see Appendix D). Additionally, MiraCosta College will be conducting 11 focus groups looking at the experiences of Basic Skills students including specific groups targeting first-generation students and students of color.

Summary Budget

PLEASE REFERENCE ATTACHED EXCEL DOCUMENT:

“MIRACOSTA COLLEGE STUDENT EQUITY PLAN BUDGET 2015-16”

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

As part of the Student Equity continuous evaluation and improvement cycle, each activity will be analyzed to determine efficacy and identify activities for scalability and/or elimination. Additionally, percentage point gap analysis will be conducted for all indicators at the end of each academic year and appended to existing data tables. The updated campus-based research along with activity evaluation data will be discussed at the first Fall Student Success Committee meeting as well as other key governance meetings throughout the Fall term. This will allow for campus-wide dialogue of the trend data and constituency input regarding amendments to the plan.

As part of the program review process, all data is disaggregated by gender, age, and ethnicity. Additionally, Equity and SSSP have also been included as part of the program review funding request process. To further instill equity into the program review process faculty will be provided with equity data for their courses and given the opportunity to work with the Equity research team to conduct an in-depth analysis of the outcomes of their courses.

Appendix

Board Policy 5300

The Board is committed to assuring student equity in educational programs and college services. The Superintendent/President shall establish and implement a student equity plan that meets the Title 5 standards for such a plan.

Administrative Procedure 5300

The District has a Student Equity Plan. Following approval by the MiraCosta Community College District Board of Trustees, the plan is filed as required to the California Community Colleges Chancellor's Office.

The development of the student equity plan shall entail the following:

- The active involvement of constituent groups on campus.
- Involvement by appropriate people from the community who can articulate the perspective and concerns of historically underrepresented groups.
- Campus-based research as to the extent of student equity.

The student equity plan shall address:

- Institutional barriers to equity.
- Goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer for target groups.
- Activities most likely to be effective to attain the goals, including coordination of existing student equity related programs.
- Sources of funds for the activities in the plan.
- A schedule and process for evaluation of progress towards the goals.
- An executive summary that describes the groups for whom goals have been set, the goals, the initiatives that the district will undertake to achieve the goals, the resources budgeted for that purpose, and the district officer or employee who can be contacted for further information.

The student equity plan shall be developed, maintained, and updated under the supervision of the dean of counseling and student development.

MIRACOSTA COLLEGE: STUDENT EQUITY FUNDING REQUEST FORM 2015-2016

[Select Date]

Please note the following:

- Forms are due the first Friday of each month by 5pm to JP Schumacher, Director of Student Equity. Forms must be submitted via email at jschumacher@miracosta.edu. You will be notified of the status of your funding request within two (2) weeks.
- Project Leads must 1) submit regular progress reports and an 'End of Project Evaluation' 2) attend a 1.5 hr equity training annually
- You may not use Student Equity funds to pay for existing resources/programs that are already funded by the college (supplanting)

COVER PAGE

Project Name	<Project Name>		
Project Lead		Signature	
Total Funding Requested		Funding Allocated (office only)	

Brief Project Description (please do not expand the box to more than three lines)

Briefly provide the following details: 1) Rationale for project 2) intended outcomes 3) how many total participants will be engaged through your project

Student Equity (SE) Plan Goal & Activities Alignment

List all SE Plan activities that your own activity/activities align with (ex: B.1.1). Please review the [MiraCosta Student Equity Plan](#) carefully.

	Access	Course Completion	ESL & Basic Skills Completion	Degree & Certificate Completion	Transfer
Activities					

Budget Worksheet

If you are requesting funds for personnel, fill out the 'Personnel Worksheet' below. Total up your salary subtotal and list the item as 'Personnel'. Do the same with 'Fringe Benefits'. Please review the [Student Equity Expenditure Guidelines](#) for a list of eligible expenditures before completing the worksheet.

Rank	Item	Quantity	Estimated Hours	Hourly Rate	Total
1					
2					
3					
4					
5					
6					
7					
8					
9					
Total Funding Requested					

Personnel Worksheet

Rank	Position	Quantity	Hours / Wk	Hrly Rate / Mnthly Salary	Salary Subtotal	Fringe Benefits Subtotal
1						
2						
Salary Total						
Fringe Benefits Total						

ACTIVITY #1 DESCRIPTION

SE Plan Activity Alignment

List all SE Plan activities this specific activity aligns with (ex: B.1.1.)

Brief Project Description (please do not expand any box to more than three lines)

Responsible Person(s)	Start Date	[Select Date]	End Date	[Select Date]	Activity Budget
Target Population(s)*					
# of Participants					
Activity Description					
Activity Rationale					
Intended Outcomes Should align with those in the SE plan					
Assessment Description**					

*Your activity's target population must be students who have been identified as disproportionately impacted.

**Describe 1) Type of data collected (ex: student experience) 2) Instrument (ex: survey) 3) Responsible party

ACTIVITY #2 DESCRIPTION

SE Plan Activity Alignment

List all SE Plan activities this specific activity aligns with (ex: B.1.1.)

Brief Project Description (please do not expand any box to more than three lines)

Responsible Person(s)	Start Date	[Select Date]	End Date	[Select Date]	Activity Budget
Target Population(s)*					
# of Participants					
Activity Description					
Activity Rationale					
Intended Outcomes Should align with those in the SE plan					
Assessment Description**					

*Your activity's target population must be students who have been identified as disproportionately impacted.

**Describe 1) Type of data collected (ex: student experience) 2) Instrument (ex: survey) 3) Responsible party

ACTIVITY #3 DESCRIPTION

SE Plan Activity Alignment

List all SE Plan activities this specific activity aligns with (ex: B.1.1.)

Brief Project Description (please do not expand any box to more than three lines)

Responsible Person(s)	Start Date	[Select Date]	End Date	[Select Date]	Activity Budget
Target Population(s)*					
# of Participants					
Activity Description					
Activity Rationale					
Intended Outcomes Should align with those in the SE plan					
Assessment Description**					

*Your activity's target population must be students who have been identified as disproportionately impacted.

**Describe 1) Type of data collected (ex: student experience) 2) Instrument (ex: survey) 3) Responsible party

ACTIVITY #4 DESCRIPTION

SE Plan Activity Alignment

List all SE Plan activities this specific activity aligns with (ex: B.1.1.)

Brief Project Description (please do not expand any box to more than three lines)

Responsible Person(s)	Start Date	[Select Date]	End Date	[Select Date]	Activity Budget
Target Population(s)*					
# of Participants					
Activity Description					
Activity Rationale					
Intended Outcomes Should align with those in the SE plan					
Assessment Description**					

*Your activity's target population must be students who have been identified as disproportionately impacted.

**Describe 1) Type of data collected (ex: student experience) 2) Instrument (ex: survey) 3) Responsible party

APPENDIX C

	100% online classes			51-99% online classes			50% or less online classes			On-ground classes		
	Enroll-ments	Success rate	% of enrollmts	Enroll-ments	Success rate	% of enrollmts	Enroll-ments	Success rate	% of enrollmts	Enroll-ments	Success rate	% of enrollmts
American Indian/ Alaska native	31	58%	0.3%	6	43%	0.3%	9	50%	0.4%	128	63%	0.3%
Asian	736	71%	8.3%	150	62%	7.5%	202	71%	9.6%	3228	77%	7.9%
Black/African American	350	52%	3.9%	51	38%	2.6%	67	54%	3.2%	1401	68%	3.4%
Hispanic/Latino	2242	60%	25.3%	571	52%	28.7%	565	60%	26.8%	12908	67%	31.6%
Native Hawaiian / Pacific Islander	39	53%	0.4%	9	53%	0.5%	9	69%	0.4%	175	70%	0.4%
Other races	650	62%	7.3%	147	56%	7.4%	116	63%	5.5%	2738	71%	6.7%
Unknown	166	67%	1.9%	43	61%	2.2%	44	59%	2.1%	910	68%	2.2%
White	4653	70%	52.5%	1011	58%	50.9%	1094	69%	51.9%	19383	75%	47.4%
total	8867	66%		1988	55%		2106	65%		40871	72%	
Female	5859	66%	66.1%	1357	57%	68.3%	1034	71%	49.1%	21793	74%	53.3%
Male	3008	65%	33.9%	631	52%	31.7%	1072	60%	50.9%	19078	70%	46.7%
total	8867	66%		1988	55%		2106	65%		40871	72%	
17 and Under	151	77%	1.7%	35	61%	1.8%	16	43%	0.8%	809	76%	2.0%
18-24	4656	64%	52.5%	1083	53%	54.5%	1217	63%	57.8%	28648	71%	70.1%
25-29	1611	64%	18.2%	367	54%	18.5%	419	68%	19.9%	5287	73%	12.9%
30-34	847	65%	9.6%	169	54%	8.5%	153	68%	7.3%	2166	74%	5.3%
35-39	501	66%	5.7%	104	60%	5.2%	79	68%	3.8%	1093	75%	2.7%
40-44	348	70%	3.9%	67	39%	3.4%	57	69%	2.7%	688	76%	1.7%
45-54	552	70%	6.2%	117	70%	5.9%	112	74%	5.3%	1329	76%	3.3%
55-64	183	76%	2.1%	37	74%	1.9%	52	69%	2.5%	682	79%	1.7%
65 and Over	19	72%	0.2%	10	91%	0.5%	4	80%	0.2%	167	71%	0.4%
total	8867	66%		1988	55%		2106	65%		40871	72%	

APPENDIX D

Success Rates in Top 20 Highest Enrolled Courses: Fall 2014 *

Success Rates: All Students				Success Rates by Ethnicity						Success Rates by Pre-Transfer (PT) Status **					
Enrollment Rank	Success Rank	Course Number	Course Title	Success Rate	Asian	Black	Hispanic	Native American	Unknown	White	Pre-transfer Math	Pre-transfer English	Pre-transfer Reading	ESL	Pre-transfer Math + Reading/Eng
1	8	ENGL100	Composition and Reading	71%	72%	58%	66%	17%	72%	75%	69%	67%	67%	**	66%
2	19	MATH164	Intermediate Algebra	51%	61%	33%	48%	67%	48%	54%	51%	43%	43%	63%	43%
3	18	MATH30	Elementary Algebra	57%	63%	51%	53%	80%	47%	62%	57%	49%	45%	52%	50%
4	15	SOCI01	Introduction to Sociology	65%	74%	55%	56%	50%	62%	75%	61%	52%	53%	**	54%
5	2	COMM101	Public Speaking	78%	83%	69%	74%	0%	71%	83%	77%	70%	67%	**	76%
6	12	SPAN101	Elementary Spanish (First Semester)	66%	74%	25%	75%	0%	59%	63%	77%	70%	67%	**	76%
7	1	ENGL201	Critical Thinking, Composition, and Literature	79%	78%	81%	74%	#DIV/0!	81%	82%	63%	61%	67%	**	64%
8	7	ENGL50	Introduction to College Composition	71%	93%	63%	68%	100%	67%	77%	76%	75%	70%	**	73%
9	6	PLSC102	American Institutions and History	71%	71%	63%	65%	100%	67%	78%	71%	71%	67%	**	71%
10	13	PSYC101	General Psychology	66%	84%	44%	60%	50%	54%	72%	69%	67%	66%	**	66%
11	20	MATH126	Pre-Calculus I: College Algebra	48%	56%	67%	43%	33%	43%	51%	62%	53%	55%	**	60%
12	14	HIST110	United States History to 1877	66%	74%	46%	56%	0%	69%	73%	44%	29%	36%	**	32%
13	9	OCEA101	Introduction to Oceanography	70%	75%	33%	65%	67%	64%	76%	63%	51%	56%	**	56%
14	4	HIST111	United States History since 1877	73%	71%	85%	69%	100%	68%	77%	66%	56%	66%	**	58%
15	11	PSYC100	Psychology of Personal Growth	66%	65%	56%	59%	50%	60%	73%	76%	72%	76%	**	75%
16	17	MATH103	Statistics	57%	62%	40%	52%	50%	49%	63%	64%	54%	47%	**	57%
17	16	MATH20	Pre-Algebra	63%	74%	36%	63%	100%	48%	71%	56%	30%	49%	**	38%
18	3	PSYC/SOC 104	Statistics for Behavioral Sciences	78%	69%	71%	80%	#DIV/0!	72%	79%	63%	58%	53%	76%	58%
19	10	ACCT201	Financial Accounting	69%	78%	38%	60%	100%	67%	76%	79%	77%	76%	**	75%
20	5	COUN110	College Success Skills	73%	84%	38%	74%	100%	73%	68%	63%	58%	59%	**	57%
College-wide Total**				70%	74%	61%	66%	52%	66%	74%	67%	62%	63%	**	70%

*(A+B+C grades/A+B+C+D+F+W grades)

**Pre-transfer students are identified as those with a PT placement score or enrolled in a PT course

***Those highlighted in red indicate a success rate more than 10% lower than average

ENROLLMENTS

Enrollments by BS Math Students 17,813
 Enrollments by BS English Students 9,692
 Enrollments by BS Reading students 6,091
 Enrollments by ESL Students 1,113 28% in ESL courses
 Enrollments by All BS students 21,260
 Total Enrollments 39,813