

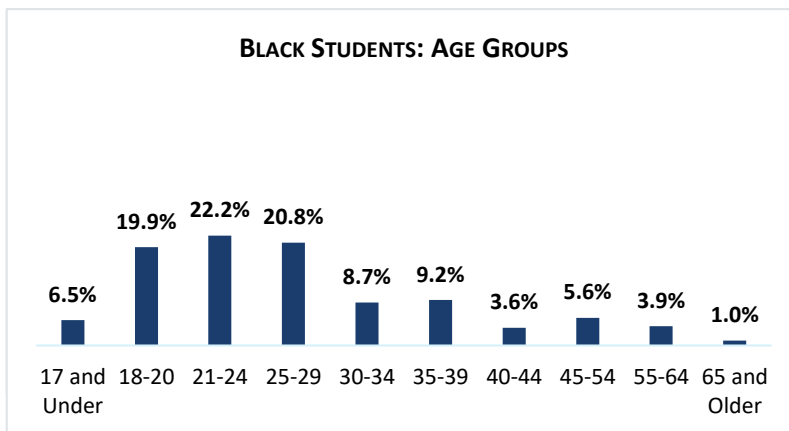
THE BLACK STUDENT EXPERIENCE

DEFINITION

Students are identified as **Black** if they have indicated on their MiraCosta College application that they identify as Black or African American. Students who indicate they identify with other races in addition to Black or African American are identified as multi-racial and are not included in the data analysis within this document.

DEMOGRAPHICS (2018/2019)

- 3.4% of MiraCosta College students are Black (693 students)
- 43.6% female, 55.8% male, 0.6% declined to state
- 82.4% are degree/certificate seeking
- Average Age: 27.8 years old



Data Source: [Student Profile by Academic Year Dashboard](#)

EQUITY GAPS

DATA SOURCE: [SEA DATA](#)

- Enrollment in the same institution (All Black students, male and female)
- Completion of a Vision Goal (All Black students, male and female)
- Retention (male students)

DATA SOURCE: [LOCAL VISION DATA](#)

- Transfer to a UC and/or CSU

DATASOURCE: [GUIDED PATHWAYS – ALL STUDENTS DASHBOARD](#)

 Indicates 3+ years of DI

METRIC	OVERALL	BY GENDER
	COHORT YEARS EXPERIENCING DI	POPULATIONS AND COHORT YEARS EXPERIENCING DI
COMPLETED MATRICULATION BY END OF TERM 1		Females: 15/16 Males: 16/17
ATTEMPTED 12+ UNITS BY THE END OF TERM 1		Females: 17/18 Males: 16/17
EARNED 12+ UNITS BY END OF TERM 1		Females: 17/18

COMPLETED MATRICULATION BY END OF YEAR 1	None	Females: 15/16 Males: 16/17
PERSISTED FALL TO SPRING	16/17	Females: 17/18 Males: 13/14, 14/15
ATTEMPTED TRANSFER MATH IN FIRST ACADEMIC YEAR	14/15, 16/17	Females: 15/16, 17/18 Males:
COMPLETED TRANSFER MATH IN FIRST ACADEMIC YEAR		Females: 15/16, 17/18 Males: 16/17
ATTEMPTED TRANSFER ENGLISH IN FIRST ACADEMIC YEAR	15/16, 16/17	Females: 17/18, 18/19 Males: 14/15
COMPLETED TRANSFER ENGLISH IN FIRST ACADEMIC YEAR	15/16, 16/17, 18/19	Males: 13/14, 14/15
ATTEMPTED TRANSFER MATH AND ENGLISH IN FIRST ACADEMIC YEAR	16/17	Females: 14/15, 17/18, 18/19
COMPLETED TRANSFER MATH AND ENGLISH IN FIRST ACADEMIC YEAR	None	
ATTEMPTED 24+ UNITS BY END OF YEAR 1	16/17	Females: 17/18, 18/19 Males: 14/15
EARNED 24+ UNITS BY END OF YEAR 1		Males: 16/17
PERSISTED FALL TO FALL	13/14, 16/17	Males: 14/15, 15/16, 17/18
ATTEMPTED 48+ UNITS BY END OF YEAR 2		Females: 16/17
EARNED 48+ UNITS BY END OF YEAR 2		Females: 16/17
ATTEMPTED 60+ UNITS BY END OF YEAR 3	16/17	
EARNED A DEGREE, CERTIFICATE, OR TRANSFERRED BY THE END OF YEAR 3		Females: 15/16

STUDENT VOICES

IMPORTANCE OF UMOJA COMMUNITY

"... it just really interested me cause I thought I would just come to school and go home and that's going to be it. But ever since I started becoming a part of [Umoja], it's sort of like a safe space for me, like I feel like I've built a community like a family"

- Focus group participant (Umoja)

"Umoja Porch talks are great, they allow students to talk about real life stuff like relationships, addressing issues as they arise and allowing a debrief in the moment, informal conversations that allow students to just talk"

- DI Inquiry Group participant

FACULTY REPRESENTATION

"We need more professors of color. It's definitely a lot more harder for me to walk up to someone who doesn't look like me and divulge my personal information than for me to talk to someone who looks like me. I'm not going to believe that you fully care about what's going on in my life until you show me."

- DI Inquiry Group participant

"There are a lot of people here who don't see the point of student equity... It's required for business to have mandatory customer service training, well we as students are the customers and we need to be treated with respect and there should be something in place when we aren't treated that way"

- DI Inquiry Group participant