

# UNDERSTANDING THE GAP



MiraCosta College  
Student Equity Resource Document

# MiraCosta College's Diversity, Equity, & Inclusion Statement

(Board Policy 3400)

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 College promotes increased awareness and appreciation of individual, collective, and intersecting identities within our diverse community.

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# OVERVIEW OF THE DOCUMENT

In 2019, the Student Equity Planning team engaged in the process of creating its third Student Equity Plan for 2019-2022, as required by the California Community College Chancellor's Office. This process calls for a close look at what student populations, when compared to counterparts, were identified as disproportionately impacted. Part of the dialogue focused on ensuring that the campus community was aware of what the data showed as equity gaps at the college, inclusive of both quantitative and qualitative data. This resource document was created for the purposes of summarizing several data around equity gaps at MiraCosta that provides a look at each population identified as disproportionately impacted at the college inclusive of critical data points in addition to student voices, resources, and recommendations towards closing the equity gap. This document is a result of the work of a diverse Student Equity Planning team who met in Spring 2019 and over the summer to conduct the work. The data reflects the Student Equity Interactive Spaces which engaged over 100 staff, faculty, administrators, and students in dialogue around the data and what they observed. Additionally, over 70 faculty, staff, administrators, students, and alumni worked together to lead Disproportionately Impacted Inquiry Teams for each individual population that focused on culturally-specific conversations about the data and centering the student voice. The focus of this work is to highlight who is "in the gap" with a goal to continue the work and regularly update the document to include additional data, voices, and perspectives as dialogue around equity at MiraCosta continues. Special thanks to Kristina Londy, Wendy Stewart, and Lisa Trescott who worked to compile the cumulative document.

# DEFINITIONS

## What is Equity?

**Equity** in education **means** that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that all individuals reach at least a basic minimum level of skills.

Equity refers to achieving parity in student educational outcomes, regardless of race, ethnicity, gender, age, disability, socio-economic background, etc. **Equity** is giving everyone what they need to be successful whereas **Equality** is treating everyone the same. **Equality** aims to promote fairness, but it can only work if everyone starts from the same place and needs the same type of help.



## **What is a Student Equity Plan?**

Student equity is defined as helping students achieve equal outcomes on success indicators as compared to either their own percentage in the community or college student body, or to other student groups.” (Title IV 54220)

Education Code (EC) 78222 requires as a condition of funding the completion of a **Student Equity Plan** (as outlined in EC 78220). In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research, as to the extent of student equity by gender and for each of the following categories of students, that uses the methodology established pursuant to subdivision (d) of Section 78221: (A) Current or former foster youth. (B) Students with disabilities. (C) Low-income students. (D) Veterans. (E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes: (i) American Indian or Alaska Native. (ii) Asian. (iii) Black or African American. (iv) Hispanic or Latino. (v) Native Hawaiian or other Pacific Islander. (vi) White. (vii) Some other race. (viii) More than one race. (F) Homeless students. (G) Lesbian, gay, bisexual, or transgender students. (H) Additional categories of students determined by the governing board of the community college district.

## **What is disproportionate impact?**

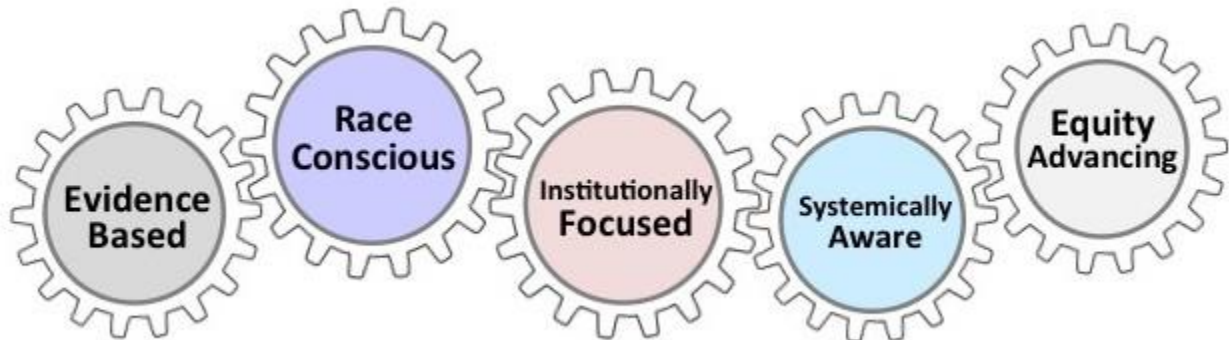
Disproportionate impact occurs when “the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.” [Title 5 Section 55502(d)].

Per requirements of Title 5 and the California Community Chancellors Office, the 2019-2022 Student Equity plan will identify which student populations are disproportionately impacted in the areas of Access, Retention, Completion of transfer-level math and English, Transfer to a four-year institution, and Completion of a credit certificate or degree and identify goals and activities to close these gaps.

## What is Equity-Mindedness?

*University of Southern California, Center for Urban Education*

The term “Equity-Mindedness” refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.



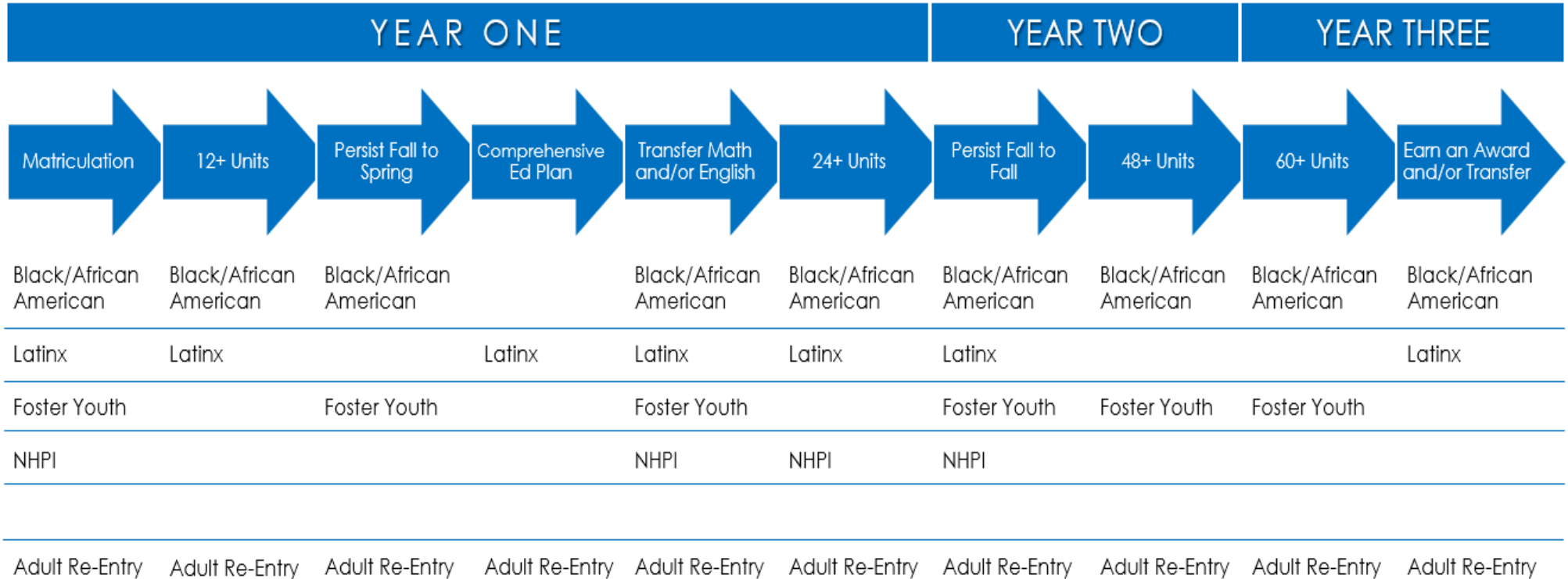
In order to understand and become “Equity-Minded”, it warrants that various practitioners (faculty, administration, staff, etc.) assess and acknowledge that their practices may not be working. It takes understanding inequities as a dysfunction of the various structures, policies, and practices that they can control. “Equity-Minded” practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change. Part of taking on this framework is that institutions and practitioners become accountable for the success of their students and see racial gaps as their personal and institutional responsibility.

## Intersectionality

Founding theorist, Kimberlé Crenshaw coined the term intersectionality in 1989 and has noted that “intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It’s not simply that there’s a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things” (Kimberlé Crenshaw on Intersectionality, More than Two Decades Later. (2019, August 19)). It is important to note that district efforts will work to observe the stories at the intersections to discover deeper understanding of why particular populations are disproportionality impacted. Adopting an intersectional approach will allow the district efforts to develop more effective strategies to address inequities.

# EQUITY GAPS IN THE STUDENT JOURNEY

## Guided Pathways Momentum Points



\*Data is based on full-time enrollment; this grid does not necessarily reflect the intersectionality of students overlapping in different populations



# DEFINING THE GAP: INQUIRY GROUP SUMMARIES

Over 70 faculty, staff, administrators, students, and alumni worked together to participate in “Disproportionately Impacted Inquiry Groups” that looked at available several data sources and best practices for each population identified as disproportionately impacted at MiraCosta. In identifying disproportionately impacted populations, student data was reviewed for all students including the following populations: gender, ethnicity, economic status, disability status, veteran status, sexual orientation, and gender identity. The data highlighted focused on those student populations that demonstrated equity gaps using Student Equity and Achievement data from the Chancellor’s office and Guided Pathways momentum points. Additional information on the data, including limitations in the data, can be found under the ‘Data’ section of this document.

Team leads were identified and led a 1-2 hour meeting with campus stakeholders to discuss the data and contextualize observed outcomes from the perspective of our students. The following DI Inquiry Group summaries provide a 2-3 page overview for each population: a definition of who was included in the data, demographics, equity gaps, student voices, and MiraCosta resources. Additionally, populations where 1-2 areas of disproportionate impact emerged in the data were highlighted.

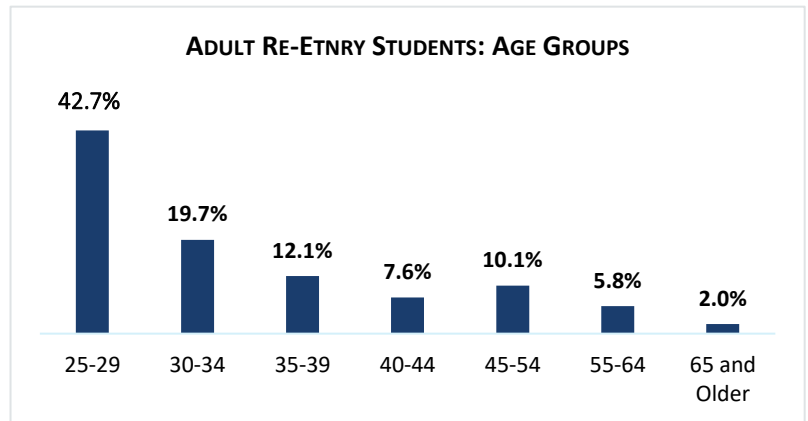
# THE ADULT STUDENT EXPERIENCE

## DEFINITION

Students are identified as **adult re-entry** if they are over 25 years of age at the start of the academic year.

## DEMOGRAPHICS (2018/2019)

- 37.5% of MiraCosta students are adult re-entry students (N = 7,566)
- 63.3% female, 36.0% male, .7% Unknown/Decline to State
- 74.7% are degree/certificate seeking
- Average Age: 33.8 years old



Data Source: Internal MiraCosta College data

## EQUITY GAPS

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

Indicates 3+ years of DI

METRIC	OVERALL	
	COHORT YEARS EXPERIENCING DI	
COMPLETED MATRICULATION BY END OF TERM 1	25-30	14/15, 15/16, 16/17, 17/18, 18/19
	31-40	14/15, 15/16, 16/17, 17/18, 18/19
	41-50	14/15, 15/16, 16/17, 17/18, 18/19
	Over 50 yrs old	14/15, 15/16, 16/17, 17/18, 18/19
ATTEMPTED 12+ UNITS BY END OF TERM 1	25-30	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
	31-40	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
	41-50	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
EARNED 12+ UNITS BY END OF TERM 1	25-30	16/17, 17/18, 18/19
	31-40	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
	41-50	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 18/19
PERSISTED FALL TO SPRING	25-30	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
	31-40	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
	41-50	13/14, 14/15, 15/16, 17/18, 18/19
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
COMPLETED MATRICULATION BY END OF YEAR 1	25-30	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
	31-40	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
	41-50	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18, 18/19
COMPLETED COMP SEP BY END OF YEAR 1	25-30	14/15, 17/18

	31-40	18/19	
	41-50	13/14, 14/15, 15/16, 17/18	
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 18/19	
ATTEMPTED TRANSFER MATH IN FIRST ACADEMIC YEAR	25-30	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	31-40	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	41-50	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
COMPLETED TRANSFER MATH IN FIRST ACADEMIC YEAR	25-30	14/15, 15/16, 16/17, 17/18, 18/19	
	31-40	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	41-50	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
ATTEMPTED TRANSFER ENGLISH IN FIRST ACADEMIC YEAR	25-30	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	31-40	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	41-50	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
COMPLETED TRANSFER ENGLISH IN FIRST ACADEMIC YEAR	25-30	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	31-40	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	41-50	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
ATTEMPTED TRANSFER MATH AND ENGLISH IN FIRST ACADEMIC YEAR	25-30	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	31-40	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	41-50	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
COMPLETED TRANSFER MATH AND ENGLISH IN FIRST ACADEMIC YEAR	25-30	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	31-40	14/15, 15/16, 16/17, 17/18, 18/19	
	41-50	14/15, 15/16, 17/18	
	Over 50 yrs old	16/17, 18/19	
ATTEMPTED 24+ UNITS BY END OF YEAR 1	25-30	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	31-40	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	41-50	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
EARNED 24+ UNITS BY END OF YEAR 1	25-30	14/15, 15/16, 16/17, 17/18, 18/19	
	31-40	13/14, 14/15, 16/17, 17/18, 18/19	
	41-50	14/15, 15/16, 16/17	
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
PERSISTED FALL TO FALL	25-30	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
	31-40	13/14, 14/15, 15/16, 16/17, 17/18	
	41-50	13/14, 14/15, 15/16, 16/17, 17/18	
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18, 18/19	
ATTEMPTED 48+ UNITS BY THE END OF YEAR 2	25-30	13/14, 14/15, 15/16, 16/17, 17/18	
	31-40	13/14, 14/15, 15/16, 16/17, 17/18	
	41-50	13/14, 14/15, 15/16, 16/17, 17/18	
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17, 17/18	
EARNED 48+ UNITS BY THE END OF YEAR 2	25-30	15/16, 16/17, 17/18	
	31-40	13/14, 16/17, 17/18	
	Over 50 yrs old	13/14, 15/16, 16/17	
ATTEMPTED 60+ UNITS BY THE END OF YEAR 3	25-30	13/14, 14/15, 15/16, 16/17, 17/18	
	31-40	13/14, 14/15, 15/16, 16/17, 17/18	
	41-50	13/14, 14/15, 15/16, 16/17	
	Over 50 yrs old	13/14, 14/15, 15/16, 16/17	
EARNED 60+ UNITS BY THE END OF YEAR 3	25-30	13/14, 14/15, 15/16, 16/17	
	31-40	13/14, 14/15, 16/17	
	41-50	14/15	
	Over 50 yrs old	13/14	
TRANSFERRED BY THE END OF YEAR 3	25-30	13/14, 14/15, 15/16	
	31-40	13/14, 14/15, 15/16	
	41-50	13/14, 14/15, 15/16	
	Over 50 yrs old	13/14, 14/15, 15/16	
EARNED ANY AWARD BY YEAR 3	25-30	15/16	
	41-50	14/15, 15/16	
	Over 50 yrs old	13/14, 15/16	

RETURNING TO SCHOOL AFTER BEING OUT FOR A LONG TIME

*“ . . . on the campus, I’m 47 years old, and I graduated as a medical doctor in China 20 years ago, so I’m basically, I’m ready to do all this course, that is fine, it is needed for life, I mean I do it and for my kids . . . I need at least to talk to . . . because every time I walk into this campus around I feel that I was really like a rat, and everybody is young and energized, everybody is laughing and healthy, and I’m, I just feel, I just feel I need a hole to crawl in . . . ”*

- *Men of Color focus group participant*

*“I was in a class earlier today and I’m never intimidated because my opinion is my opinion and I’m gonna give it and if you don’t like it and I don’t say anything to be offensive on purpose, but after class I was standing out and talking to a group of 18 year old, we were just talking and I made some comment and immediately 2 of them chimed up and they were like well you’re the only one who makes insightful intelligent comments in class.”*

- *Men of Color focus group participant*

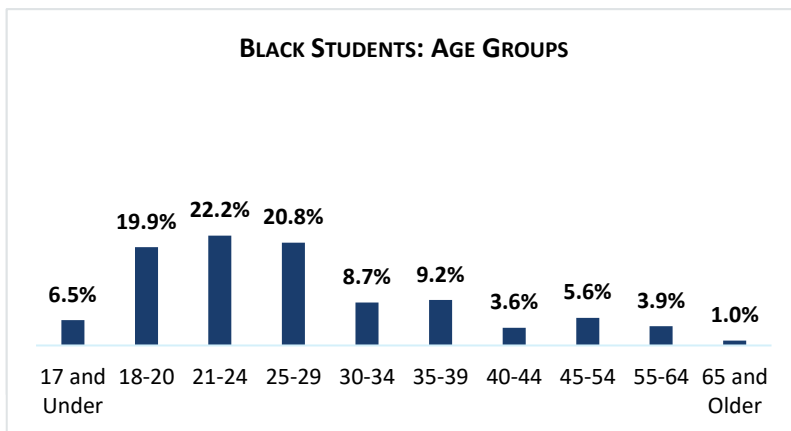
# THE BLACK STUDENT EXPERIENCE

## 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

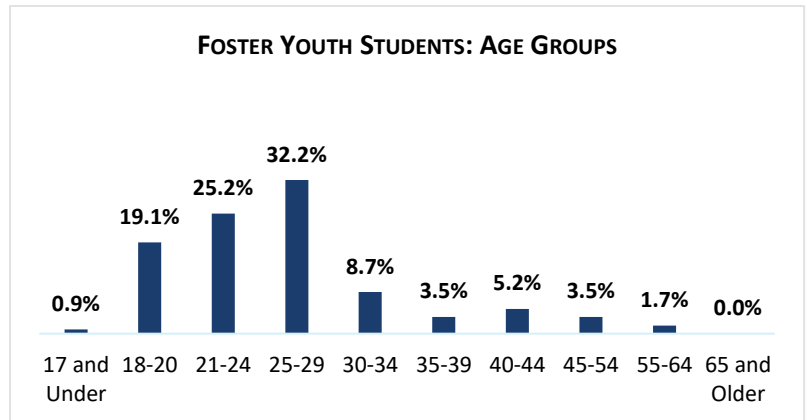
# THE FOSTER YOUTH STUDENT EXPERIENCE

## DEFINITION

Students are identified as **foster youth** if they indicated on their MiraCosta College application that they have ever been in court-ordered foster care.

## DEMOGRAPHICS (2018/2019)

- .6% of MiraCosta students are foster youth (N = 115)
- 69.6% female, 29.6% male, 0.9% declined to state
- 95.7% are degree/certificate seeking
- Average Age: 26.2 years old



Data Source: Internal MiraCosta College data

## EQUITY GAPS

DATA SOURCE: [SEA DATA](#)

- Transfer to a four-year institution (All Foster Youth)
- Enrollment in the same institution (female)
- Completion of a Vision Goal (All Foster Youth)

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

Indicates metric is not applicable

METRIC	<u>OVERALL</u> COHORT YEARS EXPERIENCING DI	<u>BY GENDER</u> POPULATIONS AND COHORT YEARS EXPERIENCING DI	<u>PART TIME (6-11 UNITS)</u> COHORT YEARS EXPERIENCING DI
COMPLETED MATRICULATION BY END OF TERM 1	16/17	Females: 16/17, 18/19 Males: None	16/17
EARNED 6+ UNITS BY END OF TERM 1			16/17
EARNED 12+ UNITS BY END OF TERM 1	16/17	None	
PERSISTED FALL TO SPRING	15/16	Females: None Males: 15/16	None
ATTEMPTED TRANSFER MATH IN FIRST ACADEMIC YEAR	16/17	Females: 16/17 Males: None	None

ATTEMPTED TRANSFER ENGLISH IN FIRST ACADEMIC YEAR	16/17	Females: 16/17 Males: None	None
COMPLETED TRANSFER ENGLISH IN FIRST ACADEMIC YEAR	16/17, 17/18	Females: 16/17 Males: None	None
EARNED 12+ UNITS BY END OF YEAR 1			15/16
ATTEMPTED 24+ UNITS BY END OF YEAR 1	16/17	None	
PERSISTED FALL TO FALL	15/16	Females: 15/16 Males: None	None
EARNED 24 + UNITS BY END OF YEAR 2			15/16
ATTEMPTED 48+ UNITS BY END OF YEAR 2	None	Females: None Males: 13/14	
ATTEMPTED 60+ UNITS BY END OF YEAR 3	13/14	Females: None Males: 13/14	

## STUDENT VOICES

### SUPPORT AND BUILDING COMMUNITY

*When I went to college before, I didn't have this community, or the help, or the push, or the drive, so I ended up dropping out....but I feel like if [the RAFFY Counselor] was there at my old school, then I would have pushed through and got through all my semesters and stuff. Right now I have not stopped going to school, I've been keep going to school, and I feel like it's because of [the RAFFY Counselor].*

-RAFFY Focus group participant

*I never thought that being a part of the system would ever be a good thing...[the RAFFY Counselor] made me feel like "Oh, you're former foster youth? You're a part of my family. This is what I could do for you. I can help you get scholarships and find out what you wanna do", and I've never felt that before...I wasn't just another number to him. -Focus group participant*

-RAFFY Focus group participant

### HOUSING INSECURITY

*I can't come to school and effectively work in my classes when I'm thinking about getting kicked out and being homeless because I can't pay my rent. Those things need to come first, and if I didn't have the amount of support I get from [the RAFFY Counselor], then I can't be here and I can't do well.*

-RAFFY Focus group participant

*I was homeless and still coming to school and I was gonna drop out and the only reason why I was still coming was because I was getting help from [the RAFFY Counselor] and that support.*

-Focus group participant

### FINANCIAL OBLIGATIONS

*[The RAFFY Counselor] is always giving me a hard time about not taking more classes, but it's kind of impossible. One time I was working three jobs and I was taking four classes and I ended up dropping all them because I was failing and I was trying to not have less than a B on my record. So there are plenty of scholarships where you have to be taking a certain amount of units, and it's like a double edged sword, it's like I can't just focus on school because I have to pay my bills and I can't just focus on work because I'm trying to further my education, so I'm constantly in this place where I have to be doing both.*

-RAFFY Focus group participant



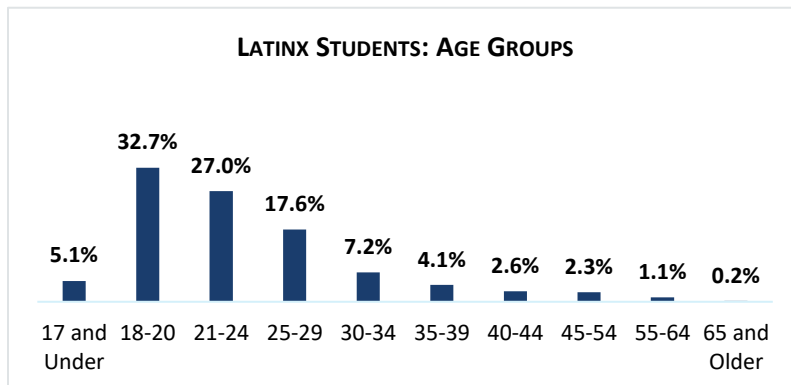
# THE LATINX STUDENT EXPERIENCE

## DEFINITION

Students are identified as **Latinx** if they have indicated on their MiraCosta College application that they identify as Hispanic or Latino. Students who indicate they identify with other races in addition to Hispanic or Latino are still identified as Latinx.

## DEMOGRAPHICS (2018/2019)

- 37.8% of MiraCosta College students are Latinx
- 60.5% female, 39.1% male
- 82.3% are degree/certificate seeking
- Average Age: 23.6 years old



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

## EQUITY GAPS

DATASOURCE: [SEA DATA](#)

- Transfer to four-year institution (All Latinx students, male and female)
- Completing Transfer math and English (All Latinx students and female)

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

Indicates 3+ years of DI

METRIC	OVERALL LATINX COHORT YEARS EXPERIENCING DI	LATINX BY GENDER POPULATIONS AND COHORT YEARS EXPERIENCING DI
COMPLETED MATRICULATION BY END OF TERM 1	None	Males: 14/15
EARNED 12+ UNITS BY END OF TERM 1	13/14, 14/15, 16/17, 17/18	Females: 17/18 Males: 13/14, 14/15, 16/17, 18/19
COMPLETED MATRICULATION BY END OF YEAR 1	None	Males: 14/15
COMPLETED COMP SEP BY END OF YEAR 1	None	Males: 14/15, 16/17
ATTEMPTED TRANSFER MATH IN FIRST ACADEMIC YEAR	13/14, 16/17, 18/19	Females: 13/14, 15/16, 16/17, 17/18
COMPLETED TRANSFER MATH IN FIRST ACADEMIC YEAR	13/14, 15/16, 16/17, 18/19	Females: 15/16, 16/17, 17/18, 18/19 Males: 13/14
ATTEMPTED TRANSFER ENGLISH IN FIRST ACADEMIC YEAR	None	Males: 13/14, 14/15
COMPLETED TRANSFER ENGLISH IN FIRST ACADEMIC YEAR	13/14	Males: 13/14, 14/15, 15/16
ATTEMPTED TRANSFER MATH AND ENGLISH IN FIRST ACADEMIC YEAR	None	Females: 15/16, 16/17

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

## STUDENT VOICES

### OUTSIDE COMMITMENTS

*I mean I come from a really big family and I'm the only one with my driver's license other than my dad who works constantly so sometimes I have to leave school to pick up my sisters or drop my nieces off or take my mom to work, that is like a huge problem.*

-Focus group participant (Men of Color)

*Yeah. And also the whole daycare thing, I'm a single dad. My kids are out of school today and I had to find a babysitter to watch my 2 boys and make sure what they were gonna charge is acceptable within my price range. I have papers to write, I have this to worry about, what about day care or babysitter for my child?*

-Focus group participant (Men of Color)

### UNDOCUMENTED STATUS

*But the underlying problem that I have with my life is that I'm undocumented currently, because of several problems, one being that there is an uncertainty in regards to doing really anything. So I mean I really have high hopes for my life. They accept undocumented students but they do not offer financial aid in order to support education, and not many people are fully aware of what it means to be undocumented, because there is, there is another good program called DACA (Deferred Action for Childhood Arrivals) and I don't know how many people really know what that program is.*

-Focus group participant (Men of Color)

*It was very helpful financially to have access to a free legal consultant [through UPRISE], because it's money I didn't have to worry about, especially with my transfer situation going on and all the fees that come with it. It's really nice to have programs like [UPRISE] to help you. I was able to renew my DACA through this service, which I am grateful for.*

-UPRISE participant

### SUPPORT AND BUILDING COMMUNITY

*My biggest mentor is a sociology professor and the other is a counselor so they make sure that I have like, I know I'm a busy person this semester when I was in a student leadership position I had a lot of stuff on my schedule and they would constantly remind me this is on your schedule don't forget you have this to do.*

-Focus group participant (Men of Color)

*I really connect with [the Puente Liaison], because, you know he kinda looks like me, he kinda talks like me...and it's cool to have someone to connect with not just on a personal level but just on an academic level. Cuz I can see him, he's from UCR, so I kinda feel like if I put myself in high expectations I can probably achieve what he achieved. So it's kind of like following in his footsteps, having a guide.*

-Focus group participant

# THE LGBTQIA+ STUDENT EXPERIENCE

## DEFINITION

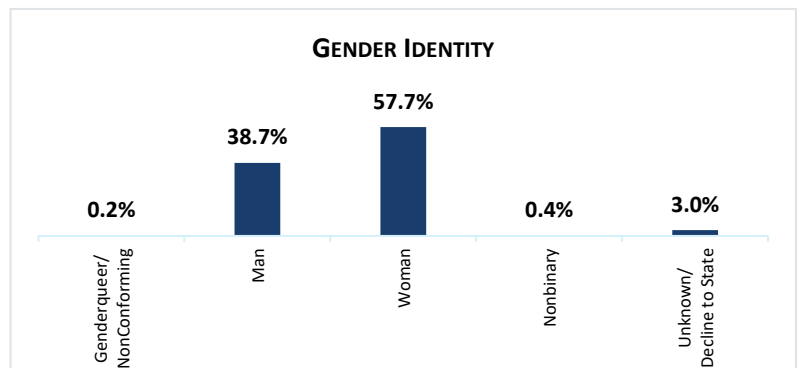
Students are identified as **LGBTQIA+** if they have indicated on MiraCosta College's Pre-Registration survey that their sexual orientation is gay, lesbian, bisexual, pansexual, queer, questioning/unsure, or another sexual orientation that is not straight/heterosexual, or who indicate they identify as transgender.

## DEMOGRAPHICS (FALL 2019)

Beginning with Summer and Fall 2019, MiraCosta College implemented a Pre-Registration Survey that students must respond to in order to register for classes. This survey includes questions about students' gender identity, sexual orientation, and whether they identify as transgender. Prior to the Pre-Registration Survey, these data fields were not captured in a routine manner; therefore, historic data for the LGBTQIA+ population is limited.

### GENDER IDENTITY

- 0.2% Genderqueer/Nonconforming (N = 25)
- 0.4% Nonbinary (N = 49)
- 38.7% Man (N = 4,709)
- 57.7% Woman (N = 7,019)
- 3.0% Declined to state (N = 364)



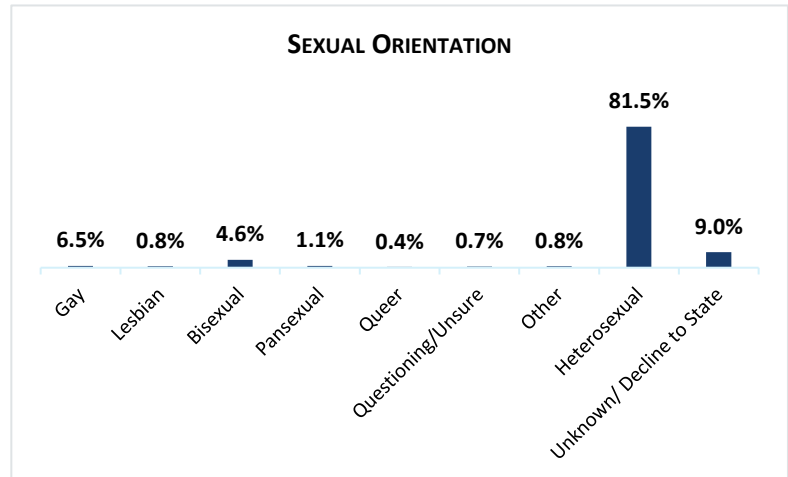
Data Source: MiraCosta Pre-registration Survey (obtained 8/14/19)

### TRANSGENDER

- .5% of students identify as transgender (N = 65)

### SEXUAL ORIENTATION

- 9.5% of students identify as LGBTQIA+ (N = 1,153)
  - 1.1% Gay (N = 129)
  - .8% Lesbian (N = 97)
  - 4.6% Bisexual (N = 560)
  - 1.1% Pansexual (N = 134)
  - .4% Queer (N = 44)
  - .7% Questioning/Unsure (N = 89)
  - .8% Other non-heterosexual orientation (N = 100)
- 81.5% of students identify as straight/heterosexual (N = 9,915)
- 9.0% Declined to state (N = 1,098)



Data Source: MiraCosta Pre-registration Survey (obtained 8/14/19)

## EQUITY GAPS

DATASOURCE: [SEA DATA](#)

**Note:** CCCO uses students' sexual orientation as reported on CCCApply, which differs from MiraCosta's Pre-Registration Survey

- Completion of **Transfer-level Math & English** in first academic year: 14/15, 16/17, 17/18
  - Females: 14/15, 16/17, 17/18
  - Males: 15/16

- **Transfer:** 14/15, 15/16
  - Females: 14/15, 15/16, 16/17
  - Males: 14/15
- **Vision Goal Completion:** 14/15, 16/17, 17/18
  - Females: 15/16, 17/18
  - Males: 14/15, 16/17, 17/18

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DATASOURCE: [DI STUDY 2018](#)

**Note:** CCCO uses students' sexual orientation as reported on CCCApply, which differs from MiraCosta's Pre-Registration Survey

- DI for **Course Completion** 2017/18 for LGBTQA+
  - DI only for 18-24 age group

## STUDENT VOICES

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### FACULTY REPRESENTATION, KNOWLEDGE, AND SUPPORT

*Experience is great within the Student Center, but in the classrooms, teachers may disregard LGBT+-ness as something that students can be.*

- DI Inquiry Group Participant

*The teachers are variable on how much they respect your identity.*

- DI Inquiry Group Participant

*I felt great support from professors, but I've also noticed a great underrepresentation of LGBTQIA+ People of Color, which I feel has created a gap in our community, especially since many of these underrepresented cultures make such identities difficult to feel accepted.*

- DI Inquiry Group Participant

*Faculty repeatedly misgender/deadname, sometimes even after students confront them.*

- DI Inquiry Group Participant

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### RESOURCES AND VISIBILITY

*We need more space where Queer folks coming here can hang out and feel safe.*

- DI Inquiry Group Participant

*Restrooms close too early and are not near all classrooms, so we stop eating and drinking at a certain hour.*

- DI Inquiry Group Participant

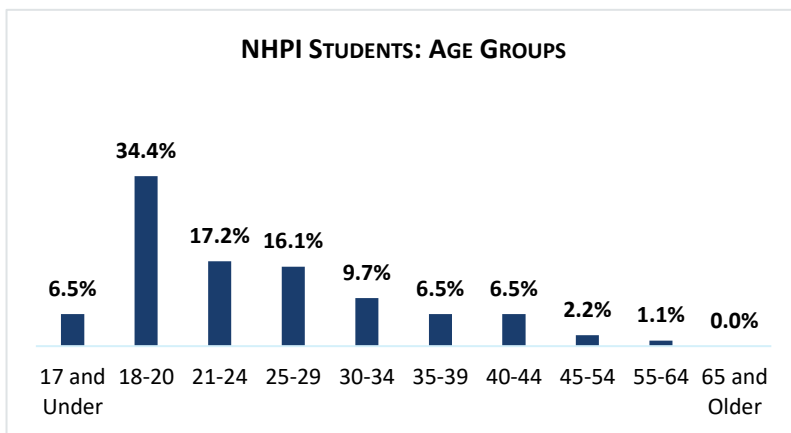
# THE NATIVE HAWAIIAN/ PACIFIC ISLANDER STUDENT EXPERIENCE

## DEFINITION

Students are identified as **Native Hawaiian Pacific Islander** if they have indicated on their MiraCosta College application that they identify as Guamanian, Hawaiian, Samoan, or Other Pacific Islander. Students who indicate they identify with other races in addition to an NHPI race are identified as multi-racial and are not included in the data analysis within this document.

## DEMOGRAPHICS (2018/2019)

- 0.5% of MiraCosta students are NHPI (93)
- 43.0% female, 54.8% male, 2.2% Unknown/Decline to State
- 79.6 are degree/certificate seeking
- Average Age: 24 years old



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

## EQUITY GAPS

DATASOURCE: [SEA DATA](#)

- Access (The proportion of students who submit an application and enroll at MiraCosta College in the same academic year) -6.0%
- Completing Transfer Math and English (-11.8%)

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

Indicates 3+ years of DI

METRIC	OVERALL NHPI COHORT YEARS EXPERIENCING DI	NHPI BY GENDER POPULATIONS AND COHORT YEARS EXPERIENCING DI
COMPLETED MATRICULATION BY END OF TERM 1	None	Males: 18/19
ATTEMPTED TRANSFER MATH IN FIRST ACADEMIC YEAR	None	Males: 18/19
ATTEMPTED 24+ UNITS BY END OF YEAR 1	17/18	Males: 17/18, 18/19
PERSISTED FALL TO FALL	17/18	Males: 17/18

### BENEFIT OF MANA PROGRAM

*It made me more prideful for being a Samoan woman and being able to learn not just about the Samoan culture but other cultures within the PI community. It just made me more prideful about being Polynesian, and wanting to learn more about the PI cultures.*

-Focus group participant (Mana)

*The one thing that enticed me to join was the whole cohort aspect and getting to really know the people and the professors and the mentors, and kind of building support system as well as that family aspect in transitioning especially from high school to college because that can be a tricky transition.*

-Focus group participant (Mana)

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### FIRST GENERATION STATUS

*Most of our families were probably first generation college students so our parents don't really understand the process and don't really understand the struggle and all that goes into it. But the mentors here, they understand and they are here for you, whatever you need, whether it be education, personal, emotional, whatever it is, so that's just a big resource.*

-Focus group participant (Mana)

*I'm used to not really talking to people about the stuff that goes on at home or my personal life, but having a mentor there, I was able to go to her for anything. I can text her, I can call her, and they will do anything in their power to help us get through whatever we need to ensure that our academics are fine, that we have the resources we need to get through school and achieve our goals. And I found that really meaningful for me because like I said, I don't talk to people, so just being able to build that trust between the mentors and the mentees was a good thing to have.*

-Focus group participant (Mana)

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### SUPPORT, MENTORSHIP, AND BUILDING COMMUNITY

*Once you get a connection with someone, especially your educator or whoever is above you, it just makes you more engaged....you want to do good for those people. That's what drives me now, is to make them proud.*

-Focus group participant (Mana)

*I've never in my educational background had a professor that actually wants you to be successful and pushes you to your limits and really just makes you able to see those goals that you're making and strive for them. So that's the most amazing thing out of this program.*

-Focus group participant (Mana)

# POPULATIONS SHOWING A DISPROPORTIONATE IMPACT IN 1-2 AREAS

## ECONOMICALLY DISADVANTAGED FEMALE

Definition: Students are identified as **economically disadvantaged females** if they are Pell Grant Recipients or Promise Grant (BOG Waiver) Recipients, and indicate on their MiraCosta College application that their gender is female.

Equity Gaps:

- SEA Data: Completion of transfer-level Math and English(female)

## FILIPINO FEMALE

Definition: Students are identified as **Filipino females** if they indicate on their MiraCosta College application that their race/ethnicity is Filipino (and no other race/ethnicity is indicated in addition to Filipino) and their gender is female.

Equity Gaps:

- SEA Data: Enrollment (female)

## NATIVE AMERICAN/ALASKAN NATIVE

Definition: Students are identified as **Native American** if they have indicated on their MiraCosta College application that they identify as American Indian or Alaska Native. Students who indicate they identify with other races in addition to Native American are identified as multi-racial and are not included in the data analysis.

Equity Gaps:

- SEA Data: Completion of a Vision Goal (female)
- GP Momentum: Persisted Fall to Fall 13/14

## STUDENTS WITH DISABILITIES

Definition: Students are identified **as having a disability** if, at any point in time, they have received at least four DSPS services in a single term.

Equity Gaps:

- SEA Data: Completion of a Vision Goal (female)

## TWO OR MORE RACES

Definition: Students are identified as **two or more races** if they indicate on their MiraCosta College application that they identify with more than one race, none of which are Hispanic/Latinx.

Equity Gaps:

- SEA Data: Completion of transfer-level Math and English (female)  
Completion of a Vision Goal (female)

## VETERANS

Definition: students are identified as **veterans** if they indicate on their MiraCosta College application that they have served in the US military and were discharged or are retired.

Equity Gaps:

- SEA Data: Retention (male)

Enrollment (female)

## WHITE FEMALE

Definition: Students are identified as **White females** if they indicate on their MiraCosta College application that their race/ethnicity is White (and no other race/ethnicity is indicated in addition to White) and their gender as female.

Equity Gaps:

- SEA Data: Enrollment (female)



# RESOURCES FOR DISPROPORTIONATELY IMPACTED STUDENTS

(for details, visit [www.miracosta.edu/dei](http://www.miracosta.edu/dei))

- Academic Success and Equity Programs
  - MANA (Native Hawaiian/Pacific islander Students)
  - Puente (Latinx students)
  - RAFFY (Resources for Former Foster Youth)
  - Umoja (African-American students)
  - UPRISE (Undocumented People Rise in Solidarity and Empowerment)
- Student Life and Leadership
  - Black Student Union
  - EChALE STEM
  - First Gen Club
  - GSA (Gender Sexuality Alliance)
  - Hanai Aiga Club
  - Puente Club
  - Umoja Club
- Academic Support
  - Academic Success Coaches
  - Learning Centers (STEM Center, Writing Center, & Math Learning Center)
  - Tutoring
  - Bridge to Success in Math
  - Student Success Workshops
- Student Support Services
  - EOPS/CARE/CalWORKS
  - Financial Aid
- Basic Needs Resources
  - Food Pantry
  - CARE Program
- Other Resources
  - Black Resource Guide
  - Out@MiraCosta
  - History and Heritage Months
  - Social Justice and Equity Center
  - Bias Incident Reporting Form
  - LGBTQIA+ Liaison

# STUDENT EQUITY PLAN (2019-2022)

## GOALS/ACTIVITIES

Each California Community college must create a Student Equity Plan ([EC 78222](#)) that, at a minimum, includes the student equity goals for each identified disproportionately impacted population, the activities the college will take to achieve these goals, and the resources budgeted for these activities ([EC 78220](#)). The Student Equity Plan has identified trends in student achievement that demand modification and restructuring of services to meet students' needs and to close achievement gaps in access and success for our disproportionately impacted populations. More specifically, the plan assesses outcomes in what the California Community Colleges Board of Governors' policy on student equity has defined as five key success indicators:

1. **Access** – Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year
2. **Retention** – Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution
3. **Transfer to a four year institution**- Among all students, the number of students who transferred to various types of postsecondary institutions
4. **Completion of transfer-level math & English**- Among all students, the proportion who completed both transfer level math and English in their first academic year of credit enrollment within the district
5. **Attained the Vision Goal Completion Date**- Among all students, the number of students who earned various types of awards within a year of last enrolling and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year

Utilizing the Student Success Metrics (SSM) Dashboard, managed by the Chancellor's Office, the institution was given data for our overall student population. The Student Equity Plan was written to align with the Vision for Success and Local Goals, that also took into account ongoing trends and the rich local data the institution has. Goals and activities for the plan were developed in consultation with students, faculty, staff, and administrators. Five key activities were identified in the development of the plan which are as follows:

1. Academic Success & Equity Programs
2. Equity-focused and scaled Guided Pathways framework
3. Culturally sustaining pedagogy in the classroom
4. Continue to implement AB705
5. Outreach, Enrollment, and Retention Activities

Over the next three years, resources for the identified activities, will be allocated from the Student Equity and Achievement (SEA) Program categorical grant funds.

# DATA

## LIMITATIONS OF THE DATA

The review of MiraCosta College's disproportionately impacted populations local data has limitations. As it stands the data does not fully recognize and share the story of communities that fit at the intersections and primarily focuses on one variable of a particular population's identity. Intersectionality recognizes that people's identities and social positions are shaped by multiple factors. Dis-aggregating data sets ensures that the experiences and needs of communities with intersectional identities are not excluded.

Additionally, there are limitations in gathering qualitative data representative of female Veteran students, as predominantly male students participated in focus groups. Limitations also exist in identifying multiple sources of data to assess what is happening with our LGBT student populations. Efforts are currently underway to gather more data via the college's recently revised Pre-Registration survey, now inclusive of questions related to gender identity and sexual orientation. Both are areas for further exploration and review of available data.

## MIRACOSTA COLLEGE DATA DASHBOARDS

MiraCosta College houses a robust collection of data dashboards on its internal SharePoint portal, all of which are available to faculty and staff. Dashboards are maintained by MiraCosta College's Office of Research Planning and Institutional Effectiveness, and include data surrounding student success and equity, enrollment and demographics, and district-wide survey results, among other areas.

### Dashboards Utilized in the Equity Planning Process

#### [Student Profile – by Term and Year](#)

- **Data source:** Internal MiraCosta College data
- **Description:** This dashboard provides an overview of demographic data for students enrolled in MiraCosta College's Credit, Noncredit, and Adult High School courses. Demographic categories include: gender, ethnicity, age, full/part-time status, educational goal, admit type, and education level.

#### [2019 SEA Disproportionate Impact](#)

- **Data source:** Student Equity and Achievement Data provided by CCCO (data released on 3/25/19)
- **Description:** This dashboard looks at all students served by MiraCosta College in a given academic year, and provides a DI analysis (conducted by the CCCO) for five metrics:
  - **Access:** Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year
  - **Retention:** Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution
  - **Completion of transfer-level Math and English:** Among all students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district
  - **Transfer:** Among all students, the number of students who transferred to various types of postsecondary institutions
  - **Vision Goal Attainment:** Among all students, the number of students who earned various types of awards within a year of last enrolling and the number of adult basic education, adult secondary

education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year

Data can be disaggregate by ethnicity, disability status, economically disadvantaged, first generation, foster youth, LGBT, and veteran. These seven variables can further be disaggregated by gender. This dashboard uses a combination of the Percentage Point Gap and Equity Index to calculate DI.

### [Guided Pathways: All Students](#)

- **Data source:** Internal MiraCosta College data
- **Description:** This dashboard follows cohorts of first-time college students over a three year timeframe to determine if they are achieving specific success metrics. Included in this dashboard is a DI analysis based on the [Percentage Point Gap](#) for the following 22 metrics:
  - Completed Matriculation by end of term 1
  - Attempted 12+ Units by end of year 1
  - Earned 12+ units by end of year 1
  - Persisted Fall to Spring
  - Completed Matriculation by end of year 1
  - Completed a Comprehensive Education Plan by the end of year 1
  - Attempted transfer math by end of year 1
  - Completed transfer math by end of year 1
  - Attempted transfer English by end of year 1
  - Completed transfer English by end of year 1
  - Attempted transfer math and English by end of year 1
  - Completed transfer math and English by end of year 1
  - Attempted 24+ units by end of year 1
  - Completed 24+ units by end of year 1
  - Persisted Fall to Fall
  - Attempted 48+ units by end of year 2
  - Completed 48+ units by end of year 2
  - Attempted 60+ units by end of year 3
  - Completed 60+ units by end of year 3
  - Earned a certificate by the end of year 3
  - Earned a degree by the end of year 3
  - Transferred to a 4-year institution by the end of year 3

Data can be disaggregated by ethnicity, gender, age, disability status, economically disadvantaged, foster youth, and LGBT. All these variables can also be utilized for bivariate disaggregation.

## DIFFERENT DATA TELLS DIFFERENT STORIES

As outlined above, this report utilizes two main data sources (SEA and Guided Pathways) to determine DI populations. These two sources differ in several key ways:

	2019 SEA DISPROPORTIONATE IMPACT	GUIDED PATHWAYS: ALL STUDENTS
<b>POPULATION</b>	All students	Cohorts of first time to college students
<b>TIMEFRAME</b>	2014/2015 – 2017/2018	2013/2014 – 2018/2019
<b>DI ANALYSIS</b>	PPG: Access, Retention, Math/English Equity Index: Transfer, Vision Goal	PPG: All metrics
<b>DATA DISAGGREGATIONS</b>	<ul style="list-style-type: none"> <li>• Ethnicity</li> <li>• Disability status</li> <li>• Economically Disadvantaged</li> <li>• First Generation</li> <li>• Foster Youth</li> <li>• LGBT</li> <li>• Veteran</li> </ul>	<ul style="list-style-type: none"> <li>• Ethnicity</li> <li>• Gender</li> <li>• Age</li> <li>• Disability Status</li> <li>• Economically Disadvantaged</li> <li>• Foster Youth</li> <li>• LGBT</li> </ul>
<b>INTERSECTIONALITY</b>	Gender is available as a secondary variable to disaggregate data	All demographic categories are available as a secondary variable to disaggregate data
<b>COMPLETION OF MATH AND ENGLISH</b>	Examines student-level data at all California Community Colleges	Examines student-level data for MiraCosta College only

Due to the underlying differences between these two datasets, somewhat different stories emerge about which groups of students are and are not disproportionately impacted. For instance, the SEA data tells us Latina students are experiencing DI when it comes to completing transfer-level math and English in their first year; however, the Guided Pathways data tells us Latino students are experiencing DI in this area. Neither data source is incorrect; they simply examine the data in different ways and utilize different populations to tell contrasting stories. Within this student equity plan, both data sources were utilized in order to ensure all facets of the student experience were examined.

## SMALL SAMPLE SIZES

Subgroups made up of small sample sizes are more susceptible to showing fluctuations in the data from year to year, making it difficult to identify trends among those groups. Additionally, DI analysis utilizes a margin of error (i.e., threshold to meet the criteria of DI) that is adjusted based on sample size. The margin of error increases as sample size gets smaller, meaning the percentage point gap between a subgroup and the overall group must be larger in order to confidently determine if DI is occurring.

For very small subgroups ( $n \leq 10$ ), data is suppressed to ensure confidentiality and privacy of the students. For groups of this size, DI is not calculated because the margin of error is too large (i.e., the odds are too great that we may be inaccurately identifying DI).

# DIVERSITY, EQUITY, & INCLUSION WEBSITE

[www.miracosta.edu/dei](http://www.miracosta.edu/dei)

The MiraCosta College Diversity, Equity and Inclusion (DEI) website was launched in the fall of 2019, in an effort to create an entry point for campus constituents and beyond to locate the College's resources and efforts around DEI needs. The resources identified on this site are drawn from internal programs, services, and external sources. While DEI efforts happen across the College, this website is intended to be a living and organic site that grows as our efforts around DEI grow in line with our students' needs. The website discusses the history of Board Policy 3400, also known as the DEI Statement, and the various campus initiatives, programs, and services offered. These resources are categorized by what may be helpful for students and what may be helpful for faculty and staff.