**MiraCosta College 2015-2018 Student Equity Plan Executive Summary**

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

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

Table 1 provides a summary of the student populations identified as disproportionately impacted, the college’s goals for equity gap mitigation/elimination, the college’s progress toward these goals, activities to help the college reach these goals, and resources budgeted for each activity. Activities with an asterisk next to them will be continued as part of the 2017-2019 Integrated Plan cited in Table 2. Also included are an accounting of Student Equity funding for 2014-15, 2015-16, and 2016-17, an assessment of progress on identified goals from prior year plans and the district’s official contact.

**Table 1: Goals, Activities, Progress, and Resources from the MiraCosta College 2015-2018 Student Equity Plan**

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| **Success Indicator** | **Target Groups** | **Equity Index** | **Percentage Point Gap** | **Goal** | **Goal Progress as of fall 2017** | **Activities** | **SE Resources Budgeted** |
| **ACCESS**The goal is to improve access for target populations | Veterans | 0.53 |  | Increase index by 0.8 | .67 | Intensify outreach to veteran students, veterans’ organizations, and veterans’ service centers to improve transition to college.\* | $100,000 |
| Asian / Pacific Islander | 0.83 |  | Eliminate gap | .71 | Strengthen outreach to Asian / Pacific Islander communities, particularly in the northern part of the district.\* | $35,912 |
| Economically Disadvantaged | 0.13 |  | Increase index to 0.6 | .35 | Expand outreach efforts to economically disadvantaged students from Title I service area schools\*:* GEAR UP for College Summer Programs
* Pathways to 21st Century Careers
* United Black Student Conference
* Encuentros
* Financial aid and literacy education
 | $169,791 |
| LGBTQIA |  |  |  |  | Investigate the extent of LGBTQIA+ access gaps through survey analysis, snowball sampling, and focus groups and develop targeted outreach tactics based on findings.\* | $15,912 |

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| **Success Indicator** | **Target Groups** | **Equity Index** | **Percentage Point Gap** | **Goal** | **Goal Progress as of fall 2017** | **Activities** | **SE Resources Budgeted** |
| **COURSE COMPLETION**The goal is to improve completion for target populations | Males | 0.98 | 2.4% below average | Reduce gap to 1% | 1.5% below average | Increase male participation in Academic Success & Equity (ASE) programs and learning communities.\* | $107,559 |
| Black / African American | 0.89 | 8.7% below average | Reduce gap to 3% | 11.5% below average | Expand the Umoja Program to offer students enhanced support services.\* | $64,129 |
| Hispanic / Latino | 0.94 | 4.0% below average | Reduce gap to 2% | 4.0% below average | Expand the Puente Program to offer enhanced support services.\* | $57,629 |
| **ESL / BASIC SKILLS COMPLETION**The goal is to improve ESL and basic skills completion for target populations | Males | 0.8 (ESL) | 5.9% below average | Reduce gap to 2% | 3.0% above average | Scale the Bridge to Success program to serve all basic skills math students.\* | $15,912 |
| Implement best practices for embedded and intrusive counseling / advising and instructional support in pre-transfer courses.\* | $15,912 |
| 1.0 (Math) | 0.2% below average | Eliminate gap | 2.8% below average |
| Participate in the Statewide Multiple Measures Assessment project for English and math placement.\* | $15,912 |
| Targeted Men of Color (Black / African-American, Filipino, Hispanic / Latino, Native American / Alaska Native, Pacific Islander / Native Hawaiian) | 0.8 (English) | 6.3% below average | Reduce gap to 3% | 2.8% below average | Scale accelerated English courses to assist students with basic skills English course completion and progression.\* | $15,912 |
| Implement institution-wide professional development opportunities for faculty to learn about key strategies for teaching men of color.\* | $40,579 |
| 0.9 (Math) | 4.0% below average | Reduce gap to 2% | 10.5% below average |
| Expand academic and support services for students outside of traditional office settings and hours during critical times in the semester.\* | $38.412 |

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| **Success Indicator** | **Target Groups** | **Equity Index** | **Percentage Point Gap** | **Goal** | **Goal Progress as of fall 2017** | **Activities** | **SE Resources Budgeted** |
| **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% | 3.9% below average | Create a professional development conference to learn about, evaluate, and adopt effective practices when it comes to addressing degree and certificate completion by male students. | $50,912 |
| Develop a research agenda and conduct relevant qualitative and quantitative research to further assess gaps in equity for men.\* | $55,912 |
| Alaskan Native / Native American | 0.3 | 16.6% below average | Reduce gap to 8% | 2.8% below average | Develop a cultural club for Alaskan Native / Native American students that is connected to counseling / advising\* | $17,912 |
| **TRANSFER**The goal is to improve transfer for target populations | Hispanic / Latino | 0.9 | 7.5% below average | Reduce gap to 3% |  | Expand the Puente program to offer students enhanced transfer support services.\* | $43,762 |
| Black / African-American | 0.9 | 7.1% below average | Eliminate gap | 1% below average | Expand the Umoja program to offer students enhanced transfer support services.\* | $37,262 |
| Native Hawaiian / Pacific Islander  | 0.7 | 15.6% below average | Reduce gap to 5% | 23.26% above average | Create a community based cohort program that increases transfer and transfer velocity for NHPI students.\* | $30,912 |
| Men of Color | 0.9 | 2.8% | Reduce gap to 1% |  |  |  |
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In February, the Chancellor’s Office required all colleges to integrate their Basic Skills Initiative (BSI), Student Equity (SE), and Student Success and Support Program (SSSP) goals. Below are a list of the integrated goals, and the student equity activities that will be done to achieve these goals.

**Table 2: BSI-SE-SSSP Integrated Goals and Related SE Activities**

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| **Integrated Goals** | **SE Activities** |
| Goal 1. Close student equity and achievement gaps among basic skills and entering college students | * Increase professional development opportunities focused on equity-minded, student centered teaching strategies
* Scale Bridge to Success in Math program
* Scale accelerated English courses to assist students with basic skills English course completion and progression.
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| Goal 2. Develop and deploy Academic and Career Pathways (ACP) and associated academic maps with a scaled and integrated career assessment, counseling informational structure to help students enter an ACP | * Embed ACPs into ASE programs as a tool to increase the number of students progressing through and reaching their academic goal in a timely manner
 |
| Goal 3. Develop and deploy a first year support structure that integrates student services and instruction | * Scale best practices from ASE programs and EOPS to serve disproportionately impacted students entering MiraCosta from high school through First Year Forward (FYF)
 |
| Goal 4. Strengthen student connections through contextualized and applied learning in the classroom supplemented by co-curricular activities | * Through the implementation of guided pathways, develop thematic general education options for students that provide opportunities for inclusive and contextualize learning around social justice and equity
* Increase professional development opportunities focused on developing equity-minded, culturally competent co-curricular activities for students
* Increase co-curricular opportunities for students that enhance inclusion and cross-cultural competence
* Increase student participation in ASE programs by expanding non-instructional opportunities for involvement and enhancing inreach
 |
| Goal 5. Develop comprehensive case management structure for continued support and progress monitoring during the first year and beyond | * Expand academic and student support services for students outside of traditional office settings and hours during critical times in the semester
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**Accounting of Student Equity Funding**

**Fiscal Year 2014-2015**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Object Code & Classification** | **Outreach** | **Student Services & Categoricals** | **Research & Evaluation** | **Student Equity Coordination & Planning** | **Curriculum / Course Dev & Adaptation** | **Professional Development** | **Instructional Support** | **Direct Student Support** | **Total** |
| 1000Academic Salaries |  |  |  |  |  |  | $31,686 | $34,157 | **$65,843** |
| 2000 Classified and Other Nonacademic Salaries | $74,638 |  |  | $69,814 |  |  |  | $63,191 | **$206,083** |
| 3000Employee Benefits | $31,289 |  |  | $28,984 |  |  | $3,823 | $10,090 | **$74,186** |
| 4000Supplies & Materials | $12,121 |  |  |  |  | $726 |  | $21,361 | **$34,208** |
| 5000Other Operating Expenses and Services | $6,855 |  | $23,244 |  |  | $23,287 |  | $3,351 | **$56,737** |
| 6000Technology Equipment |  |  |  |  |  |  |  |  | **$0** |
| 7000Other Outgo |  |  |  |  |  |  |  |  | **$0** |
| **GRAND TOTAL** | **$124,903** | **$0** | **$23,244** | **$98,798** | **$0** | **$24,013** | **$56,870** | **$110,789** | **$437,057** |

**Fiscal Year 2015-2016**

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

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

**Fiscal Year 2016-2017**

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

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

**Assessment of Progress on 2015-2018 Identified Goals**

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

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| **Basic Skills/ESL Completion** |
| Reduce the gap in ESL and math course completion for all male students from 5.9 to 2.0 percent and to eliminate the gap respectively by 2018. | Efforts continue to increase male participation in Academic Success and Equity programs. The equity index for ESL completion has slightly increased to 1.08 (up from 1.06), however, the percentage below average has slightly widened to 3.03 percent. The equity index for math remains the same at .93 and the percentage below average has widened to 2.84 percent. |
| Reduce the gap in basic skills English and math course completion for target male students to 3.0 percent and 2 percent respectively by 2018. | Efforts continue to increase male participation in Academic Success and Equity programs. The equity index for English completion has decreased to .94 (down from 1.02) and the percentage below average has widened to 2.76 percent. The equity index for math has dropped to .73 and the percentage below average has widened to 10.46 percent. |
| **Degree & Certificate Completion** |
| Eliminate the degree and certificate completion gap for all males by 2018. | Marketing efforts were designed to highlight successful male students at the college accessing resources. The equity index has slightly decreased to .84 (down from .87) and the percentage below average has widened to 3.86 percent. |
| Reduce the gap in degree and certificate completion for Alaska Native/Native American students from 16.6 to 5.0 percent by 2018.  | Increased efforts to connect students from this population to services continue including the start of a club on campus that will connect students to academic and support services. The number of students in this population is very small, leading to variability in data. The equity index has slightly increased to .90 (up from .86) and the percentage below average has narrowed to 2.37 percent. |
| **Transfer** |
| Reduce the gap in transfer for Hispanic/Latino students from 7.5 to 3.0 percent by 2018. | The Puente program as well First Year Forward provide services to students and attempt to streamline student transition into MiraCosta and journey to graduation. The Transfer Center has engaged in outreach to this population in marketing and services to increase student knowledge of transfer options and reduce transfer velocity. The equity index has slightly decreased to .74 (down from .81) and the percentage below average has widened to 11.37 percent. |
| Eliminate the gap in transfer for Black/African-American students by 2018. | The Umoja program as well as the Transfer Center has increased services to students in this population to increase knowledge of transfer options and reduce transfer velocity. The equity index has remained the same at .98 and the percentage below average has narrowed to .90 percent. |
| Reduce the gap in transfer for Native Hawaiian/Pacific Islander students from 15.6 to 5.0 percent by 2018. | The newly begun Mana program is geared towards exposing students to transfer options and assist students with educational planning. The equity index has increased to 1.54 (up from 1.02) and the percentage below average has narrowed to 23.26 percent. |

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