

SEA Metric	SEA Definition	SEA DI Group (Groups experiencing DI in at least 2 of the 4 years are identified as a DI Group)	Baseline	Goal (close gap by 40%)	Full Equity
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and from fall to fall, completing a comprehensive education plan, attempting and completing math and English in the first year, achieving unit milestones (12, 24, 48, and 60), and earning a certificate, degree and/or transfer.

Related Metrics:

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Female : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- Some other race : Female : Attained the Vision Goal

Related Metrics:

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

Continue to implement AB705

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

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

Related Metrics:

LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

Some other race : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

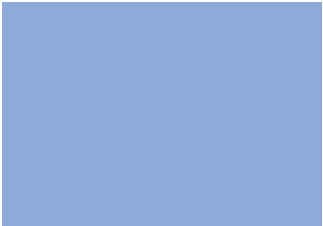
Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

Disabled : Male : Completed Both Transfer

Fiscal Year 2016-2017

Object Code & Classification	Outreach	Student Services & Categoricals	Research & Evaluation	Student Equity
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Fiscal Year 2017-2018



Assessment of Progress o

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

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.

College Contact

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