Equity Plan Moving Forward

Welcome to your 2022-25 Student Equity Plan

Guidance

With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-25 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?
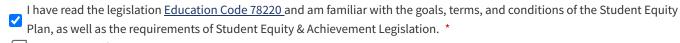
This 'Details' page will assist in the framing and foundational elements of your college's Student Equity Plan. Take some time to review assurances and the hyperlinks on this page. Take time to review your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts, and your team has the opportunity to discuss other areas in our optional 'Student Support Integration' Survey. As your plan develops, your team may want to work on equity goals for other populations experiencing disproportionate impact on your campus; please contact SEA Program so we can assist in your continued efforts over the course of this equity plan cycle.
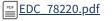
Please refer to this document for additional information on DEI Terms: DEI Glossary Link

Assurances

Please attest to the following assurances.

Legislation

☑ I have read the legislation Education Code 78220 and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation. *

📄 EDC_78220.pdf

Additional 78220 Acknowledgement

☑ I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community. *

Campus-Wide Equity Approach

View Memo

Race Consciousness in Equity Plan Development *

With consideration of research and documentation provided to your college about race consciousness (CUE Report, local data, etc.), please describe how your college plans to be more race conscious in completing this Student Equity Plan.

MiraCosta College utilized a three-pronged strategy in ensuring that we were race conscious in the development of our equity plan and beyond: 1) we capitalized upon the strengths of our prior and continued equity planning including utilizing race-specific metrics in designing activities to close equity gaps particularly for our Black and African American and Latinx students who represent our most disproportionately impacted populations at the college in addition to our robust process of inquiry that is rooted in an analysis of both qualitative and quantitative data and includes tri-annual inquiry groups that include a culturally contextualized approach to looking at our data grounded in racial justice; 2) the college embeds race consciousness in our institutional fabric including focusing our Guided Pathways work on our Black/African American and Latinx first time to college students and developing a institutional commitment statement that highlights the institutions commitment to becoming a racially just campus climate; and 3) we focused on the areas that were identified in the CUE analysis of our prior equity planning that could be improved upon including being race-specific in the description of our activities and strategies to close equity gaps and ensure that we highlight our accountability measures for those activities.

Characters : 1350/2500

California Community Colleges

N❖VA
PLAN. INVEST. TRACK.

Guidance

Considering your previous Equity Plan and efforts for the 2019-22 cycle, please answer this reflective section to the best of your college's knowledge.

Equity Plan Reflection for 2019-22

2019-22 Activities Summary

- Academic Success and Equity Programs
- Equity-focused and scaled Guided Pathways framework
- Culturally sustaining pedagogy in the classroom
- Continue to implement AB705
- Outreach, Enrollment, and Retention Activities

Key Initiatives/Projects/Activities *

Summarize the KEY initiatives/projects/activities to support student equity your institution completed across all areas of the college in 2019-22.

Guided Pathways work was centered around Black/African American and Latinx student populations and Adult Learners (age 25+) with Student Success teams formed for each of the six Academic and Career Pathways (ACP). Each team took a case management approach towards increasing student success for first-time-to-college students in the three identified groups.

Support was expanded for Academic Success and Equity (ASE) programs including hiring support for undocumented students, developing a program to support system impacted students, hiring a part-time Counselor/Coordinator to create and implement an ASE program geared towards LGBTQIA+ students. Additional Counseling courses and Career Life Planning courses were expanded to serve undocumented, system impacted, and LGBTQIA+ students as well as students with disabilities. The PUENTE and Mana programs expanded efforts to embed instructional partners and multiple ASE programs hired writing consultants, tutors, and created peer mentoring opportunities to assist in English, sociology, and math courses. An A2MEND charter was established in addition to HUBU and Hombre Circulo work focused on serving men of color. During the pandemic, Summer Bridge and GEAR UP for College summer programs were adjusted to focus on online resources and decreasing online attrition for first-generation students.

The Math and Letters departments developed co-requisite support courses, embedded support courses, supplemental instruction, and pathways for many transfer entry-level courses. Additionally, the Spark program was developed specifically for students seeking review of previously learned concepts to provide free support through the STEM and Math Learning Centers.

The campus increased training offerings to focus on minoritized populations and racial justice. Employees across the district have engaged in the Black Community Ally Training, Pride Inclusion Training, Asian Pacific Islander and Desi American Ally Training, UndocuAlly training, Abilities Ally, and military affiliated Ally training. Moreover, in an effort to embody the district's commitment to creating a racially just campus climate, campus-wide book reads centered on race consciousness and racial justice were introduced and included bringing keynote speakers to campus and discussion sessions open to all. ASE faculty and

students provided trainings geared towards ACP efforts around strategies to best service Black/African American, Latinx, and adult student populations.

Characters : 2500/2500

Evidence of Decreased Disproportionate Impact *

How do you know these initiatives/projects/activities decreased disproportionate impact?

Activities and programs designed to close equity gaps are regularly assessed in addition to areas where specific equity gaps have been successfully closed for disproportionately impacted students. Over the last three years, both Student Equity and Achievement and Guided Pathways Momentum Point data indicate decreased disproportionate impact for American Indian or Native Alaskan students in the area of retention, Black or African American students in the areas of retention and completion of a vision goal, for current or former Foster Youth students in the areas of completion of transfer-level math, fall to fall persistence, for LGBTQ+ students in the areas of retention and transfer, for Hispanic or Latinx students in the areas of attempted transfer-level math and transfer, for Native Hawaiian or Pacific Islander students in the areas of attempted transfer-level math, attempted and earned 24+ units, attempted 48+ units, and attempted and earned 60+ units, for students with disabilities in the areas of earned 12+/24+/48+ units, attempted/completed transfer-level math, and attempted/completed transfer-level math & English, for Veterans in the area of completion of a vision goal.

Characters : 1194/2500

2022-25 Planning Efforts *

Briefly summarize how the 2019-22 equity plan cycle informed your planning efforts for 2022-25.

Three key observations from 2019-22 student equity planning informed the efforts around this current plan: 1. target populations should be focused on the most disproportionately impacted groups to ensure efforts are both focused and intentional, 2. when looking at both current and historical equity gaps at the college, race plays a predominant factor and requires an intentional focus on closing historical equity gaps for Black or African American and Latinx students, and 3. while activities should reflect strategies to maintain efforts that are currently yielding results, the college must also focus on activities that are both comprehensive and systemic to close gaps for historically marginalized populations. The 2022-25 Student Equity Plan reflects current efforts to close equity gaps but also symbolizes the beginning of a year dedicated to in-depth and meaningful dialogue around the data with a culturally contextualized approach that centers and gives voice to marginalized communities, an analysis of inequitable structures giving rise to current and systemic gaps, and a comprehensive view of efforts to close equity gaps at the college.

With the development of the 2019-22 Student Equity Plan, an additional document was developed titled "Understanding the Gap" designed as a resource document 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. The document reflects an cross-departmental effort including in-person interactive

spaces attended by 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. This seminal document will be updated as part of our Student Equity Planning process coupled with interactive forums for each of the disproportionately impacted populations identified in the plan.

Characters : 2277/2500

Pandemic Acknowledgement

Using the check boxes provided, please describe the manner in which the Pandemic affected your work.

☐ Interrupted Work Fully
☑ Catalyzed Work

Provide an explanation (optional)

Transitioning to a entirely remote environment during the pandemic allowed for the unique opportunity to look at the progress of our disproportionately impacted students in online environments and intentionally design efforts to maximize the likelihood of student success. Support services for students were transformed to utilize online modalities to serve students during non traditional hours of the day and on weekends. Different online tools were utilized to create virtual communities and provide students with expanded times for students to connect with each other and college staff and faculty. Online support hubs were created to ensure students maintained access to resources.

Additionally, steps were taken to ensure that gaps did not widen during the pandemic. Resources around student support were shifted to provide additional services and support for programs serving disproportionately impacted and historically marginalized students including emergency grant monies and basic needs resources.

Characters : 1013/2500

☑ Delayed Work

Provide an explanation (optional)

The onset of the pandemic and resulting impact on our students and campus interrupted several of the activities that were planned to close equity gaps including in person outreach and events, expansion of programs serving disproportionately impacted students, and planned in person professional development activities. Additionally, with the increase in basic needs for disproportionately impacted students, the focus shifted away from completion to retention and providing students with resources to meet housing and food insecurities. The pandemic saw declines in enrollment at the college with equity programs especially impacted with declines in both enrollment and retention.

Characters : 682/2500

Link to Executive Summary

Please share the URL to your college's Executive Summary.

This Executive Summary MUST include, at a minimum:

1. The initiatives that the community college or district will undertake to achieve these goals
2. The resources that have been budgeted for that purpose
3. The community college district official to contact for further information
4. A detailed accounting of intended funding
5. Assessment of the progress made in achieving identified goals

Executive Summary URL *

https://miracosta.edu/student-services/student-equity/_docs/Student%20Equity%20Plan%202019-2022.pdf

California Community Colleges

N⬢VA
PLAN. INVEST. TRACK.

2022 © California Community Colleges

NOVA Site Version: 5.0.11

Student Populations Experiencing Disproportionate Impact

Guidance

Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the most disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e. avoid referencing "all students" and instead use population- and identity-specific language).

Note you may also use the "other" field in order to address a population not listed in the drop-down menu (i.e. adult learners or noncredit students, for example).

Student Populations Experiencing Disproportionate Impact and Metrics

Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. Each must be covered by at least 1 student population.

Student Populations for Metric Workflow	Metrics					Actions
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion	
Black or African American	☑	☑	☐	☐	☐	🗑
Male	☐	☐	☑	☐	☑	🗑
Hispanic or Latino	☐	☑	☐	☑	☑	🗑
Native Hawaiian or other Pacific Islander	☐	☑	☐	☐	☐	🗑
Adult Learners (age 25+)	☐	☑	☑	☐	☐	✏ 🗑

➕ Add DI Population

Successful Enrollment: Black or African American

Guidance

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output	Actions
1-year outcome	Increase the number of Black or African American students who apply to and then successfully enroll at the college by 2% (based on SEA data)	✏️ 🗑️
2-year outcome	Increase the number of Black or African American students who apply to and then successfully enroll at the college by 5% (based on SEA data)	✏️ 🗑️
3-year outcome	Increase the number of Black or African American students who apply to and then successfully enroll at the college by 10% (based on SEA data)	✏️ 🗑️

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

The college has seen declines in enrollment over the past five years, including for Black or African American students. While there are no Guided Pathway momentum data points specifically for enrollment after application, Black or African American students face several gaps at critical momentum points in their first term at the college including attempting and completing 12+ units and persisting fall to spring.

Additionally, according to self-reported data from 2020 to 2022, Black or African American students are disproportionately impacted in having basic needs met in the areas of housing, food, and transportation.

Characters : 627/2500

Structure Evaluation

Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☐ Instruction
☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In-person outreach plays a critical role in the college's efforts to recruit and enroll Black or African American students and with the college going remote in 2020, all in-person activities were suspended until 2022. This time period also presented challenges with retention and attrition at several feeder high schools which had a direct impact on enrollment at the college. As a result, the college has seen declines in participation in key outreach programs including the United Black Student Conference and the Summer Bridge program which was canceled for the first time in its 30 year history this past summer (2022). Efforts to create student success teams and a case management model geared towards making meaningful connections to first-time-to-college Black or African American students through MiraCosta's Academic and Career Pathways efforts (Guided Pathways) were met with challenges with participation when the college went remote due to the pandemic.

While MiraCosta College has a Summer Bridge program designed to connect high school students to the campus and provide information on getting enrolled, the program was unable to recruit in-person at local high schools due to the impacts of the pandemic. Additionally, there were capacity issues with outreach,

recruitment, and marketing of the program. The program had to be canceled in the summer of 2022 due to low enrollment with feedback from students indicating there is also a need to look at program structure and length.

While the college has in place robust support services dedicated to serving incoming Black or African American students at the college, current services including outreach and retention efforts, do not include targeted outreach to Black or African American students who apply to the college but have yet to enroll.

Characters : 1816/2500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In fall 2019, the College completed a Campus Climate Survey to measure personal experiences, perceptions, and institutional efforts at MiraCosta College. Feedback from students who took the survey and participated in student forums indicated a need for physical inclusive spaces for historically marginalized populations linked to support services to create a greater sense of belonging at the college.

Characters : 405/2500

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

☑ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Classes offered to local high schools through dual enrollment, concurrent enrollment, and cross enrollment are aligned to avoid overlap and unintended competition for enrollment. An ideal structure would also include programs working together to strategically offer a variety of courses at local high schools in different terms to maximize student completion of college coursework while in high school.

Characters : 403/2500

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

There are several programs and equity efforts at the college that provide the opportunity for a shift to equitable outcomes for Black or African American student enrollment. MiraCosta College has an Umoja program that provides robust and culturally relevant services to Black or African American students throughout their academic career at the college and beyond. While the program is linked to Summer Bridge, there is an opportunity to better align and connect to Umoja staffing and coordination. Outcomes for Summer Bridge have shown success in increasing enrollment as well as increasing early completion of

matriculation for Black or African American students. Strategies employed by this program provide the foundation for an idealized structure for how the college can connect with Black or African American students attending feeder high schools prior to graduation and assist students through the application process and enrollment at the college.

As part of our Guided Pathways work, the college has been engaged in a process of redesigning the student experience by implementing a case management model around our Academic and Career Pathways (ACP). The resulting ACP Student Success teams are intentionally focused on closing equity gaps for disproportionately impacted student populations, including first-time-to-college Black or African American and Hispanic or Latinx students and Adult Learners. Efforts are focused on students not already participating in programs already designed to provide support services and close equity gaps. One of the Guided Pathways essential practices that will help shift outcomes for Black or African American students towards increased enrollment includes the Guided Pathways essential practice of proactively partnering with our feeder high schools to prepare students to successfully enter the college. This practice is embedded in the goals and target outcomes of the ACP Student Success teamwork and spans across both Instructional and Student Services divisions.

Characters : 2023/2500

- ☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ☑ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

MiraCosta College has an Commitment Statement and a Diversity, Equity, and Inclusion Statement (Board Policy 3400) that outlines a commitment to a racially just campus climate where students experience a sense of belonging and where diverse cultures and identities are welcomed, nurtured, and validated. An ideal structure includes dedicated spaces for historically marginalized and disproportionately impacted students with embedded culturally relevant support services and programming. Providing for dedicated space such as a Black Resource Center also presents an opportunity to centralize supports around Black or African American students including supporting the Umoja and Summer Bridge programs and focusing on increasing student enrollment.

Characters : 752/2500

☐ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

There are structural changes currently in progress with the implementation of the ACP Student Success Teams to shift towards a case management model in serving Black or African American and Hispanic or Latinx students and Adult Learners. A change to what has been the traditional structure of Summer Bridge is needed to align and incorporate planning with GEAR UP and revamp the program to meet the current needs and outside responsibilities of students.

Characters : 455/2500

Action

Action Steps *

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

- increase marketing, outreach, and recruitment for the Summer Bridge program
- utilize already allocated district funding to identify a Summer Bridge Specialist who can successfully plan for and maintain the program each summer
- utilize GEAR UP grant opportunities to connect Black or African American students attending Oceanside Unified School District to dual, cross, and concurrent enrollment opportunities and activities at the college available to students in high school
- increase Black or African American student participation in Academic and Career Pathway outreach activities including Welcomefest and the New Student Seminars
- create a targeted outreach campaign to encourage Black or African American students who have applied to the college to enroll and provide support services to assist them throughout the process
- ensure that cross enrollment programs are represented on the dual enrollment committee
- provide the Umoja program with resources to increase outreach and support for incoming Black or African American students including access to timely data prior to the start of each semester
- create a Black Resource Center to provide centralized support and inclusive spaces for Black or African American students
- continue to implement Guided Pathways essential practices and a case management model as part of the ACP Student Success Team effort as outlined in the Guided Pathways Scale of Adoption Assessment
- update the "Understanding the Gap" document inclusive of disaggregated data on Black or African American students and plan a corresponding campus forum

Characters : 1564/5000

Chancellor's Office Supports

Supports Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- [x] Field Guidance & Implementation
- [ ] Technical Assistance/Professional Development
- [x] Data & Research
- [ ] Policy & Regulatory Actions
- [ ] Technology Investments & Tools
- [ ] Proof of Concept Pilots
- [ ] Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

The challenges that MiraCosta College faces in increasing enrollment for those Black or African American students who apply is not unique to our campus. In meeting our equity goals in this area, the opportunity to talk to other campuses about best practices and strategies to best recruit and retain Black or African American students would be helpful, particularly as it relates to programs like Summer Bridge.

Characters : 412/2500

California Community Colleges | NOVA PLAN. INVEST. TRACK.

2022 © California Community Colleges

NOVA Site Version: 5.0.11

Completed Transfer-Level Math & English: Black or African American

Guidance

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output	Actions
1-year outcome	Increase the number of Black or African American students completing transfer-level math by 2% (based on Guided Pathways momentum point data)	✏️ 🗑️
1-year outcome	Increase the number of Black or African American students completing transfer-level English by 2% (based on Guided Pathways momentum point data)	✏️ 🗑️
2-year outcome	Increase the number of Black or African American students completing transfer-level math by 5% (based on Guided Pathways momentum point data)	✏️ 🗑️
2-year outcome	Increase the number of Black or African American students completing transfer-level English by 5% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase the number of Black or African American students completing transfer-level math by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase the number of Black or African American students completing transfer-level English by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

> Guided Pathways data highlights that there are gaps in critical momentum points along a student's journey specific to Black or African American students including attempted and completed transfer-level math, attempted and completed transfer-level English, and attempted transfer-level math and English. This data also shows that these gaps are historical for Hispanic or Latinx and Black or African American students with multiple years of disproportionate impact dating back as early as 2014.
>
> Characters : 494/2500

Structure Evaluation

Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☑ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

> With enrollment declines at the college, enrollments in programs designed to close equity gaps in math and/or English specific to Black or African American students (Umoja), Hispanic or Latinx students

(PUENTE and UPRISE), and Native Hawaiian or Pacific Islander students (Mana) also saw declines in program participation and enrollment in the courses dedicated to each of the programs (BUS 130, BUS 140, COUN 100, CRLP 101, ENGL 101, ENGL 201, MATH 64, MATH 103, and SOC 101). Anecdotal data gathered from students participating in Umoja, PUENTE and UPRISE, and Mana indicate that students prefer on-ground classes and benefit most from in-person services versus online/remote services. Courses going remote during the pandemic had a significant impact across programs and a return to in-person curriculum and services has been slow given the changing needs of students in a post-pandemic era. While enrollments have increased in Fall 2022, additional supports are needed to make students aware of and continue to market the courses.

While MiraCosta has several programs geared towards closing equity gaps for students, not all first-time-to-college Black or African American students participate in these programs.

Characters : 1218/2500

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The timeline for receiving equity data and identifying meaningful goals itself creates a barrier. While several efforts have been underway to close gaps specific to first-time-to-college Black or African American students, there continues to be a need to engage in intentional efforts to survey student experience, assess pipeline bottlenecks from K-12 to completion, and identify systemic structures at the college that are giving way to this data for Black or African American students. Additionally, planning around student equity takes place on a regular basis every semester/annually at the college and every three years through the Student Equity planning process. However, the institution needs to be poised to not only close the equity gaps of the now, but also be future-ready in our long-term planning.

In fall 2019, the College completed a Campus Climate Survey to measure personal experiences, perceptions, and institutional efforts at MiraCosta College. Feedback from students who took the survey and participated in student forums indicated a need for physical inclusive spaces for historically marginalized populations linked to support services to create a greater sense of belonging at the college.

Characters : 1217/2500

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

☑ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Additional support is needed towards program marketing, recruitment, outreach, and enrollment in linked courses for Umoja, PUENTE, UPRISE, and Mana. An ideal structure would allow for dedicated staffing to support program coordinators and allow for additional retention efforts and supports for students.

As part of our Guided Pathways work, the college has been engaged in a process of redesigning the student experience by implementing a case management model around our Academic and Career Pathways (ACP). The resulting ACP Student Success teams are intentionally focused on closing equity gaps for disproportionately impacted student populations, including first-time-to-college Black or African American and Hispanic or Latinx students and Adult Learners. Efforts are focused on students not already participating in programs already designed to provide support services and close equity gaps. One of the Guided Pathways essential practices that is especially relevant to closing gaps in transfer-level math and English is aligning required math courses with a student's field of study and providing supports to help academically underprepared students to succeed in gateway math and English courses by the end of their first year. This practice is embedded in the goals and target outcomes of the ACP Student Success teamwork and spans across both Instructional and Student Services divisions.

Characters : 1400/2500

- ☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ☐ General Operations (A&R, Parking, Campus Policing, etc.)
- ☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

MiraCosta College has a Commitment Statement and a Diversity, Equity, and Inclusion Statement (Board Policy 3400) that outlines a commitment to a racially just campus climate where students experience a sense of belonging and where diverse cultures and identities are welcomed, nurtured, and validated. An ideal structure includes dedicated spaces for historically marginalized and disproportionately impacted students with embedded culturally relevant support services and programming. Providing for dedicated space such as a Black Resource Center also presents an opportunity to centralize supports for Black or African American students including supporting the Umoja and Summer Bridge programs and focusing on increasing student completion of transfer-level math and English.

In 2021, MiraCosta College leadership began working with the Institute for the Future to work in a more comprehensive way to build futures-thinking capacity in our organization and long-term planning with a focus on creating a just, equitable, and sustainable future for the college and our students. Members of the college leadership and those engaged in student equity planning and implementation participated in various Futures Leadership Academies from summer 2021 through spring 2022. Specific to closing equity gaps, we identified four key signals for the future that will provide a lens for designing student equity goals and related activities: the growing inequality in the labor market, remote work and education/adaptability and modifiability, trauma acknowledgement and impact, and blended and scalable learning. Each of these four key signals have direct implications for the success of Black or African American students. The college is working towards shifting culture, policies, and practices across multiple divisions (Student Services and Instruction) to embed futures-thinking in our equity work.

Characters : 1894/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

There are structural changes currently in progress with plans for dedicated centers and space for Academic Success and Equity programs in discussion as the college implements several projects as part of the college's facilities master plan. Changes are also in progress with the implementation of the ACP Student Success Teams to shift towards a case management model in serving Black or African American and Hispanic or Latinx students and Adult Learners.

The Futures Leadership Academies are increasing in capacity to offer futures-thinking professional learning opportunities across the college, however, infrastructure is needed to provide intentional planning and implementation around the four key signals identified for equity and embed this work into our current structure.

Characters : 780/2500

Action

Action Steps *

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

- create a Black Resource Center to provide centralized support and inclusive spaces for Black or African American students
- continue to convene the Futures Academy Equity Workgroup to discuss strategies to embed the identified signals into our everyday equity work and long-term planning
- continue to implement Guided Pathways essential practices and a case management model as part of the ACP Student Success Team effort as outlined in the Guided Pathways Scale of Adoption Assessment
- update the "Understanding the Gap" document inclusive of disaggregated data on Black or African American students and plan a corresponding campus forum

Characters : 631/5000

Chancellor's Office Supports

Supports Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☐ Field Guidance & Implementation
- ☑ Technical Assistance/Professional Development
- ☑ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Proof of Concept Pilots
- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

Given that gaps in completion of transfer-level math and English are not just local but reflect statewide and even national gaps for students of color, the college would benefit from a macro lens regarding data and research around completion beyond our campus as well as professional development on high impact practices that have proven effective at California Community Colleges.

Characters : 383/2500

California Community Colleges

NOVA
PLAN. INVEST. TRACK.

Completed Transfer-Level Math & English: Hispanic or Latino

Guidance

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output	Actions
1-year outcome	Increase the number of Hispanic or Latinx students completing transfer-level math by 2% (based on Guided Pathways momentum point data)	✏️ 🗑️
1-year outcome	Increase the number of Hispanic or Latinx students completing transfer-level English by 2% (based on Guided Pathways momentum point data)	✏️ 🗑️
2-year outcome	Increase the number of Hispanic or Latinx students completing transfer-level math by 5% (based on Guided Pathways momentum point data)	✏️ 🗑️
2-year outcome	Increase the number of Hispanic or Latinx students completing transfer-level English by 5% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase the number of Hispanic or Latinx students completing transfer-level math by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase the number of Hispanic or Latinx students completing transfer-level English by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Guided Pathways data highlights that there are gaps in critical momentum points along a student's journey specific to Hispanic or Latinx students including attempted and completed transfer-level math, completed transfer-level English, and completed transfer-level math and English. This data also shows that these gaps are historical for Hispanic or Latinx and Black or African American students with multiple years of disproportionate impact dating back as early as 2014.

Characters : 473/2500

Structure Evaluation

Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☑ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

With enrollment declines at the college, enrollments in programs designed to close equity gaps in math and/or English specific to Black or African American students (Umoja), Hispanic or Latinx students (PUENTE and UPRISE), and Native Hawaiian or Pacific Islander students (Mana) also saw declines in program participation and enrollment in the courses dedicated to each of the programs (BUS 130, BUS 140, COUN 100, CRLP 101, ENGL 101, ENGL 201, MATH 64, MATH 103, and SOC 101). Anecdotal data gathered from students participating in Umoja, PUENTE and UPRISE, and Mana indicate that students prefer on-ground classes and benefit most from in-person services versus online/remote services. Courses

going remote during the pandemic had a significant impact across programs and a return to in-person curriculum and services has been slow given the changing needs of students in a post-pandemic era. While enrollments have increased in Fall 2022, additional supports are needed to make students aware of and continue to market the courses.

While MiraCosta has several programs geared towards closing equity gaps for students, not all first-time-to-college Hispanic or Latinx participate in these programs.

Characters : 1202/2500

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

While there are programs (PUENTE, EOPS/CARE/CalWORKs, First Year Forward) that provide support services to Hispanic or Latinx students, current program capacities do not meet the needs for the number of Hispanic or Latinx students at the college needing support.

Characters : 263/2500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The timeline for receiving equity data and identifying meaningful goals itself creates a barrier. While several efforts have been underway to close gaps specific to first-time-to-college Hispanic or Latinx students, there continues to be a need to engage in intentional efforts to survey student experience, assess pipeline bottlenecks from -12 to completion, and identify systemic structures at the college that are giving way to this data. Additionally, planning around student equity takes place on a regular basis every semester/annually at the college and every three years through the Student Equity planning process. However, the institution needs to be poised to not only close the equity gaps of the now, but also be future-ready in our long-term planning.

In fall 2019, the College completed a Campus Climate Survey to measure personal experiences, perceptions, and institutional efforts at MiraCosta College. Feedback from students who took the survey and participated in student forums indicated a need for physical inclusive spaces for historically marginalized populations linked to support services to create a greater sense of belonging at the college.

Characters : 1168/2500

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

☑ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

As part of our Guided Pathways work, the college has been engaged in a process of redesigning the student experience by implementing a case management model around our Academic and Career Pathways (ACP). The resulting ACP Student Success teams are intentionally focused on closing equity gaps for disproportionately impacted student populations, including first-time-to-college Black or African American and Hispanic or Latinx students and Adult Learners. Efforts are focused on students not already participating in programs already designed to provide support services and close equity gaps. One of the Guided Pathways essential practices that is especially relevant to closing gaps in transfer-level math and English is aligning required math courses with a student's field of study and providing supports to help academically underprepared students to succeed in gateway math and English courses by the end of their first year. These practices are embedded in the goals and target outcomes of the ACP Student Success teamwork and spans across both Instructional and Student Services divisions.

Additional support is needed towards program marketing, recruitment, outreach, and enrollment in linked courses for Umoja, PUENTE, UPRISE, and Mana programs including enrollment in linked courses. An ideal structure would allow for dedicated staffing to support program coordinators and allow for additional retention efforts and supports for students.

Characters : 1451/2500

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

MiraCosta College is unique in the creation of an umbrella program, Academic Success and Equity (ASE), that provides coordination support, aligned goals, resources, and opportunities for collaboration across multiple programs designed to close equity gaps for disproportionately impacted students. ASE represents a joint effort from both the Student Services and Instructional divisions and provides culturally relevant and inclusive spaces for historically marginalized students both inside and outside of the classroom. While the college currently has a robust and successful PUENTE program aimed at increasing transfer to four-year institutions for Hispanic or Latinx students, an ideal structure would be additional supports to PUENTE to increase capacity and the development of an additional ASE program geared towards completion for all first-time-to-college Hispanic or Latinx students regardless of academic goal.

Characters : 921/2500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

MiraCosta College is a Hispanic Serving Institution and has a Commitment Statement and a Diversity, Equity, and Inclusion Statement (Board Policy 3400) that outlines a commitment to a racially just campus climate where students experience a sense of belonging and where diverse cultures and identities are welcomed, nurtured, and validated. An ideal structure includes dedicated spaces for historically

marginalized and disproportionately impacted students with embedded culturally relevant support services and programming. Providing for dedicated space such as a La Raza Center also presents an opportunity to centralize supports for Hispanic or Latinx students including the PUENTE program and focusing on increasing student completion of transfer-level math and English.

In 2021, MiraCosta College leadership began working with the Institute for the Future to work in a more comprehensive way to build futures-thinking capacity in our organization and long-term planning with a focus on creating a just, equitable, and sustainable future for the college and our students. Members of the college leadership and those engaged in student equity planning and implementation participated in various Futures Leadership Academies from summer 2021 through spring 2022. Specific to closing equity gaps, we identified four key signals for the future that will provide a lens for designing student equity goals and related activities: the growing inequality in the labor market, remote work and education/adaptability and modifiability, trauma acknowledgement and impact, and blended and scalable learning. Each of these four key signals have direct implications for the success of Hispanic or Latinx students. The college is working towards shifting culture, policies, and practices across multiple divisions (Student Services and Instruction) to embed futures-thinking in our equity work.

As part of the campus-wide book reads focused on equity, the college will engage in a "Year of Servingness" in Fall 2022 based on Dr. Gina Garcia's book "Becoming Hispanic Serving Institutions." The ideal structure is one where being a Hispanic Serving Institution represents a dedication to not just enrolling or producing Hispanic or Latinx students, but to "serving" students with evidence and indicators showing servingness as part of the college's culture, structure, and practice.

Characters : 2370/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

There are structural changes currently in progress with plans for dedicated centers and space for Academic Success and Equity programs in discussion as the college implements several projects as part of the college's facilities master plan. Changes are also in progress with the implementation of the ACP Student Success Teams to shift towards a case management model in serving Black or African American and Hispanic or Latinx students and Adult Learners. Conversation regarding the need for an additional ASE program, including resources and staffing, needs to take place across multiple departments with identified needs reflected in upcoming program reviews and resource allocation requests.

The Futures Leadership Academies are increasing in capacity to offer futures-thinking professional learning opportunities across the college, however, infrastructure is needed to provide intentional planning and

implementation around the four key signals identified for equity and embed this work into our current structure.

Characters : 1022/2500

Action

Action Steps *

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

- create a La Raza Center to provide centralized support and inclusive spaces for Hispanic or Latinx students
- pursue the creation of an additional ASE program focused on Hispanic or Latinx student completion of transfer-level math and English and overall completion of a certificate and/or degree and ensure that needs are reflected across stakeholder departments in the upcoming program review and resource allocation cycles
- assess current PUENTE program capacities and identify additional strategies to support and potentially expand the program
- continue to implement Guided Pathways essential practices that close equity gaps in implementing the ACP Student Success Team case management model as outlined in the Guided Pathways Scale of Adoption Assessment
- engage in a "year of servingness" dedicated to exploring the college's responsibility to serving Hispanic or Latinx students with work to embed "servingness" into the college's culture, policies, and practices
- continue to convene the Futures Academy Equity Workgroup to discuss strategies to embed the identified signals into our everyday equity work and long-term planning
- continue to implement Guided Pathways essential practices and a case management model as part of the ACP Student Success Team effort as outlined in the Guided Pathways Scale of Adoption Assessment
- update the "Understanding the Gap" document inclusive of disaggregated data on Hispanic or Latinx students and plan a corresponding campus forum

Characters : 1468/5000

Chancellor's Office Supports

Supports Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☐ Field Guidance & Implementation
- ☑ Technical Assistance/Professional Development
- ☑ Data & Research

- [ ] Policy & Regulatory Actions
- [ ] Technology Investments & Tools
- [ ] Proof of Concept Pilots
- [ ] Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

Given that gaps in completion of transfer-level math and English are not just local but reflect statewide and even national gaps for students of color, the college would benefit from a macro lens regarding data and research around completion beyond our campus as well as professional development on high impact practices that have proven effective at California Community Colleges.

Characters : 383/2500

California Community Colleges | NOVA PLAN. INVEST. TRACK.

2022 © California Community Colleges
NOVA Site Version: 5.0.11

Completed Transfer-Level Math & English: Native Hawaiian or other Pacific Islander

Guidance

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output	Actions
1-year outcome	Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level math by 2% (based on Guided Pathways momentum point data)	✏️ 🗑️
1-year outcome	Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level English by 2% (based on Guided Pathways momentum point data)	✏️ 🗑️
2-year outcome	Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level math by 5% (based on Guided Pathways momentum point data)	✏️ 🗑️
2-year outcome	Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level English by5% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level math by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level English by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Guided Pathways data highlights that there are gaps in critical momentum points along a student's journey specific to Native Hawaiian or Pacific Islander students including attempted and completed transfer-level math, completed transfer-level English, and completed transfer-level math and English.

Characters : 300/2500

Structure Evaluation

Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☑ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

With enrollment declines at the college, enrollments in programs designed to close equity gaps in math and/or English specific to Black or African American students (Umoja), Hispanic or Latinx students (PUENTE and UPRISE), and Native Hawaiian or Pacific Islander students (Mana) also saw declines in

program participation and enrollment in the courses dedicated to each of the programs (BUS 130, BUS 140, COUN 100, CRLP 101, ENGL 101, ENGL 201, MATH 64, MATH 103, and SOC 101). Anecdotal data gathered from students participating in Umoja, PUENTE and UPRISE, and Mana indicate that students prefer on-ground classes and benefit most from in-person services versus online/remote services.

While MiraCosta has several programs geared towards closing equity gaps for Native Hawaiian or Pacific Islander students, that show evidence of closing equity gaps like persistence in the first year, not all first-time-to-college students participate in these programs.

Characters : 959/2500

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The timeline for receiving equity data and identifying meaningful goals itself creates a barrier. While several efforts have been underway to close gaps specific to first-time-to-college Native Hawaiian or Pacific Islander students, there continues to be a need to engage in intentional efforts to survey student experience, assess pipeline bottlenecks from K-12 to completion, and identify systemic structures at the college that are giving way to this data. Additionally, planning around student equity takes place on a regular basis every semester/annually at the college and every three years through the Student Equity planning process. However, the institution needs to be poised to not only close the equity gaps of the now, but also be future-ready in our long-term planning.

In fall 2019, the College completed a Campus Climate Survey to measure personal experiences, perceptions, and institutional efforts at MiraCosta College. Feedback from students who took the survey and participated in student forums indicated a need for physical inclusive spaces for historically marginalized populations linked to support services to create a greater sense of belonging at the college.

Characters : 1186/2500

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

☑ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Additional support is needed towards program marketing, recruitment, outreach, and enrollment in linked courses for Umoja, PUENTE, UPRISE, and Mana programs including enrollment in linked courses. An ideal structure would allow for dedicated staffing to support program coordinators and allow for additional retention efforts and supports for students.

Characters : 352/2500

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

MiraCosta College has a Commitment Statement and a Diversity, Equity, and Inclusion Statement (Board Policy 3400) that outlines a commitment to a racially just campus climate where students experience a sense of belonging and where diverse cultures and identities are welcomed, nurtured, and validated. An ideal structure includes dedicated spaces for historically marginalized and disproportionately impacted students with embedded culturally relevant support services and programming. Providing for dedicated space for the Mana program also presents an opportunity to centralize supports for Native Hawaiian or Pacific Islander students and focusing on increasing student completion of transfer-level math and English.

In 2021, MiraCosta College leadership began working with the Institute for the Future to work in a more comprehensive way to build futures-thinking capacity in our organization and long-term planning with a focus on creating a just, equitable, and sustainable future for the college and our students. Members of the college leadership and those engaged in student equity planning and implementation participated in various Futures Leadership Academies from summer 2021 through spring 2022. Specific to closing equity gaps, we identified four key signals for the future that will provide a lens for designing student equity goals and related activities: the growing inequality in the labor market, remote work and education/adaptability and modifiability, trauma acknowledgement and impact, and blended and scalable learning. Each of these four key signals have direct implications for the success of Native Hawaiian or Pacific Islander students. The college is working towards shifting culture, policies, and practices across multiple divisions (Student Services and Instruction) to embed futures-thinking in our equity work.

Characters : 1845/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

There are structural changes currently in progress with plans for dedicated centers and space for Academic Success and Equity programs in discussion as the college implements several projects as part of the college's facilities master plan.

The Futures Leadership Academies are increasing in capacity to offer futures-thinking professional learning opportunities across the college, however, infrastructure is needed to provide intentional planning and

implementation around the four key signals identified for equity and embed this work into our current structure.

Characters : 565/2500

Action

Action Steps *

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

- create a dedicated space for the Mana program to provide centralized support and inclusive spaces for Native Hawaiian or Pacific Islander
- continue to implement Guided Pathways essential practices that close equity gaps in implementing the ACP Student Success Team case management model as outlined in the Guided Pathways Scale of Adoption Assessment
- continue to convene the Futures Academy workgroup focused on identifying equity signals to discuss strategies to embed the identified signals into our everyday equity work and long-term planning
- continue to implement Guided Pathways essential practices and a case management model as part of the ACP Student Success Team effort as outlined in the Guided Pathways Scale of Adoption Assessment
- update the "Understanding the Gap" document inclusive of disaggregated data on Native Hawaiian or Pacific Islander students and plan a corresponding campus forum

Characters : 899/5000

Chancellor's Office Supports

Supports Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☐ Field Guidance & Implementation
- ☑ Technical Assistance/Professional Development
- ☑ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Proof of Concept Pilots
- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

Characters : 0/2500

2022 © California Community Colleges

NOVA Site Version: 5.0.11

Completed Transfer-Level Math & English: Adult Learners (age 25+)

Guidance

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output	Actions
1-year outcome	Increase the number of Adult Learners completing transfer-level math by 2% (based on Guided Pathways momentum point data); Increase the number of Adult Learners completing transfer-level English by 2% (based on Guided Pathways momentum point data)	✏️ 🗑️
2-year outcome	Increase the number of Adult Learners completing transfer-level math by 5% (based on Guided Pathways momentum point data); Increase the number of Adult Learners completing transfer-level English by 5% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase the number of Adult Learners completing transfer-level math by 10% (based on Guided Pathways momentum point data); Increase the number of Adult Learners completing transfer-level English by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Adult students are not currently included in Student Equity and Achievement data analysis of disproportionate impact however, local data indicates that this population requires attention at the college. Guided Pathways data highlights that there are gaps in critical momentum points along a student's journey specific to Adult Learners including attempted and completed transfer-level math, completed transfer-level English, and completed transfer-level math and English.

Characters : 474/2500

Structure Evaluation

Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☑ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

While MiraCosta has several programs geared towards closing equity gaps for students, not all first-time-to-college Adult Learners participate in these programs.

Characters : 161/2500

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

> The timeline for receiving equity data and identifying meaningful goals itself creates a barrier. While several efforts have been underway to close gaps specific to first-time-to-college Adult Learners, there continues to be a need to engage in intentional efforts to survey student experience, assess pipeline bottlenecks from K-12 to completion, and identify systemic structures at the college that are giving way to this data. Additionally, planning around student equity takes place on a regular basis every semester/annually at the college and every three years through the Student Equity planning process. However, the institution needs to be poised to not only close the equity gaps of the now, but also be future-ready in our long-term planning.
>
> Characters : 754/2500

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

☑ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

> As part of our Guided Pathways work, the college has been engaged in a process of redesigning the student experience by implementing a case management model around our Academic and Career Pathways (ACP). The resulting ACP Student Success teams are intentionally focused on closing equity gaps for disproportionately impacted student populations, including first-time-to-college Black or African American and Hispanic or Latinx students and Adult Learners. Efforts are focused on students not already participating in programs already designed to provide support services and close equity gaps. One of the Guided Pathways essential practices that is especially relevant to closing gaps in transfer-level math and English is aligning required math courses with a student's field of study and providing supports to help academically underprepared students to succeed in gateway math and English courses by the end of their first year. This practice is embedded in the goals and target outcomes of the ACP Student Success teamwork and spans across both Instructional and Student Services divisions.
>
> Characters : 1095/2500

☐ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)

☐ General Operations (A&R, Parking, Campus Policing, etc.)

☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

> In 2021, MiraCosta College leadership began working with the Institute for the Future to work in a more comprehensive way to build futures-thinking capacity in our organization and long-term planning with a focus on creating a just, equitable, and sustainable future for the college and our students. Members of the

college leadership and those engaged in student equity planning and implementation participated in various Futures Leadership Academies from summer 2021 through spring 2022. Specific to closing equity gaps, we identified four key signals for the future that will provide a lens for designing student equity goals and related activities: the growing inequality in the labor market, remote work and education/adaptability and modifiability, trauma acknowledgement and impact, and blended and scalable learning. Each of these four key signals have direct implications for the success of Adult Learners. The college is working towards shifting culture, policies, and practices across multiple divisions (Student Services and Instruction) to embed futures-thinking in our equity work.

Characters : 1095/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

There are structural changes currently in progress with the implementation of the ACP Student Success Teams to shift towards a case management model in serving Black or African American and Hispanic or Latinx students and Adult Learners.

The Futures Leadership Academies are increasing in capacity to offer futures-thinking professional learning opportunities across the college, however, infrastructure is needed to provide intentional planning and implementation around the four key signals identified for equity and embed this work into our current structure.

Characters : 561/2500

Action

Action Steps *

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

- continue to implement Guided Pathways essential practices and a case management model as part of the ACP Student Success Team effort as outlined in the Guided Pathways Scale of Adoption Assessment
- continue to convene the Futures Academy workgroup focused on identifying equity signals to discuss strategies to embed the identified signals into our everyday equity work and long-term planning

- update the "Understanding the Gap" document inclusive of disaggregated data on Adult Learners and plan a corresponding campus forum

Characters : 521/5000

Chancellor's Office Supports

Supports Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☐ Field Guidance & Implementation
- ☑ Technical Assistance/Professional Development
- ☑ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Proof of Concept Pilots
- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

Given that gaps in completion of transfer-level math and English are not just local but reflect statewide and even national gaps for students of color and adult learners, the college would benefit from a macro lens regarding data and research around completion beyond our campus as well as professional development on high impact practices that have proven effective at California Community Colleges.

Characters : 402/2500

California Community Colleges | N◆VA PLAN. INVEST. TRACK.

2022 © California Community Colleges
NOVA Site Version: 5.0.11

Persistence: First Primary Term to Secondary Term: Male

Guidance

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output	Actions
1-year outcome	Increase the number of Male students who persist from fall to spring by 2% (based on Guided Pathways momentum point data)	✏️ 🗑️
2-year outcome	Increase the number of Male students who persist from fall to spring by 5% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase the number of Male students who persist from fall to spring by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase the number of Male students who complete a comprehensive student education plan in their first year by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this

section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

> Guided Pathways data highlights that there are gaps in critical momentum points along a student's journey specific to Male students that impact retention in the first year including completion of matriculation, earning 12+ units, completion of a comprehensive student education plan, and persisting from fall to spring.
>
> Characters : 320/2500

Structure Evaluation

Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☐ Instruction
☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

> There are gaps in critical momentum points for Male students that highlight the need for intentional first year supports to ensure that students persist in their first year. While there are efforts to close gaps for Male students that have shown success including A2MEND, PUENTE Hombre Circulo, HUBU, and the Athletics Men of Color initiative, there is a need for a systemic and intentional effort to ensure that ALL incoming first-time-to-college Male students are connected to and aware of supports at the college.
>
> Characters : 516/2500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Planning around student equity takes place on a regular basis every semester/annually at the college and every three years through the Student Equity planning process. However, the institution needs to be poised to not only close the equity gaps of the now, but also be future-ready in our long-term planning.

Characters : 310/2500

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

☐ Instruction
☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

An ideal structure would include both retention and outreach efforts geared towards first-time-to-college Male students that encourage students to complete matriculation and develop a comprehensive student education plan with a counselor in their first year, both of which have been shown to increase the likelihood of a student persisting from fall to spring.

Characters : 362/2500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

In 2021, MiraCosta College leadership began working with the Institute for the Future to work in a more comprehensive way to build futures-thinking capacity in our organization and long-term planning with a focus on creating a just, equitable, and sustainable future for the college and our students. Members of the college leadership and those engaged in student equity planning and implementation participated in various Futures Leadership Academies from summer 2021 through spring 2022. Specific to closing equity gaps, we identified four key signals for the future that will provide a lens for designing student equity goals and related activities: the growing inequality in the labor market, remote work and education/adaptability and modifiability, trauma acknowledgement and impact, and blended and scalable learning. Each of these four key signals have direct implications for the success of Male students. The college is working towards shifting culture, policies, and practices across multiple divisions (Student Services and Instruction) to embed futures-thinking in our equity work.

Characters : 1097/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

Additional efforts are needed to align and connect efforts across the college aimed at closing equity gaps for Male students. A dedicated staff/faculty needs to be identified as part of their current load to facilitate connection across efforts and to monitor data, efforts, and outcomes.

The Futures Leadership Academies are increasing in capacity to offer futures-thinking professional learning opportunities across the college, however, infrastructure is needed to provide intentional planning and implementation around the four key signals identified for equity and embed this work into our current structure.

Characters : 615/2500

Action

Action Steps *

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

- continue to support activities and programs geared towards providing spaces of inclusion and support to Male students including A2MEND, HUBU, PUENTE Hombre Circulo, and the Athletics Men of Color initiative
- provide professional development on data regarding Male student equity gaps and best practices for connecting services to Male students to be incorporated across support services and embedded into instructional spaces
- create a targeted marketing campaign geared towards Male students prior to and during their first term at the college to connect students to supports, especially those available during nontraditional hours, and to encourage completion of matriculation and a comprehensive student education plan in their first year
- update the "Understanding the Gap" document inclusive of disaggregated data on Male students and plan a corresponding campus forum

Characters : 867/5000

Chancellor's Office Supports

Supports Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- [ ] Field Guidance & Implementation
- [ ] Technical Assistance/Professional Development
- [ ] Data & Research
- [ ] Policy & Regulatory Actions
- [ ] Technology Investments & Tools
- [x] Proof of Concept Pilots
- [ ] Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

The college could benefit from the opportunity to collaborate with other institutions who have implemented pilots, programs, or activities that effectively closed equity gaps for Male students.

Characters : 193/2500

2022 © California Community Colleges

NOVA Site Version: 5.0.11

Persistence: First Primary Term to Secondary Term: Adult Learners (age 25+)

Guidance

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output	Actions
1-year outcome	Increase the number of Adult Learners who persist from fall to spring by 2% (based on Guided Pathways momentum point data	✏️ 🗑️
2-year outcome	Increase the number of Adult Learners who persist from fall to spring by 5% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase the number of Adult Learners who persist from fall to spring by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase the number of Adult Learners who complete a comprehensive student education plan in their first year by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

Adult students are not currently included in Student Equity and Achievement data analysis of disproportionate impact, however, local data indicates that this population requires attention at the college. Guided Pathways data highlights that there are gaps in critical momentum points along a student's journey specific to Adult Learners that impact retention in the first year including completion of matriculation, earning 12+ units, completion of a comprehensive student education plan, and persisting from fall to spring.

Characters : 526/2500

Structure Evaluation

Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☐ Instruction
☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

There are gaps in critical momentum points for Adult Learners that highlight the need for intentional first year supports to ensure that students persist in their first year. Previous efforts to close equity gaps have not included Adult Learners and additional data is needed to understand the intersectionality of this population, particularly with other groups identified as disproportionately impacted.

While MiraCosta has several programs geared towards closing equity gaps for students, not all first-time-to-college Adult Learners participate in these programs.

Characters : 569/2500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Planning around student equity takes place on a regular basis every semester/annually at the college and every three years through the student equity planning process. However, the institution needs to be poised to not only close the equity gaps of the now, but also be future-ready in our long-term planning.

Characters : 310/2500

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

☐ Instruction
☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

As part of our Guided Pathways work, the college has been engaged in a process of redesigning the student experience by implementing a case management model around our Academic and Career Pathways (ACP). The resulting ACP Student Success teams are intentionally focused on closing equity gaps for disproportionately impacted student populations, including first-time-to-college Black or African American and Hispanic or Latinx students and Adult Learners. Efforts are focused on students not already participating in programs already designed to provide support services and close equity gaps. One of the Guided Pathways essential practices that will help shift outcomes for Adult Learners towards increased persistence in the first year is that every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible. These practices are embedded in the goals and target outcomes of the ACP Student Success teamwork and spans across both Instructional and Student Services divisions.

Characters : 1055/2500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

In 2021, MiraCosta College leadership began working with the Institute for the Future to work in a more comprehensive way to build futures-thinking capacity in our organization and long-term planning with a focus on creating a just, equitable, and sustainable future for the college and our students. Members of the college leadership and those engaged in student equity planning and implementation participated in

various Futures Leadership Academies from summer 2021 through spring 2022. Specific to closing equity gaps, we identified four key signals for the future that will provide a lens for designing student equity goals and related activities: the growing inequality in the labor market, remote work and education/adaptability and modifiability, trauma acknowledgement and impact, and blended and scalable learning. Each of these four key signals have direct implications for the success of Adult Learners. The college is working towards shifting culture, policies, and practices across multiple divisions (Student Services and Instruction) to embed futures-thinking in our equity work.

Characters : 1098/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

There are structural changes currently in progress with the implementation of the ACP Student Success Teams to shift towards a case management model in serving Black or African American and Hispanic or Latinx students and Adult Learners.

Additional efforts are needed to align and connect efforts across the college aimed at closing equity gaps for disproportionately impacted students.

The Futures Leadership Academies are increasing in capacity to offer futures-thinking professional learning opportunities across the college, however, infrastructure is needed to provide intentional planning and implementation around the four key signals identified for equity and embed this work into our current structure.

Characters : 713/2500

Action

Action Steps *

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

- continue to implement Guided Pathways essential practices and a case management model as part of the ACP Student Success Team effort as outlined in the Guided Pathways Scale of Adoption Assessment

- assess available data on Adult Learners and generate a research report that outlines intersecting identities
- continue to convene the Futures Academy Equity Workgroup to discuss strategies to embed the identified signals into our everyday equity work and long-term planning
- update the "Understanding the Gap" document inclusive of disaggregated data on Adult Learners and plan a corresponding campus forum

Characters : 599/5000

Chancellor's Office Supports

Supports Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☐ Field Guidance & Implementation
- ☐ Technical Assistance/Professional Development
- ☐ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☑ Proof of Concept Pilots
- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

The college could benefit from the opportunity to collaborate with other institutions who have implemented pilots, programs, or activities that effectively closed equity gaps for Adult Learners.

Characters : 194/2500

California Community Colleges | N⬡VA PLAN. INVEST. TRACK.

2022 © California Community Colleges
NOVA Site Version: 5.0.11

Transfer: Hispanic or Latino

Guidance

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

Target Outcomes for 2022-25

Measurement *

What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output	Actions
1-year outcome	Increase transfer for Hispanic or Latinx students by 2% (based on Guided Pathways momentum point data)	✏️ 🗑️
2-year outcome	Increase transfer for Hispanic or Latinx students by 5% (based on Guided Pathways momentum point data)	✏️ 🗑️
3-year outcome	Increase transfer for Hispanic or Latinx students by 10% (based on Guided Pathways momentum point data)	✏️ 🗑️

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable

outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

> Guided Pathways data highlights that there are gaps in critical momentum points along a student's journey specific to Hispanic or Latinx students that impact transfer to a four-year institution including earning 12+, 24+, 48+, and 60+ units.
>
> Characters : 241/2500

Structure Evaluation

Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☑ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

> With enrollment declines at the college, enrollments in programs like PUENTE designed to increase Hispanic or Latinx students transferring to a four-year institution also saw declines in program participation and enrollment in corresponding courses (COUN 100/ENGL 101 and COUN 105/ENGL 201). While enrollments have increased in Fall 2022, additional supports are needed to continue to market the courses, particularly given that the college is a Hispanic Service Institution.
>
> Characters : 478/2500

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

> While there are programs (PUENTE, EOPS/CARE/CalWORKs, First Year Forward) that provide support services to Hispanic or Latinx students, current program capacities do not meet the needs for the number of Hispanic or Latinx students at the college needing support. Additionally, while MiraCosta has several programs geared towards closing equity gaps for students, not all first-time-to-college Adult Learners participate in these programs.

While there are no equity gaps for Hispanic or Latinx students completing comprehensive education plans, there are barriers to success in the education plan itself as transfer credit from other institutions is not included and the system is in need of upgrading to ensure plans are accessible.

Characters : 733/2500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The timeline for receiving equity data and identifying meaningful goals itself creates a barrier. While several efforts have been underway to close gaps specific to first-time-to-college Hispanic or Latinx students, there continues to be a need to engage in intentional efforts to survey student experience, assess pipeline bottlenecks from k-12 to completion, and identify systemic structures at the college that are giving way to this data.

In fall 2019, the College completed a Campus Climate Survey to measure personal experiences, perceptions, and institutional efforts at MiraCosta College. Feedback from students who took the survey and participated in student forums indicated a need for physical inclusive spaces for historically marginalized populations linked to support services to create a greater sense of belonging at the college.

Characters : 848/2500

Ideal Structure
Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

☑ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

While the institution has expanded to two cohorts of the PUENTE program, additional support is needed towards marketing, recruitment, outreach, and enrollment in linked courses. An ideal structure would allow for dedicated staffing to support the Co-Coordinators and allow for additional retention efforts and supports for students, particularly during peak transfer periods.

Characters : 378/2500

☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

As part of our Guided Pathways work, the college has been engaged in a process of redesigning the student experience by implementing a case management model around our Academic and Career Pathways (ACP). The resulting ACP Student Success teams are intentionally focused on closing equity gaps for disproportionately impacted student populations, including first-time-to-college Black or African

American and Hispanic or Latinx students and Adult Learners. Efforts are focused on students not already participating in programs already designed to provide support services and close equity gaps. One of the Guided Pathways essential practices that is especially relevant to closing gaps in transfer is ensuring that programs are clearly mapped out for students and that students can easily see how far they have come and what they need to do to complete their program. This is especially relevant in the area of transfer given the complexity of information and difficulty of students being able to navigate through the process on their own. The education plan must also incorporate transfer credit to provide students with a truly comprehensive view of what they have completed and what is still required to successfully transfer. These practices are embedded in the goals and target outcomes of the ACP Student Success teamwork and spans across both Instructional and Student Services divisions. Additionally, the Counseling department and Academic Information Services continually work together to ensure that myEdPlan is regularly updated and effectively working.

Given the success of the college's current PUENTE program, an ideal structure includes continual support as well as the exploration of an additional ASE program geared towards completion for all first-time-to-college Hispanic or Latinx students.

Characters : 1812/2500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

MiraCosta College is a Hispanic Serving Institution and has a Commitment Statement and a Diversity, Equity, and Inclusion Statement (Board Policy 3400) that outlines a commitment to a racially just campus climate where students experience a sense of belonging and where diverse cultures and identities are welcomed, nurtured, and validated. An ideal structure includes dedicated spaces for historically marginalized and disproportionately impacted students with embedded culturally relevant support services and programming. Providing for dedicated space such as a La Raza Center also presents an opportunity to centralize supports around Hispanic or Latinx students and increase student completion.

As part of the campus-wide book reads focused on equity, the college will engage in a "Year of Servingness" in Fall 2022 based on Dr. Gina Garcia's book "Becoming Hispanic Serving Institutions." The ideal structure is one where being a Hispanic Serving Institution represents a dedication to not just enrolling or producing Hispanic or Latinx students, but to "serving" students with evidence and indicators showing servingness as part of the college's culture, structure, and practice.

Characters : 1185/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

There are structural changes currently in progress with plans for dedicated centers and space for Academic Success and Equity programs in discussion as the college implements several projects as part of the college's facilities master plan. Changes are also in progress with the implementation of the ACP Student Success Teams to shift towards a case management model in serving Black or African American and Hispanic or Latinx students and Adult Learners. Conversation regarding the need for additional ASE program supports for PUENTE and beyond needs to take place across multiple departments with identified needs reflected in upcoming program reviews and resource allocation requests. A significant upgrade to the myEdPlan system is needed to ensure that it is effectively functioning and contains the most recent upgrade to ensure education plans are accessible.

Characters : 870/2500

Action

Action Steps *

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

- create a La Raza Center to provide centralized support and inclusive spaces for Hispanic or Latinx students
- continue to implement Guided Pathways essential practices that close equity gaps in implementing the ACP Student Success Team case management model as outlined in the Guided Pathways Scale of Adoption Assessment
- engage in a "year of servingness" dedicated to exploring the college's responsibility to serving Hispanic or Latinx students with work to embed "servingness" into the college's culture, policies, and practices
- pursue the creation of an additional ASE program focused on Hispanic or Latinx student completion of transfer-level math and English and overall completion of a certificate and/or degree and ensure that needs are reflected across stakeholder departments in the upcoming program review and resource allocation cycles
- assess current PUENTE program capacities and identify additional strategies to support and potentially expand the program
- upgrade myEdPlan to ensure that plans are accessible and incorporate transfer credit
- continue to implement Guided Pathways essential practices and a case management model as part of the ACP Student Success Team effort as outlined in the Guided Pathways Scale of Adoption Assessment
- update the "Understanding the Gap" document inclusive of disaggregated data on Hispanic or Latinx students and plan a corresponding campus forum

Characters : 1390/5000

Chancellor's Office Supports

Supports Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- [ ] Field Guidance & Implementation
- [x] Technical Assistance/Professional Development
- [ ] Data & Research
- [ ] Policy & Regulatory Actions
- [ ] Technology Investments & Tools
- [ ] Proof of Concept Pilots
- [ ] Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

Given that several California Community Colleges utilize Ellucian DegreeWorks coupled with a PeopleSoft system, the college could benefit from opportunities to collaborate with other institutions around ways that this software is being utilized for educational planning and how other campuses have incorporated transfer credit.

Characters : 329/2500

2022 © California Community Colleges

NOVA Site Version: 5.0.11

Completion: Male

Guidance

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

As Completion can cover many areas, please select the areas of completion you intend to discuss. Character fields in the narrative sections of this metric have been tripled to allow space for responses in all three areas.

Areas of Completion

Areas of Completion *

Please select which Areas of Completion your college will be assessing for this population experiencing disproportionate impact (DI).

- ☐ Adult Ed/Noncredit Completion
- ☑ Certificate Completion
- ☑ Degree Completion

Target Outcomes for 2022-25

Measurement *

What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output	Actions
1-year outcome	Increase the number of Male students who complete by 2% (based on SEA data)	✏️ 🗑️
2-year outcome	Increase the number of Male students who complete by 5% (based on SEA data)	✏️ 🗑️
3-year outcome	Increase the number of Male students who complete by 10% (based on SEA data)	✏️ 🗑️

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

> Guided Pathways data highlights that there are gaps in critical momentum points along a student's journey specific to Male students that impact completion including earning 12+, 24+, 48+, and 60+ units in addition to earning any award by year 3.
>
> Characters : 245/7500

Structure Evaluation

Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☐ Instruction
☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

> There are gaps in critical momentum points for Male students that highlight the need for intentional first year supports to ensure that students persist through to completion. While there are efforts to close gaps for Male students that have shown success including A2MEND, PUENTE Hombre Circulo, HUBU, and the

Athletics Men of Color initiative, there is a need for an intentional effort to ensure that ALL incoming Male students are connected to and aware of supports at the college and encouraged to develop a comprehensive student education plan with a counselor in their first year.

Characters : 586/7500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The timeline for receiving equity data and identifying meaningful goals itself creates a barrier. While several efforts have been underway to close gaps specific to first-time-to-college Male students, there continues to be a need to engage in intentional efforts to survey student experience, assess pipeline bottlenecks from k-12 to completion, and identify systemic structures at the college that are giving way to this data. Additionally, planning around student equity takes place on a regular basis every semester/annually at the college and every three years through the Student Equity planning process. However, the institution needs to be poised to not only close the equity gaps of the now, but also be future-ready in our long-term planning.

Characters : 752/7500

Ideal Structure
Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

☐ Instruction
☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Current efforts to close gaps for Male students that have shown success include: A2MEND, PUENTE Hombre Circulo, HUBU, and the Athletics Men of Color initiative. These efforts should be supported as well as best practices applied towards student success efforts with all incoming Male students.

An ideal structure would include retention efforts geared towards first-time-to-college Male students that encourage students to develop a comprehensive student education plan with a counselor in their first year and with on going tracking to ensure that students are on track and have access to support services to help students persist and complete.

Characters : 646/7500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

In 2021, MiraCosta College leadership began working with the Institute for the Future to work in a more comprehensive way to build futures-thinking capacity in our organization and long-term planning with a focus on creating a just, equitable, and sustainable future for the college and our students. Members of the college leadership and those engaged in student equity planning and implementation participated in various Futures Leadership Academies from summer 2021 through spring 2022. Specific to closing equity gaps, we identified four key signals for the future that will provide a lens for designing student equity goals and related activities: the growing inequality in the labor market, remote work and education/adaptability and modifiability, trauma acknowledgement and impact, and blended and scalable learning. Each of these four key signals have direct implications for the success of Male students. The college is working towards shifting culture, policies, and practices across multiple divisions (Student Services and Instruction) to embed futures-thinking in our equity work.

Characters : 1094/7500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

Additional efforts are needed to align and connect efforts across the college aimed at closing equity gaps for Male students. A dedicated staff/faculty needs to be identified as part of their current load to facilitate connection across efforts and to monitor data, efforts, and outcomes.

The Futures Leadership Academies are increasing in capacity to offer futures-thinking professional learning opportunities across the college, however, infrastructure is needed to provide intentional planning and implementation around the four key signals identified for equity and embed this work into our current structure.

Characters : 612/7500

Action

Action Steps *

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

- continue to support activities and programs geared towards providing spaces of inclusion and support to Male students including A2MEND, HUBU, and PUENTE Hombre Circulo, and the Athletics Men of Color

initiative
- provide professional development on data regarding Male student equity gaps and best practices for connecting services to Male students to be incorporated across support services and embedded into instructional spaces
- utilize myEdPlan data to assess if students are on track each semester coupled with targeted outreach to invite students "off track" to meet with a counselor and connect students to on going support services and resources
- continue to convene the Futures Academy workgroup focused on identifying equity signals to discuss strategies to embed the identified signals into our everyday equity work and long-term planning
- update the "Understanding the Gap" document inclusive of disaggregated data on Male students and plan a corresponding campus forum

Characters : 972/7500

Chancellor's Office Supports

Supports Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☐ Field Guidance & Implementation
- ☐ Technical Assistance/Professional Development
- ☐ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☑ Proof of Concept Pilots
- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

The college could benefit from the opportunity to collaborate with other institutions who have implemented pilots, programs, or activities that effectively closed equity gaps for Male students.

Characters : 193/7500

Completion: Hispanic or Latino

Guidance ⌄

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. To close equity gaps, strategies and activities must be designed with the identified student population in mind and directly connected to the target outcomes. Additionally, a campus-wide approach to equity is essential to achieve equitable outcomes for students. Make sure that the strategies and activities engage all necessary actors from various roles across campus, and are addressing student learning, experience and impact both inside and outside the classroom.

As Completion can cover many areas, please select the areas of completion you intend to discuss. Character fields in the narrative sections of this metric have been tripled to allow space for responses in all three areas.

Areas of Completion

Areas of Completion *

Please select which Areas of Completion your college will be assessing for this population experiencing disproportionate impact (DI).

☐ Adult Ed/Noncredit Completion
☑ Certificate Completion
☑ Degree Completion

Target Outcomes for 2022-25

Measurement *

What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. All outcomes must be quantitative. At least one must be the primary outcome of increasing percentage for your DI population (e.g., increase X by 5%). You may create secondary outcomes, but all secondary outcomes should lead to the advancement of the primary outcomes. Qualitative objectives may be mentioned and accounted for throughout the other metric areas. This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output	Actions
1-year outcome	Increase the number of Hispanic or Latinx students who complete by 2% (based on SEA data)	✏️ 🗑️
2-year outcome	Increase the number of Hispanic or Latinx students who complete by 5% (based on SEA data)	✏️ 🗑️
3-year outcome	Increase the number of Hispanic or Latinx students who complete by 10% (based on SEA data)	✏️ 🗑️

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

What are student friction points and/or the inequities being perpetuated on your campus for this metric and student population?

> Guided Pathways data highlights that there are gaps in critical momentum points along a student's journey specific to Hispanic or Latinx students that impact completion including earning 12+, 24+, 48+, and 60+ units and earning a certificate, degree, or any award by year 3.
>
> Characters : 276/7500

Structure Evaluation

Current Structure

The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☐ Instruction
☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

> While there are programs (PUENTE, EOPS/CARE/CalWORKs, First Year Forward) that provide support services to Hispanic or Latinx students, current program capacities do not meet the needs for the number

of Hispanic or Latinx students at the college needing support. Additionally, while MiraCosta has several programs geared towards closing equity gaps for students, not all first-time-to-college Hispanic or Latinx students participate in these programs.

There is a lack of data regarding our current schedule and if there is enough variability in times offered and modality to meet the needs of disproportionately impacted students, including Hispanic or Latinx students, who often have commitments outside of the classroom that interfere with attending "traditional" times and modalities.

Characters : 789/7500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The timeline for receiving equity data and identifying meaningful goals itself creates a barrier. While several efforts have been underway to close gaps specific to first-time-to-college Hispanic or Latinx students, there continues to be a need to engage in intentional efforts to survey student experience, assess pipeline bottlenecks from k-12 to completion, and identify systemic structures at the college that are giving way to this data. Additionally, planning around student equity takes place on a regular basis every semester/annually at the college and every three years through the Student Equity planning process. However, the institution needs to be poised to not only close the equity gaps of the now, but also be future-ready in our long-term planning.

In fall 2019, the College completed a Campus Climate Survey to measure personal experiences, perceptions, and institutional efforts at MiraCosta College. Feedback from students who took the survey and participated in student forums indicated a need for physical inclusive spaces for historically marginalized populations linked to support services to create a greater sense of belonging at the college.

Characters : 1172/7500

Ideal Structure

Based on your analysis of the current process, policy, practice, and/or culture that perpetuates student friction points and impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. *(Select all that apply)*

☐ Instruction
☑ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

As part of our Guided Pathways work, the college has been engaged in a process of redesigning the student experience by implementing a case management model around our Academic and Career Pathways (ACP). The resulting ACP Student Success teams are intentionally focused on closing equity

gaps for disproportionately impacted student populations, including first-time-to-college Black or African American and Hispanic or Latinx students and Adult Learners. Efforts are focused on students not already participating in programs already designed to provide support services and close equity gaps. A practice that will help shift outcomes for Hispanic or Latinx students around completion includes the Guided Pathways essential practice of ensuring that the college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. Another essential practice relevant to completion is ensuring that programs are clearly mapped out for students and that students can easily see how far they have come and what they need to do to complete their program. These practices are embedded in the goals and target outcomes of the ACP Student Success teamwork and spans across both Instructional and Student Services divisions.

MiraCosta College is unique in the creation of an umbrella program, Academic Success and Equity (ASE), that provides coordination support, aligned goals, resources, and opportunities for collaboration across multiple programs designed to close equity gaps for disproportionately impacted students. ASE represents a joint effort from both the Student Services and Instructional divisions and provides culturally relevant and inclusive spaces for historically marginalized students both inside and outside of the classroom. While the college currently has a robust and successful PUENTE program aimed at increasing transfer to four-year institutions for Hispanic or Latinx students, an ideal structure would be the development of an additional ASE program geared towards completion for all first-time-to-college Hispanic or Latinx students.

Characters : 2203/7500

☐ Budgeting and Administration (HR, Purchasing, Processes, etc.)
☐ General Operations (A&R, Parking, Campus Policing, etc.)
☑ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

In 2021, MiraCosta College leadership began working with the Institute for the Future to work in a more comprehensive way to build futures-thinking capacity in our organization and long-term planning with a focus on creating a just, equitable, and sustainable future for the college and our students. Members of the college leadership and those engaged in student equity planning and implementation participated in various Futures Leadership Academies from summer 2021 through spring 2022. Specific to closing equity gaps, we identified four key signals for the future that will provide a lens for designing student equity goals and related activities: the growing inequality in the labor market, remote work and education/adaptability and modifiability, trauma acknowledgement and impact, and blended and scalable learning. Each of these four key signals have direct implications for the success of Hispanic or Latinx students. The college is working towards shifting culture, policies, and practices across multiple divisions (Student Services and Instruction) to embed futures-thinking in our equity work.

As part of the campus-wide book reads focused on equity, the college will engage in a "Year of Servingness" in Fall 2022 based on Dr. Gina Garcia's book "Becoming Hispanic Serving Institutions." The ideal structure is one where being a Hispanic Serving Institution represents a dedication to not just enrolling or producing Hispanic or Latinx students, but to "serving" students with evidence and indicators showing servingness as part of the college's culture, structure, and practice.

Characters : 1596/7500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

There are structural changes currently in progress with plans for dedicated centers and space for Academic Success and Equity programs in discussion as the college implements several projects as part of the college's facilities master plan. Changes are also currently in progress with the implementation of ACP Student Success Teams to shift towards a case management model in serving Black/African American and Hispanic or Latinx students and Adult Learners. Conversation regarding the need for an additional ASE program, including resources and staffing, needs to take place across multiple departments with identified needs reflected in upcoming program reviews and resource allocation requests.

The Futures Leadership Academies are increasing in capacity to offer futures-thinking professional learning opportunities across the college, however, infrastructure is needed to provide intentional planning and implementation around the four key signals identified for equity and embed this work into our current structure.

Characters : 1026/7500

Action

Action Steps *

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal(s)? Use this space to begin developing your action plan to move from the current to the ideal.

- create a La Raza Center to provide centralized support and inclusive spaces for Hispanic or Latinx students
- continue to implement Guided Pathways essential practices that close equity gaps in implementing the ACP Student Success Team case management model as outlined in the Guided Pathways Scale of Adoption Assessment
- pursue the creation of an additional ASE program focused on Hispanic or Latinx student completion of transfer-level math and English and overall completion of a certificate and/or degree and ensure that needs are reflected across stakeholder departments in the upcoming program review and resource allocation cycles
- continue to convene the Futures Academy Equity Workgroup to discuss strategies to embed the identified signals into our everyday equity work and long-term planning

- engage in a "year of servingness" dedicated to exploring the college's responsibility to serving Hispanic or Latinx students with work to embed "servingness" into the college's culture, policies, and practices
- update the "Understanding the Gap" document inclusive of disaggregated data on Hispanic or Latinx students and plan a corresponding campus forum

Characters : 1150/7500

Chancellor's Office Supports

Supports Needed

The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☐ Field Guidance & Implementation
- ☐ Technical Assistance/Professional Development
- ☐ Data & Research
- ☐ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☑ Proof of Concept Pilots
- ☐ Strategic and Operational Communication

Explanation of Supports Needed

You may use this space to explain your selections.

The college could benefit from the opportunity to collaborate with other institutions who have implemented pilots, programs, or activities that effectively closed equity gaps for Hispanic or Latinx students.

Characters : 207/7500

California Community Colleges | NOVA PLAN. INVEST. TRACK.

2022 © California Community Colleges

NOVA Site Version: 5.0.11

Student Support Integration Survey

Guidance

⌄

This section is optional; you may choose to respond to as many of the prompts below as you'd like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Key initiatives, projects, and activities that have proved successful in closing equity gaps at MiraCosta College that will be continued through the next triennial student equity planning cycle include:

- Guided Pathways – ACP Student Success Teams
- Academic Success and Equity Programs (LGBTQIA+, Mana, PUENTE, RAFFY, Transitions, Umoja, and UPRISE) with linked culturally-relevant courses
- Summer programs – GEAR UP for College in Summer and Summer Bridge
- Math and Letters co-requisite support course, embedded support courses, and supplemental instruction
- Spark program for STEM students
- Campus-wide equity trainings and book reads
- Ally Trainings - Black Community Ally Training, Pride Inclusion Training, Asian Pacific Islander and Desi American Ally Training, UndocuAlly training, Abilities Ally, and military affiliated Ally training

Characters : 828/2500

🗑 Remove Responses

Add Additional Response

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience.

MiraCosta College has centered Guided Pathways efforts around equity with the development of Academic and Career Pathway (ACP) Student Success Teams focused on closing gaps for Black or African American and Hispanic or Latinx students and Adult Learners. Planning around student equity goals are aligned with Guided Pathways essential practices with the ultimate goal of serving students through either participation in an equity-based program or through ACP Student Success Team efforts to serve first-time-to-college students not participating in a program. Guided pathways momentum points combined with other data sources (SEA data, basic needs data, pre-registration survey data, and focus groups) serve as a foundation for equity planning and equity work to ensure that strategies are targeted for specific populations in specific areas where there are gaps in the student journey.

Characters : 891/2500

🗑 Remove Responses

Add Additional Response

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Accessibility of curriculum, technology and facilities is a priority for MiraCosta College. Through intentional engagement and collaboration between Student Accessibility Services (SAS), Facilities, Public Information Office (PIO), Academic Information Services (AIS), the College utilizes standardized processes and ad hoc workgroups to evaluate for and mitigate issues related to the accessibility of instructional and non-instructional content, as well as accessibility of facilities. One example includes institutionalizing ongoing funding for Blackboard Ally, which integrates into Canvas to provide accessible formats of digital course material. During 2022-2025, the College will engage in the following activities to further improve accessibility: (1) evaluate the current Purchasing process to identify opportunities to support enhanced accessibility screening of instructional and non-instructional digital content prior to procurement, (2) update existing and, if necessary, propose new Board Policies and Administrative Procedures to specify responsibilities and procedure related to accessibility of instructional and non-instructional digital content, and (3) evaluate the effectiveness

of training material related to accessibility to improve professional development for instructional and non instructional staff and faculty.

Characters : 1341/2500

🗑 Remove Responses

Add Additional Response

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

In addition to the traditional evening application workshops, the Financial Aid Office team plans to deploy to local high school campuses in-person during the day during the months of October and February. The recently passed AB 132, requires all graduating seniors in California to complete a FAFSA, which will also increase participation.

Characters : 340/2500

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

The passage of AB 132, which requires graduating seniors in California to complete a FAFSA, should increase participation in the Pell program. MiraCosta College opted to waive verification requirements for both the 2021-22 and 2022-23 academic years, which will help. The improved application under the FAFSA Simplification Act will also lead to increased Pell grant participation based on an increased volume of applications.

Characters : 426/2500

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

🔘 Yes
⚪ No

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

California College Promise Grant (CCPG) Tuition Fee Waiver, Cal Vet B Dependent of a Disabled Veteran Tuition Fee Waiver, AB19 Promise Fee Waivers & Book Vouchers, Federal Supplemental Educational Opportunity Grant (FSEOG), Iraq & Afghanistan Service Grant, Cal Grant B, Cal Grant C, CHAFFEE Grant, Cal Grant Aid to Students with Dependents, Federal Work Study (FWS), Learning Aligned Employment Program (LAEP), William D. Ford Federal Direct Subsidized Loan, William D. Ford Federal Direct Unsubsidized Loan, Institutional Scholarships, Private Scholarships, Institutional Aid (Grant or Loan).

Characters : 594/2500

🗑 Remove Responses

Add Additional Response

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

🔘 Yes
⚪ No

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

MiraCosta College plans to establish a Basic Needs Center by Fall 2023, which will be overseen by the Campus Assessment, Resources, and Education (CARE) Program. The Basic Needs Center will be a collaborative space with partners from the Service Learning and Volunteer Center, which will include a drop-in community resource space and food pantry. The CARE Manager (Basic Needs Coordinator), Student Services Specialist(s), and other staff will be present to provide support and resources to MiraCosta College enrolled students. The Basic Needs Center will provide access to a Campus Food Pantry at all district sites, CalFresh Application and Case Escalation Assistance, Transportation Resources, and the ability to receive one-on-one case management support to identify resources that are on- and off-campus. A variety of Community Resource Partners will be invited to table or occupy a shared office space in order to provide direct connection or warm hand-offs for services.

Characters : 978/2500

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

The Basic Needs Center will provide access to a Campus Food Pantry at all district sites, CalFresh Application and Case Escalation Assistance, Transportation Resources, and the ability to receive one-on-one case management support to identify resources that are on- and off-campus. A variety of Community Resource Partners will be invited to table or occupy a shared office space in order to provide direct connection or warm hand-offs for services.

Characters : 449/2500

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs in order to receive SEA program funds.

The CARE Program currently provides access to the food pantry on three campus sites. Students are able to access a small meal and snack items once per day Monday-Friday. Additionally, a larger scale food distribution, sponsored by Feeding San Diego and San Diego Food Bank, are hosted twice per month that provide students with free grocery-type items such as dry goods and produce.

Characters : 382/2500

🗑 Remove Responses

Add Additional Response

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

The 2021-22 Budget Act provided $115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials.

Institutional Preparation

MiraCosta has long recognized the critical importance of reducing or eliminating instructional materials costs. A faculty Textbook Affordability Committee (TAC) has been in operation for over 15

years. MiraCosta obtained multiple state grants starting in 2016 which have been transformational to support adoption of OER and development of ZTC programs and classes. These include $99,000 from the AB 798 grant as well as nearly $150,000 supporting ZTC program development in Child Development and Sociology. MiraCosta was also a state leader in implementing a faculty-facing dashboard in our Student Information System to comply with SB 1359, and we shared our PeopleSoft code with several other California Community Colleges. We have already updated that dashboard to comply with the new XB 12 data element reporting requirements. As of this writing, MiraCosta's ZTC class listing shows 406 ZTC classes for Fall 2022. Research by the TAC in spring 2021 showed 32 disciplines where all classes were ZTC, and 79 disciplines with at least one ZTC class.

Faculty Engagement

The MiraCosta Academic Senate passed a resolution in support of faculty adoption of OER in 2016. Many MiraCosta departments have created Canvas shells for developing and sharing open resources across department faculty and courses. The college regularly holds workshops where OER-adopting faculty share their experiences with interested faculty, and librarians show how faculty can integrate ZTC materials into their Canvas courses. In 2018, MiraCosta hosted a regional OER event featuring Nicole Finkbeiner from OpenStax as well as faculty and student panels. The college also collaborates with the statewide ASCCC OERI, including helping to develop the ZTC Student Impact Toolkit in 2021-22.

Connection to Equity

The college recognizes that creating more ZTC courses and programs is an important strategy for enhancing equity in terms of improving disproportionately impacted populations' access to courses and programs, success, and completion. The college as of this writing is considering applying to be part of the 2022-23 CCC Open for Antiracism (OFAR) program, recognizing that adoption of OER and open educational practices can also help instructional materials and teaching to better reflect the college's commitment to racial justice. For these reasons, the college is also looking forward to the new state funding to support development and promotion of ZTC pathways.

Characters : 2470/2500

🗑 Remove Responses

Add Additional Response

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

In 2011, Assembly Bill 620 amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, California Education Code Section 66271.2

also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated $10 million in one-time funding to support LGBTQ+ students.

MiraCosta College offers a Pride Inclusion Training which aims to increase awareness and understanding of LGBTQIA+ issues, provide the knowledge to those outside the community to advocate with and for LGBTQIA+ people, and support efforts to promote an accepting, supportive, and diverse learning environment. Pre-assessment data notes, 63% of trainees start with a "basic or average" level of knowledge of LGBTQIA+ issues, 40.3% are "not at all, not very, or moderately confident" on explaining the meaning of the acronym "LGBTQIA", and 67.1% are "not at all, not very, or moderately confident" in being able to name a LGBTQIA+ resources that exist on campus. In reviewing the post-assessment, 100% of trainees are "moderately, mostly, or very confident" on explaining the meaning of the acronym "LGBTQIA", 98% are confident in being able to name a LGBTQIA+ resources that exist on campus, and 98% of trainees who have felt that their knowledge or skills have improved by taking the training.

MiraCosta coordinates programming and services centered around LGBTQIA+ communities. The college highlights commemorative dates, events, and history through social media and a monthly newsletter. Feedback from post-event and post training assessments notes we that users of the services are greatly satisfied with the programming and the training provided. 100% of participants have expressed their satisfaction with the LGBTQIA+ events/workshops offered, knowledge of guest speakers, and the opportunities for education on LGBTQIA+ issues and building community. The assigned staff serve in a consulting role, working with community members to address challenges and needs to honor LGBTQIA+ experiences. The college remains abreast of best practices and legislation as it relates to LGBTQIA+. Moreover, a blueprint has been designed to create a learning community for LGBTQIA+ folx that will provide holistic support to increase retention and completion, affirm identity, build community, and cultivate leadership amongst the population.

Through post event survey feedback reviewed in January 2022 we have noticed an average of 81.2% event attrition rate where the national average is 30-50%, indicating that the need to be in community with fellow LGBTQIA+ individuals is prevalent and urgent. With the recognition and longstanding activism from the community the college is currently in plans to build a stand-alone center to support the LGBTQIA+ population.

Characters : 2453/2500

🗑 Remove Responses

Add Additional Response

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

The 2021-22 Budget Act included ongoing funding of $30 million to provide student mental health resources.

Health Services is committed to creating mental health programs to serve harder-to-reach, underserved populations as follows:

1 Hiring counselors who reflect the diversity of our student population, are trained in trauma-informed, equity-minded practices, and continue to engage in trainings/discussions on these topics within and outside of Health Services. We have focused on hiring licensed counselors from underserved populations to ensure improved continuity and quality of care in individual sessions and in support groups such as the groups for Black Students and Undocumented/ Mixed Status students.

2 Providing different types of sessions, such as in-person, outdoor, Zoom, and phone, in addition to Zoom rooms for students who prefer telehealth but do not have access to a safe/ confidential space or reliable internet access.

3 Facilitating groups/ workshops specifically for underserved populations that serve as a space to learn, process, and connect, as well as an introduction to mental health services in a context that may be less intimidating than individual sessions.

4 Engaging in outreach via active and mindful direct referral follow-up, classroom presentations, on-campus events, social media, and the department's blog to create greater awareness of services, especially on topics related to underserved populations.

5 Recruiting student peer educators from underserved populations to serve as a bridge to other students, and shifting their positions from solely volunteer to paid.

6 Collaborating with an off-campus service for after-hours care and with a local clinician-led Mobile Crisis Response Team, both as alternatives to police involvement for crisis situations.

7 Offering to all students a year's subscription to the mindfulness app SHINE, which is specifically geared towards students from underserved populations who may not typically see their bodies, lives, and experiences represented in mainstream "wellness."

8 Collaborating with on-campus partners such as Equity and Student Accessibility Services in facilitating activities and groups, and with fellow members of the Behavioral Intervention Team in providing information on mental health and how it is impacted by systemic factors as relates to specific student cases.

Due to these efforts, which we will continue to grow, we have seen the percentage of underrepresented students seeking our services growing each year.

Characters : 2404/2500

🗑 Remove Responses

Add Additional Response

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The Student Equity Plan is presented to the Board of Trustees for approval prior to submission to the Chancellor's Office and is integrated into the college's Guided Pathways efforts. The Board of Trustees have a Board goal dedicated to Guided Pathways and equity that outlines three ways that the board stays engaged with the work: regularly monitor progress on Student Success in the context of Diversity, Equity and Inclusion; review Guided Pathways metrics twice per year and hold in-depth discussions to develop a greater understanding of their meaning and implications; oversee plan for the sustainable implementation of resources needed.

Characters : 647/2500

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

MiraCosta College's resource allocation process is tied to program review which calls for all departments and programs across the institution to review disaggregated student achievement data specific to their area. As part of the process, each department and program identify gaps in participation and/or achievement by disproportionately impacted student groups, consistent with the District's commitment to racial justice, equity, diversity, inclusion, and community. Budget priorities for the past fiscal year included enhancing diversity, equity, and inclusion efforts and the Board of Trustees gave a directive to ensure appropriate staffing to meet the needs of students and the college's success and equity efforts.

Characters : 724/2500

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

The Associated Student Government will be one of the bodies that will have the opportunity to review and provide input in the 2022-2025 Student Equity Plan. The college ensures that student voice is captured and centered in equity planning including annual focus groups with participants in Academic Success and Equity programs, student panels included in professional development trainings, including student voice in key decision making regarding facilities for historically marginalized populations, and survey data collected from students participating in Guided Pathways efforts. Additionally, every three years the campus conducts Disproportionately Impacted Inquiry groups providing the opportunity for students, staff, faculty, and administrators representative of the populations identified as disproportionately impacted at the college to dialogue around observations

about data from their own identity groups. The resulting observations are utilized as qualitative data and incorporated into equity planning.

Characters : 1019/2500

🗑 Remove Responses

Add Additional Response

2022 © California Community Colleges

NOVA Site Version: 5.0.11