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### AGENDA

We respectfully acknowledge that MiraCosta is on the traditional territory of the Luiseño/Payómkawichum people. Today, this meeting place and surrounding areas are home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people and remain the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders, present and past: keepers of history, culture, wisdom, and knowledge.

- I. Call to Order
- II. Remote Member Attendance  
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
- III. Roll Call
- IV. Persons Wishing to Address the Senate  
*Members of the public shall have an opportunity to address the committee either before or during the committee’s consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.*
- V. Changes to Agenda Order
- VI. Consent Calendar
  - A. Approve Minutes of the Regular Meeting of September 5, 2025
- VII. Action Item, Second Read (Vote Required)  
*A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.*
  - A. AP 7211.2: Minimum Qualifications and Equivalencies - Davis [9:20; 5 minutes]  
*Description: Revisions clarify and streamline standard as well as align with ASCCC guidelines by removing "eminence" as a qualification; revisions also allow the committee to improve local protocols that support applicants and department chairs through the equivalency process.*
  - B. 2025–2028 Student Equity Plan - Londy and Stewart [9:25; 10 minutes]  
*Description: The Student Equity Plan is a districtwide roadmap for closing equity gaps identified amongst five specific metrics and updated every three years. and ensuring that all students have the resources and support they need to succeed. The plan identifies strategies to close equity gaps for disproportionately impacted populations as identified by the Chancellor’s Office in five specific metrics: Successful Enrollment, Completion of*

#### BP 2510: Collegial Governance and Participation in Local Decision Making

The board recognizes the Academic Senate as the body that represents the faculty (fulltime and associate) in collegial governance relating to academic and professional matters.

- 1. Curriculum
- 2. Degree and certificate requirements
- 3. Grading policies
- 4. Educational program development
- 5. Standards or policies for student prep. and success
- 6. Governance structures, as related to faculty roles
- 7. Accreditation processes, including self-study and annual reports
- 8. Faculty professional development policies
- 9. Processes for program review
- 10. Processes for institutional planning and budget dev.
- +1 Academic calendar •  
Prioritization of full-time faculty hiring • Program discontinuance procedures, in alignment with program review • Equivalency procedures • Policies and procedures protecting academic freedom • Recommendation on tenure and professional advancement

The Board or its designees will consult collegially with the Academic Senate on all of the listed academic and professional matters and will rely primarily on the advice and judgment of the Academic Senate.

*Transfer Level Math & English, Persistence, Completion of a Vision Goal, and Transfer.*

- VIII. Second Read Review – Academic Senate Rules and Bylaws (Vote Required)  
*A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.*
- A. Proposed Changes to Align Academic Senate Bylaws with Robert's Rules - Fallstrom [9:35; 10 minutes]  
*Description: CPC requests revising our Bylaws so a chair can vote "to make or break a tie," currently, a chair may only "break a tie."*
- IX. Action Item, First Read  
*A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.*
- A. BP 4070 Course Auditing and Auditing Fees - Fallstrom [9:45; 5 minutes]  
*Description: CPC has collaborated with institutional partners to further develop AP/BP 4070 which draft policy and procedures to allow for course auditing. These draft AP/BP are routed to the Academic Senate for review, comment, and approval.*
- B. AP 4070 Course Auditing and Auditing Fees - Fallstrom [9:50; 15 minutes]  
*Description: CPC has collaborated with institutional partners to further develop AP/BP 4070 which draft policy and procedures to allow for course auditing. These draft AP/BP are routed to the Academic Senate for review, comment, and approval.*
- C. AP 4020 Program and Curriculum Development - Fallstrom [10:05; 5 minutes]  
*Description: CCLC language required update.*
- X. Discussion
- A. Enrollment Management Institute, Faculty Report and Discussion - Ngo, Askerneese, Davis [10:10; 40 minutes]  
*Description: Faculty who attended the Enrollment Management Institute in August will share insights and engage the Senate in discussion. This will be the first in our discussion arch for building knowledge about student centered scheduling and what role faculty can take on to increase student access, learning, and success.*
- XI. Reports (Written, Included Via Links Below)
- A. Academic Senate President – mitchell ([access report](#))
- B. College Superintendent/President – Cooke ([access report](#))
- C. Classified Senate – Streagle ([access report](#))
- D. Associate Student Government – James ([access report](#))
- E. Senator Reports – ([access report](#))  
*To submit a Senator Report, contact the Academic Senate Administrative Assistant and share your report in writing before the meeting.*
- XII. Periodic Review – Academic Senate Rules and Bylaws
- XIII. Adjournment

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's opening meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may

observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 for English or 800-855-7200 for Spanish.

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academic-senate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Arielle Locke, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at [alocke@miracosta.edu](mailto:alocke@miracosta.edu)

Audio recordings of AS meetings may be available and requested for up to 30 days. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Arielle Locke, Administrative Assistant to the Academic Senate at [alocke@miracosta.edu](mailto:alocke@miracosta.edu).



Regular Meeting - September 5, 2025  
Time - 9:00AM - 11:00AM  
Hyflex Meeting - Room OC1068 and Via Zoom in  
accordance with AB2449  
1 Barnard Drive, Oceanside, CA 92056

## UNOFFICIAL MINUTES

### Acronyms used in minute-keeping:

**ASP** [Academic Senate President]  
**M** [Motion], **S** [Seconded],  
**U** [Unanimously approved], **P** [Passed by majority], **F** [Failed by majority]

- I. The meeting was called to order at 9:03am.
- II. **Remote Member Attendance**  
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*  
None.
- III. **Roll Call**  
**Members Present:** Krista Warren, Brian Page, Sarah Gross, Julie Graboi, Kristine Arquero, Sean Davis, Katrina Tamura, Afifa Zaman, Alexis Tucker Sade, Ghada Osman, Jeff Murico, Leigh Cotnoir, Robin Allyn, Jim Sullivan, curry mitchell.  
**Members Absent:** Sunny Cooke (ex-officio).  
**Others present:** Alketa Wojick, David Arnold, Dr. Rich Dicker, Ashley Davis, Emilio Mejares, Kristina Londy, Lauren Halsted, Leola, Paul Clarke, Rick White, Sofia James, Tina, Toni Alonzo, Wendy Stewart, Xuchi Eggleton.
- IV. **Persons Wishing to Address the Senate**  
*Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.*  
Joyful Teacher Erica Duran shared the launch of a workshop series she is producing, with the next session, "Finding Your People, Connecting with Teacher Allies," scheduled online for Friday, October 10, 2025, at 4:00 p.m. She invited at least one senator to participate, noting that her experience as a senator inspired the development of the workshops and highlighted the value of connections made during her term. The series focuses on networking, collaboration, and connecting colleagues. Duran also highlighted resources available in the C3 Teaching and Learning space and shared that she is revitalizing the lounge in OCT250 with new wallpaper. Additional resources, including the door code, are available in her newsletter.
- V. Changes to Agenda Order  
No changes.
- VI. Consent Calendar  
The Academic Senate unanimously approved [items A-C].
  - A. Approve Minutes of the Regular Meeting of August 22, 2025



B. Ratify AS Constituent List 2025-26

*Description: Adjustment to Group 1.*

C. Ratify 2025-2026 Faculty Committee Assignments

VII. Action Item, First Read

A. AP 7211.2: Minimum Qualifications and Equivalencies - Davis

*Description: Significant revisions have been made to clarify and streamline standards. This revised AP aligns with ASCCC guidelines by removing "eminence" as a qualification; revisions also allow the committee to improve local protocols that support applicants and department chairs through the equivalency process.*

ASP Mitchell introduced AP 7211.2, noting its last Senate review in May 2024. The revised AP clarifies qualifications, removes "eminence" as a criterion, and responds to Chancellor's Office guidance. Senators discussed the need for more faculty and chair education on the equivalency process, including international evaluations handled by Human Resources through WES. Reflections included past word-for-word degree matching and the shift toward hiring industry specialists and meeting workforce needs in areas such as ESL, SWP, and CTEIG. The Equivalency Committee is preparing clearer tools, including a one-page Q&A, and the AP will return for a second read at the next meeting.

B. 2025–2028 Student Equity Plan - Stewart and Londy

*Description: The Student Equity Plan is a districtwide roadmap for closing equity gaps identified amongst five specific metrics and updated every three years. and ensuring that all students have the resources and support they need to succeed. The plan identifies strategies to close equity gaps for disproportionately impacted populations as identified by the Chancellor's Office in five specific metrics: Successful Enrollment, Completion of Transfer Level Math & English, Persistence, Completion of a Vision Goal, and Transfer.*

The Academic Senate held a first read of the 2025–2028 Student Equity Plan, a districtwide roadmap addressing five key metrics, while incorporating local data and Guided Pathways momentum measures to provide a holistic view of student progress. Presenters Dr. Stewart and Kristina Londy shared the plan's focus on disproportionate impact, particularly for Black and Latine students, and strategies to build institutional capacity through academic supports, culturally responsive counseling, alignment of curriculum, and partnerships with programs like EOPS, Next Step Foster Youth, GEAR UP, and Perkins. Senators discussed barriers in student access to multiple systems, and the plan's limited attention to online courses, where data shows Black and Latine students are disproportionately impacted. Additional feedback highlighted the need for more emphasis on pedagogy, faculty engagement, and building equity strategies from the ground up alongside Student Services.

**MSU Sullivan/Graboi** a motion to allow 15 minutes of discussion was made with no objections, the plan will return to the Senate next meeting for a vote on approval.

First Read Review – Academic Senate Rules and Bylaws

A. Proposed Changes to Align Academic Senate Bylaws with Robert's Rules - Fallstrom

*Description: CPC requests revising our Bylaws so a chair can vote "to make or break a tie," currently, a chair may only "break a tie."*

The Academic Senate held a first read of proposed changes to the Academic Senate Bylaws to align with Robert's Rules, specifically regarding whether the Senate Chair can vote to "make or break a tie" rather than only breaking a tie. CPC Chair, Fallstrom presented the rationale in support of allowing the Chair to vote in the affirmative, and Senators discussed examples from U.S. government and other democratic structures to evaluate the impact of the change. Questions were raised regarding how this would work in committees with multiple chairs and whether all chairs would need to agree on a vote. Senators were encouraged to consult constituent lists to identify committee chairs and gather feedback on whether this change is considered important. This item will return to the Senate for a second read.

A. Report on CommonCourse Numbering Implementation - *Fallstrom*

*Description: Standing report of updates from senate members and leadership about the ongoing implementation of AB 1111, [Common Course Numbering](#).*

Fallstrom delivered a standing report on the implementation on Common Course Numbering, including updates on Phase I, II, and III course templates and timelines. Phase I templates are being revised and corresponding CORs updated, while Phase II moved Biology and Chemistry courses to Phase III, with all other courses entered into Curricunet for October Senate votes and November curriculum packet review before moving to the Board. Fallstrom shared that all courses will ultimately be submitted to Cal-GETC and reviewed by UC and CSU partners, noting that a conservative approach has been taken to ensure accuracy and compliance. Senators were encouraged to participate in the September 29th survey deadline to provide feedback and raise awareness of content updates, particularly regarding changes in course designators such as Political Science, Sociology, and Child Development. The report also highlighted college resources like the crosswalk developed by VPI Pescarmona to assist students in transitioning from 3-letter to 4-letter designators and support department chairs in communicating changes to faculty.

VIII. Information

A. Student Centered Schedule - *mittell*

*Description: Updates about this Academic Senate priority will be shared.*

The Academic Senate discussed updates on Student-Centered Scheduling, a priority for this year, including meetings with VPI Pescarmona and Dean Lindstrom to align Deans and Department Chairs on philosophies and processes for building schedules. The Senate plans to develop knowledge around student access, course modalities, and course lengths, while also examining which students are succeeding in the formats offered. AAC is reviewing and revising AP 4241 on Program Discontinuance to clarify program definitions and inform scheduling decisions. Two taskforces are working on education plans, with the Office of Instruction leading one group and MOE developing an online Ed Plan. An idea to collaborate with ITS aims to provide instructor-level access for students building their own schedules. Concerns were raised about multiple chairs in departments building schedules independently, the equivalency of 8- and 16-week classes, and student difficulties locating course locations via mobile devices, highlighting areas for improving the student-centered scheduling process.

B. R1-25 AI in Teaching & Learning - *Sullivan*

*Description: Updates about the implementation of this Academic Senate Resolution will be shared.*

President-elect Sullivan shared an update on R1-25, the Resolution on AI in Teaching & Learning, including progress on implementing the resolution's directives. Meetings are scheduled Monday and Tuesday evenings from 7–8 p.m. to focus on AI tools, with collaboration underway with the Letters department to develop a specific tool. A sequence is being launched to implement one of the resolution's four directives, with plans to address all four by the end of the semester. Senators were invited to provide input and ideas on how to proceed with the implementation. The plan as outlined will continue to guide work on the resolution through the semester.

IX. Reports

Academic Senate President – *mittell* ([access report](#))

ASP Mitchell announced that Jim Julius is organizing two Communities of Practice, with registration links available in his report. He also highlighted the upcoming ASCCC Fall Plenary in La Jolla and encouraged senators to attend, noting it is a transition year with Sullivan as President-elect, a new Coordinating Officer, and several new senators. Participation in the Plenary will help build team cohesiveness.

A. College Superintendent/President – *Cooke* ([access report](#))

VPI Pescarmona presented the President's report: Two Honors College Navigators were introduced, attending the Senate meeting to observe and learn. Updates included the Board of Trustees' review of the 2025–28 Student Equity Plan, the adoption of the budget on September 18th, strong enrollment, outreach to waitlisted students, and stakeholder input on food service improvements.

Senators were asked to help communicate changes to Zoom Meeting Storage effective October 2025, including upcoming trainings to minimize the impact of losing recordings tied to lesson plans. All recordings from 2017 through July 31, 2024, will be deleted as part of a Chancellor's Office directive to clear storage archives.

B. Classified Senate – *Streagle* ([access report](#))

Streagle shared information from the last Classified Senate Meeting, pointing out the 2025-26 initiatives and the Classified Senate's Leadership Program. More detail is listed in Streagle's report.

C. Associate Student Government – *James* ([access report](#))

No report given.

D. Senator Reports – ([access report](#))

No report given.

X. Meeting Adjourned at 10:59am.

## I. QUALIFICATIONS FOR EMPLOYMENT

**Minimum Qualifications:** Minimum qualifications are established by the Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges and published as the Board of Governors-approved Minimum Qualifications for Faculty and Administrators in California Community Colleges. Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

**Diversity Qualifications:** In accordance with California Code of Regulations, Title 5, §section 53022, job requirements shall include "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." These criteria are included in standard language on all district faculty job announcements.

**Equivalency:** Equivalency, as defined in California Education Code section 87359, California Code of Regulations, Title 5, section 53430, and by the Academic Senate of the California Community Colleges, was established to credit those whose preparation is at least equal to the state-adopted minimum qualifications as defined in Minimum Qualifications for Faculty and Administrators in California Community Colleges. Equivalency for disciplines in which a master's degree is required means equal to a master's degree. In disciplines for which a master's degree is not generally available nor expected as determined by the Minimum Qualifications for Faculty and Administrators in California Community Colleges, equivalency means equal to either a required lower-level degree, or a combination of degree and experience. The authority to grant equivalency resides with the board of trustees or designee. The board relies primarily on the expertise of the faculty in the discipline utilizing the board's procedures developed and agreed upon jointly by the Academic Senate and approved by the board. It does not give the district the authority to waive or lower standards and accept less-qualified individuals.

Minimum qualifications shall be determined for disciplines, not for courses or subject areas within disciplines. In compliance with the California Community Colleges State Chancellor's Office regulations, "[A] district is not authorized to establish a single-course equivalency as a substitute for meeting minimum qualifications in a discipline." The district board of trustees or designee will not approve single-course equivalencies.

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## **II. PROCEDURE FOR THE DETERMINATION OF COMPARABLE DEGREE MAJOR TITLES WITHIN DISCIPLINES**

This procedure is to establish and approve a list of degree major titles acceptable at MiraCosta

Community College that are comparable to the degree major titles listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges.

1. A department compiles a list of comparable degree major titles and reviews with faculty for input and approval. For each comparable degree major title, the following documentation is required:
  - a. A table comparing coursework from any U.S. accredited institution awarding a degree major title that is listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges with coursework from another U.S. accredited institution awarding a comparable degree with a different major title. The table should include:
    - b. Name of institutions
    - c. Course numbers
    - d. Course titles
    - e. Course descriptions
    - f. Semester units
2. Catalog pages from both institutions showing course descriptions.
3. Department chairs submit the comparable degree major title list and required documentation to the Equivalency Committee for review.
4. Equivalency Committee members review the documents, meet, and make a recommendation to Academic Senate.
5. Academic Senate reviews the documents and acts on the recommendation of the equivalency committee, accepting or rejecting the recommendation. If the department chair wishes to appeal the decision by the Academic Senate, they may do so at a future Academic Senate meeting.
6. Action by Academic Senate is recorded by the administrative secretary to the Academic Senate president.
7. The comparable degree major title is sent to the board of trustees via the superintendent/president for approval.
8. If the comparable degree major title is approved, the degree major title is added to the list of comparable degree major titles maintained by the administrative secretary to the Academic Senate president.
9. After board approval, the administrative secretary to the Academic Senate president sends an e-mail notification to the requesting department chair, dean, vice presidents of instructional services and/or student services, and human resources technicians.
10. If a comparable degree major title is not approved, the administrative secretary to the Academic Senate president sends an e-mail notification to the requesting department chair, dean, vice presidents of instructional services and/or student services, and human resources technicians.

11. Faculty positions posted will contain the approved comparable degree major titles.
12. All applicants holding degrees with approved comparable degree major titles will be deemed equivalent and will not be required to individually go through the equivalency process.
13. The list of approved comparable degree major titles will be sent by the administrative secretary to the Academic Senate president to all department chairs, deans, vice presidents of instructional services and student services, and human resources technicians on or about June 1 of each year.

### **III. PROCEDURE FOR THE DETERMINATION OF DISCIPLINE-SPECIFIC EQUIVALENCY GUIDELINES**

The process for determining equivalency under Section A4 (formerly A6) and/or B3, follows a similar structure to the determination of pre-approved comparable degree major titles. Departments must compile supporting documentation demonstrating that the applicant's qualifications meet the standard of academic and professional rigor expected in the discipline and can be applied to the discipline in general. This documentation is submitted to the Equivalency Committee for review and recommendation, followed by Academic Senate approval. Final approval is recorded and communicated in the same manner as outlined in Section II.

### **IV. PROCEDURE FOR THE DETERMINATION OF EQUIVALENCY FOR APPLICANTS**

1. All faculty position announcements state the required qualifications as specified by the Minimum Qualifications for Faculty and Administrators in California Community Colleges and diversity qualifications, including the possibility of meeting the degree requirements by equivalency.
2. Applicants may request equivalency under the district's criteria as stated in Administrative Procedure 7211-2. The applicant's request for equivalency may require evidence and documentation of academic coursework or professional experience or both, depending on the guideline under which they are seeking equivalency. For example, an applicant requesting equivalency under guideline A1 would list graduate-level, discipline-related courses completed to meet or exceed the required 24 semester units as specified under A1.
3. The department chair (or discipline expert as designated by the department chair) reviews the equivalency request and evaluates item-by-item the qualifying coursework and/or experience listed by the applicant. The department chair/discipline expert makes a summary evaluation that the applicant has met or has not met minimum qualifications with the items they have listed for the guideline selected, and the request is forwarded to the Equivalency Committee.
4. Equivalency Committee members review the documents, meet, and make a recommendation to Academic Senate.

5. Academic Senate reviews the applicant's equivalency request, supporting documentation, and Equivalency Committee recommendation. The Academic Senate votes to approve or deny the equivalency request.

6. During the summer intersession, an Academic Senate taskforce consisting of the Academic Senate Officers and one associate faculty Academic Senate member, on behalf of the Academic Senate, may review the applicant's equivalency request, supporting documentation, Equivalency Committee recommendation, and either approve or deny the equivalency request.

7. If the Academic Senate recommends the equivalency request, the request is sent to the board of trustees via the superintendent/president for approval.

8. Human Resources notifies the equivalency applicant, department chair, and dean of the outcome of the equivalency process.

## **V. PROCEDURE FOR MINOR DEGREE TITLE VARIATIONS**

1. If an exact degree title from an applicant does not match the language in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook, but is a minor variation, the department chair (or representative) and the Equivalency Committee may confirm equivalency after reviewing the applicant's transcripts. Both the department chair (or representative) and the Equivalency Committee must agree that the specific degree title is deemed equivalent. Otherwise, the applicant must provide additional documentation as outlined in the Instructions for Faculty Equivalency Requests.

2. The department chair (or representative) and the Equivalency Committee may recommend to Academic Senate that these degree titles be added to the district list of comparable degree major titles as described in section II.

Possible degree title variation examples:

<b><u>Degree Title from Handbook</u></b>	<b><u>Acceptable Minor Variation</u></b>
Art History	History of Art
Religious Studies	Religion
Earth Sciences	Earth Science
Women's Studies	Gender and Women's Studies

If the Handbook identifies a degree in "X and Y" as being acceptable, then a degree in "Y and X" is also acceptable under the Minor Degree Title variation. For example, both "Counseling and Guidance" and "Guidance and Counseling" are equally acceptable.

Also, if the Handbook identifies a degree in "X" or a degree in "Y" as acceptable, then a degree in "X and Y" is also acceptable under the Minor Degree Title variation. For example, a degree in "Nutrition" or a degree in "Dietetics" both being acceptable, a degree in



"Nutrition and Dietetics" is automatically acceptable.

3. Follow steps 7-10 in section IV.

**VI. EQUIVALENCY CRITERIA FOR APPLICANTS**

A. Criteria for equivalency: disciplines requiring a Master's Degree

A1.	Candidate holds a master's degree in a related or different field, but the candidate has at least 24 semester units (3 quarter units = 2 semester units) of discipline-related, graduate-level coursework.
A2.	Candidate holds a master's degree that is on the Minimum Qualifications for Faculty and Administrators in California Community Colleges; however, the candidate lacks the required bachelor's degree identified on the Minimum Qualifications for Faculty and Administrators in California Community Colleges. The candidate must have at least twenty-four (24) semester units of discipline-related, upper division/graduate coursework towards the required bachelor's degree for which equivalency is being requested.
A3.	Candidate does not hold a master's degree, but has a bachelor's degree in the discipline and five years of full-time or full-time equivalent of discipline-specific experience in higher education teaching, research and/or publication, or professional work experience in the field.
A4.	Candidates in specific disciplines (e.g., Art, Dance, Drama/Theater Arts, Film and Media Studies, Foreign Languages, Music) may qualify through education and/or experience other than what is listed in A1-A3 based on alternative guidelines established for each of these disciplines after Academic Senate has approved them.

B. Criteria for equivalency: disciplines in which a master's degree is not generally expected or available, but which require a specific Bachelor's Degree

B1.	Candidate holds a bachelor's degree in a related or different field, but candidate has at least 18 semester units of discipline-related upper-division and/or graduate level coursework.
B2.	Candidate may be eligible under a combination of education and/or experience. One year of related full-time or full-time equivalent professional/occupational* experience is equivalent to 12 semester units of coursework. Candidate must have earned a minimum of 18 semester units of upper-division coursework in the discipline in which equivalency is requested.
B3.	Candidates in specific disciplines may qualify through education and/or experience other than what is listed in B1-B2 based on alternative guidelines established for each of these disciplines after Academic Senate has approved them.

- C. Criteria for equivalency: disciplines in which a master's degree is not generally expected or available, and the minimum qualifications are any bachelor's degree and two years of professional/occupational\* experience or any associate degree and six years of professional/occupational\* experience

*\*“Professional experience” includes teaching experience. “Occupational experience” does not include teaching experience. (Title 5, Article 1, section 53404 - Definition of Experience)*

C1.	Candidate must have at least ten years of related full-time or full-time-equivalent professional/occupational experience when not applying any education toward equivalency.
C2.	Candidate may be eligible under a combination of education and/or experience totaling to a minimum of 120 semester units and 2 years of relevant experience. One year of related full-time or full-time equivalent professional/occupational* experience is equivalent to 12 semester units of coursework. For example, an applicant may apply for equivalency if they have 72 semester units of coursework (equivalent to 6 years of experience) and have worked in the field for 6 full-time or full-time equivalent years.
C3.	Candidate may be eligible under a combination of work experience and professional certification when not applying any education. The certification must be issued by a recognized professional organization in the discipline. Candidate must also have at least eight years of related full-time or full-time-equivalent professional/occupational experience. The department must validate the candidate's certification.

Effective Date: 3/10/15, 2/9/17, 11/21/19

References:

- Education Code §§ 87001, 87003, 87359, 87743.2
- Title 5 §§ 53022, 53400 et seq.
- ACCJC Standard III.A.2-4 Reference Update: 4/15
- CCLC Update:#26, 4/15

Steering: Prof.St./ EquivCom / AS

Student Equity and Achievement Program Produced: Aug 27, 2025, 09:42 PM UTC - By  
Plans (Grant: 2025-28 Student Equity Plan) Kristina Londy

## MiraCosta College - Student Equity Plan (2025-28) DRAFT

### Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submitted**" status to "**Certified**" status which means your plan is fully certified and completed. **THANK YOU!**

### Details

#### Assurances

✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.

✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, “Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community.”

### **Campus Involvement & Leveraging Student Voice**

Our college engages multiple campus groups in shaping the Student Equity Plan through a collaborative process that builds on past planning efforts and incorporates Futures Thinking to guide long-term, equity-driven change. Led by the Office of Inclusion, Diversity, Equity, and Accessibility (IDEA) and the Department of Student Equity, a series of “IDEA Convenings” took place in both the fall and spring semesters, focused on reviewing disaggregated data, identifying systemic barriers, and co-developing strategies to address disproportionate impacts on student success. The convenings were open to all and engaged a wide range of stakeholders, with intentional representation from the Academic Senate, Classified Senate, Administrators Committee, Associated Student Government (ASG), Academic and Career Pathways Student Success Teams, Academic Success and Equity programs, and included active involvement academic faculty and staff, student services, and community partners. Presentations of findings and feedback were made to governance bodies, including the Board of Trustees, as well as within divisions such as Student Services and IDEA, ensuring transparency and deep engagement across the institution.

Student voice remains central to all equity planning. In addition to open forums, surveys, and focus groups, we engage students directly through think tanks and course-based assignments in Sociology classes that center issues of equity, access, and institutional transformation. This direct feedback loop ensures that

our strategies are informed by students' lived experiences. These student-driven insights help us identify institutional barriers, refine proposed solutions, and prioritize actions that reflect students' needs and perspectives.

This inclusive planning process is also reflected in our Guided Pathways work, which is intentionally integrated with Student Equity Plan strategies and aligned with the Vision 2030 framework. This alignment emphasizes the development of equitable career pathways across disciplines while supporting long-term sustainability and a unified institutional approach.

- ✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan “shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges...”
- ✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

### **Race-Consciousness**

Guided by our institutional mission to foster the success of diverse learners in an equitable and caring environment, the college explicitly centers racial equity in this Student Equity Plan. We recognize that race remains the most persistent predictor of inequitable student outcomes and plays a predominant role in historic equity gaps at the college. We acknowledge structural racism as a root cause of disproportionate outcomes and commit to transforming the conditions that perpetuate them.

Our commitment to racial equity is outlined in our mission, vision, values, institutional goals, and institutional commitment “. . . to creating a racially just campus climate.” Our long-term planning framework, inclusive of multiple campus plans, incorporates goals reflecting inclusion, diversity, equity, and accessibility to ensure a campus-wide effort to close equity gaps. All programs and departments engage in dialogue around addressing inequities for disproportionately impacted populations, including the role of race/ethnicity in MiraCosta's data as part of program review. Faculty leadership have championed

equity-minded pedagogies, such as culturally responsive teaching and Universal Design for Learning. This work is further reflected in our cultivation of identity-affirming student spaces where students are seen, valued, and supported, as outlined in Goal 2 of our institutional goals.

The college has strategically aligned SEA funds with district funds and other categorical grants and leveraged funds towards professional learning, direct student support, and learning communities.

The Office of Research, Planning, and Institutional Effectiveness provides disaggregated data through reports, queries, and dashboards. These tools highlight friction points in the student experience, inform targeted interventions, and support continuous assessment of impact.

Equity work is a collective responsibility. Faculty, classified professionals, students, administrators, and community partners contribute to this plan through collaboration across functional areas. Focus groups, community forums, and professional learning spaces provide venues for dialogue.

This plan reflects the belief that advancing equity requires both individual and institutional transformation. By addressing systemic barriers across multiple dimensions, the college is committed to creating a campus where racial equity is not aspirational, but expected.

✓ I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

### **Local Review Process & Schedule**

MiraCosta College is committed to an ongoing, collaborative process to evaluate and strengthen its Student Equity Plan. Our approach centers on transparency, shared accountability, and data-informed decision-making. Through intentional structures and regular reflection, we drive continuous improvement and sustain progress toward institutional equity goals.

Each semester, campus-wide IDEA convenings bring together faculty, staff, students, administrators, and community partners to review disaggregated data,

discuss progress, and provide feedback on SEP strategies and emerging opportunities. These gatherings reinforce our race-conscious commitment and ensure accountability across the institution.

The Student Success, Equity, and Guided Pathways Advisory—a cross-divisional team of classified professionals, classroom and counseling faculty, and administrators overseeing equity and pathways, agendizes the Student Equity Plan to ensure regular dialogue and engagement with data and strategies. Using disaggregated data aligned with SEA metrics, Guided Pathways Momentum Points, and Basic Needs indicators, the group identifies intervention points and recommends adjustments. The Office of IDEA provides an annual update to the Board of Trustees each May, inclusive of implementation progress, and the IDEA Advisory reviews the plan annually to ensure alignment with institutional equity goals. Each spring following the submission of a new plan, the campus engages in semester-long “Student Equity Interactive Spaces,” where the community explores equity data, applies futures thinking, and identifies how strategies can close gaps and build a racially just campus.

Professional learning further supports this process. Faculty and staff participate in Bias Education Support Team webinars, Faculty Fifth Friday engagements, and a faculty-led Cultural Competency Conference held during fall and spring flex weeks by the Diversity, Equity, and Cultural Competency Committee. These spaces foster reflection on impact, exploration of research, and adoption of best practices. Feedback from these sessions informs adjustments to SEP strategies.

Futures Thinking serves as a guiding framework for student equity planning and institutional IDEA work, supporting the anticipation of social, economic, and institutional shifts that may impact students.



## College Contact Information Form

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Sunita Cooke	Approver: Chancellor/President	n/a	<a href="mailto:scooke@miracosta.edu">scooke@miracosta.edu</a>
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Name	Responsibility	Institution	Email Address
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## Student Equity Plan Reflection

### Reflection

For reference: [your most recent SEA Annual Report](#)

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

#### Key Learnings \*

Through the 2022–25 Student Equity Plan, the college has learned that equity gaps stem from barriers in onboarding, registration, and communications, and from the need for more coordinated guidance across departments. These insights highlight the importance of cohesive systems that identify student needs earlier and provide timely, personalized interventions.

A key response has been integrating the TargetX CRM with the SURF system. Progress on this work supports a case management model that centralizes student information, strengthens coordination, and enables outreach aligned with students' experiences. Case management is active within Academic and Career Pathways Student Success Teams and is expanding into Academic Success and Equity Programs to better support disproportionately impacted populations.

The hiring of a permanent Chief IDEA Officer and expansion of the Office of IDEA have fostered a campus-wide culture of shared accountability. Advisory committees, annual reporting, and campus convenings ensure consistent data

review and strategy refinement. The Office of IDEA now leads professional learning, coordinates equity-focused program reviews, and supports cultural resource centers that affirm identity and belonging. These efforts provide the infrastructure and leadership to sustain progress and embed accountability as an operational standard.

Faculty and staff have engaged in sustained professional learning, including equity reads, bias education webinars, and trainings with the National Conflict Resolution Center, USC Race and Equity Center, and ESCALA StemX. The Culturally Responsive Pedagogy and Practices grant and DEqCC Cultural Competency Conferences further expand opportunities to build shared language, address bias, and promote restorative practices that shift institutional culture.

Student Think Tanks have created spaces for students to share how racialized experiences shape their journeys, informing the race-conscious use of disaggregated data to design effective responses. Finally, Futures Foresight as a planning framework has strengthened capacity to anticipate emerging challenges and proactively design equity-driven solutions.

Together, these actions—system integration and case management, expansion of the Office of IDEA, equity-focused professional learning, and centering student voice, are having the most impact in fostering a culture of equity and advancing the 2022–25 plan’s outcomes.

### **Plan Continuity \***

The Academic and Career Pathways Student Success teams and Academic Success and Equity Program models have proven highly effective in addressing persistent equity gaps for historically underserved populations. These approaches go beyond traditional support by offering personalized case management that proactively connects students with resources before challenges escalate. The collaborative structure, integrating instructional faculty, counseling faculty, peer mentors, and success coaches, ensures comprehensive support across the student journey. Supported by data dashboards that identify early momentum points, this model has shown positive trends across multiple metrics. Continuing and expanding these efforts into the 2025–28 Student Equity Plan will provide continuity while

addressing the evolving needs of disproportionately impacted groups, consistent with the district's Commitment Statement to creating a racially just collegiate environment.

A second discovery is the institutional shift from equity as a series of isolated initiatives to equity as structural transformation. Rooted in the college's mission to foster the academic and holistic success of diverse learners, this commitment has driven sustainable changes to procedures and practices that historically created barriers for certain populations. Notably, the integration of equity-minded hiring practices has increased faculty and staff diversity, strengthening cultural representation and responsiveness for disproportionately impacted students. Building on this approach in the 2025–28 plan will help sustain momentum toward cultivating a campus where difference is authentically valued, respected, encouraged, and honored, as outlined in Board Policy 3400.

These discoveries illustrate the college's evolution from implementing targeted program interventions to embracing systemic transformation with institution-wide impact. The promising outcomes to date demonstrate that these approaches are producing meaningful results and provide a strong foundation for the development and implementation of the 2025–28 Student Equity Plan.

## Executive Summary

### URL and PDF Upload

Executive Summary URL \*

Not Entered

### PDF Upload \*

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

## Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	Students Needed to Fully Close Equity Gap
<b>Successful Enrollment - DI Student Populations</b>						
Black or African American	10.4%	67	1.1%	7	3.4%	
White	9.6%	858	7.5%	677	9.5%	
<b>Completed Both Transfer-Level Math &amp; English - DI Student Populations</b>						
DSPS	10%	24	0.1%	1	3.9%	
Econ Disadvantaged Female	11.7%	89	0.3%	3	2.6%	
Female	11.9%	173	1.3%	19	3.3%	
First Generation	10.5%	96	2.5%	23	4.5%	

<b>Hispanic Female</b>	11.4%	72	0.3%	2	2.8%	
<b>Homeless</b>	6.1%	14	5%	12	8.1%	
<b>Persistence: First Primary Term to Secondary Term - DI Student Populations</b>						
<b>Black or African American</b>	55.7%	39	1%	1	12.5%	
<b>First Generation</b>	62.5%	514	4.7%	40	8.1%	
<b>Male</b>	66.3%	737	0%	-1	2.8%	
<b>Completion - DI Student Populations</b>						
<b>Econ Disadvantaged Male</b>	12.8%	84	3.4%	23	6%	
<b>First Generation</b>	13.3%	136	4.3%	44	6.3%	
<b>Hispanic</b>	15.4%	177	1.3%	15	3.4%	
<b>Homeless</b>	13.3%	49	1.3%	5	4.8%	
<b>Male</b>	12.8%	161	6.1%	77	8.1%	
<b>Transferred to a Four-Year - DI Student Populations</b>						
<b>Asian</b>	19%	19	4.8%	5	12.5%	



<b>First Generation</b>	22.5%	93	7.8%	33	11.8%	
<b>Hispanic</b>	25.1%	129	5.1%	26	8.9%	
<b>Male</b>	26.5%	162	4.1%	26	7.7%	

## Successful Enrollment

### Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equ Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	Stude Need to F C Eq C
<b>Student Population</b>	<b>% of Students for 2022-23 (Baseline Year)</b>	<b># of Students for 2022-23 (Baseline Year)</b>				
<b>Overall Student Population</b>	13.7%	2188	N/A	N/A	N/A	
<b>Black or African American</b>	10.4%	67	1.1%	7	3.4%	
<b>White</b>	9.6%	858	7.5%	677	9.5%	

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor’s Office via DataVisa, Data on Demand, or other Chancellor’s Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or

inequities. **If there are no additional student populations, please proceed to the next step.**

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## Goals

### Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

**Vision 2030 Outcome:** Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. ([Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation](#))

**Benchmark:** By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

## Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Successful Enrollment Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

## Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

*Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.*

**1** Deepen partnerships with high schools and community organizations serving the Black community to build consistent, relationship-based engagement that fosters trust, raises awareness of opportunities, and ensures Black students view MiraCosta as a viable and welcoming option prior to graduation or transition. Examples include the Summer Bridge program, Umoja, A2MEND, and Black Alliance events and activities.

**2** Streamline complex onboarding systems, including applications, registration, financial aid, and educational planning through Guided Pathways and equity-based programs. By using disaggregated momentum data, MiraCosta will identify and remove institutional barriers along early milestones, with a focus on improving outcomes for Black, Latine, and adult students.

**3** The gap for White students is shaped by efforts encouraging local high schools, including feeder schools that enroll predominantly White students, to utilize MiraCosta's application as a learning tool, even for those not planning to attend MiraCosta. This effort has been successful in raising awareness about the college and encouraging students to expand options. The college will continue this strategy, recognizing the impact on data for this specific metric.

	<p><b>Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)</b>                  (500 character max for each strategy)  <i>Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.</i></p>
<p>4</p>	<p>The Office of IDEA leads the integration of Futures Thinking into institutional planning and professional development to strengthen long-term, equity-centered decision-making. Through scenario planning, signal spotting, and campus-wide training, MiraCosta can anticipate social, policy, and technological shifts affecting DI students and proactively work to keep equity central to planning and ensure that efforts to close gaps are sustained and advanced over time.</p>
<p>5</p>	<p>Launch Equity Centers in 2026, including a Black Resource Center, as physical and digital spaces that provide disproportionately impacted students with culturally affirming support, outreach, and programming. The centers will infuse Futures Thinking, connect students to early career development to increase economic mobility, and have embedded academic and student supports intentionally designed to close equity gaps for specific DI populations.</p>

**Additional Key Strategies for Overall Student Population**

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI

populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

## Completed Both Transfer-Level Math & English

**Data Review/Establishing Equity and Student Populations Goals**



Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	S
Overall Student Population	13.6%	391	N/A	N/A	N/A	
DSPS	10%	24	0.1%	1	3.9%	
Econ Disadvantaged Female	11.7%	89	0.3%	3	2.6%	
Female	11.9%	173	1.3%	19	3.3%	
First Generation	10.5%	96	2.5%	23	4.5%	
Hispanic Female	11.4%	72	0.3%	2	2.8%	
Homeless	6.1%	14	5%	12	8.1%	

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric – First-Time NSA Cohort](#).

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

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## Goals

### Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

**Vision 2030 Outcome:** Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

### **Additional Goals**

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## **Key Strategies to Advance Transfer-Level Math & English Goals**

### **Disproportionately Impacted Student Population(s)**

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what

key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

**Key Strategies for Transfer-Level Math & English -  
Disproportionately Impacted Student Population(s)**

(500 character max for each strategy)

*Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.*

1

The Office of IDEA leads the integration of Futures Thinking into institutional planning and professional development to strengthen long-term, equity-centered decision-making. Through scenario planning, signal spotting, and campus-wide training, MiraCosta can anticipate social, policy, and technological shifts affecting DI students and proactively work to keep equity central to planning and ensure that efforts to close gaps are sustained and advanced over time.

2

Launch Equity Centers in 2026, including a Latine Resource Center, as physical and digital spaces that provide disproportionately impacted students with culturally affirming support, outreach, and programming. The centers will infuse Futures Thinking, connect students to early career development to increase economic mobility, and have embedded academic and student supports intentionally designed to close equity gaps for specific DI populations.

## Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

*Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.*

3 As an HSI, the college will continue to deepen its commitment to closing historic equity gaps for Latine students through two Title V grants dedicated to expanding academic and social supports and better connecting education to high-demand career pathways. These efforts elevate the college’s HSI identity, strengthen students’ sense of belonging, and reaffirm our commitment to “servingness.”

4 Recognizing the link between housing insecurity, basic needs, and academic completion, expand access to on and off campus resources, case-managed referrals, and job opportunities. Dedicated staffing and allocated resources will ensure students receive consistent support, reducing barriers to course and degree completion while closing equity gaps for disproportionately impacted populations.

5 Continue efforts to close equity gaps by aligning curriculum, supports, and timelines to better prepare students for transfer-level math and English. These efforts include expanding pathways from noncredit to transfer English, reducing barriers, and integrating support for DI students.

6 Continue to expand co-requisite models, highly supported math/English pathways with embedded tutors and supplemental

### **Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)**

(500 character max for each strategy)

*Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.*

instruction, and faculty professional development focused on culturally sustaining pedagogy and contextualized learning.

7

Streamline complex onboarding systems, including applications, registration, financial aid, and educational planning through Guided Pathways and equity-based programs. By using disaggregated momentum data, MiraCosta will identify and remove institutional barriers along early milestones, with a focus on improving outcomes for Black, Latine, and adult students.

### **Additional Key Strategies for Overall Student Population**

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

## **Persistence: First Primary Term to Secondary Term**

**Data Review/Establishing Equity and Student Populations Goals**



Persistence: First Primary Term to Secondary Term Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equ Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	Stud Nee to F C Eq (
Student Population	% of Students for 2021- 22 (Baseline Year)	# of Students for 2021- 22 (Baseline Year)				
Overall Student Population	67.9%	1727	N/A	N/A	N/A	
Black or African American	55.7%	39	1%	1	12.5%	
First Generation	62.5%	514	4.7%	40	8.1%	
Male	66.3%	737	0%	-1	2.8%	

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data

provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

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## Goals

### Persistence Equity Goals

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

**Vision 2030 Outcome:** Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student

Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Student Persistence Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

## Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

*Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.*

1

The Office of IDEA leads the integration of Futures Thinking into institutional planning and professional development to strengthen long-term, equity-centered decision-making. Through scenario planning, signal spotting, and campus-wide training, MiraCosta can anticipate social, policy, and technological shifts affecting DI students and proactively work to keep equity central to planning and ensure that efforts to close gaps are sustained and advanced over time.

2

Launch Equity Centers in 2026, including a Black Resource Center, as physical and digital spaces that provide disproportionately impacted students with culturally affirming support, outreach, and programming. The centers will infuse Futures Thinking, connect students to early career development to increase economic mobility, and have embedded academic and student supports intentionally designed to close equity gaps for specific DI populations.

3

Continue the work of Academic and Career Pathway Success Teams to provide proactive and scaled case-managed support for disproportionately impacted students. By integrating counseling, faculty, and peer mentors, these teams will monitor progress, remove barriers, and foster belonging, ensuring students stay on track toward persistence, completion, and transfer.

	<p><b>Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)</b></p> <p>(500 character max for each strategy)</p> <p><i>Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.</i></p>
4	<p>Expand professional development on culturally sustaining pedagogies and contextualized learning. Faculty will engage in equity-focused dialogues around disaggregated student data and co-develop classroom practices that affirm cultural identity and strengthen belonging. When teaching connects with students' lived experiences and acknowledges systemic barriers, DI students are more likely to stay engaged and continue to the next term.</p>
5	<p>Streamline complex onboarding systems, including applications, registration, financial aid, and educational planning through Guided Pathways and equity-based programs. By using disaggregated momentum data, MiraCosta will identify and remove institutional barriers along early milestones, with a focus on improving outcomes for Black, Latine, and adult students.</p>

### **Additional Key Strategies for Overall Student Population**

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving

an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

## Completion

**Data Review/Establishing Equity and Student Populations Goals**

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	S
Overall Student Population	17.5%	522	N/A	N/A	N/A	
Econ Disadvantaged Male	12.8%	84	3.4%	23	6%	
First Generation	13.3%	136	4.3%	44	6.3%	
Hispanic	15.4%	177	1.3%	15	3.4%	
Homeless	13.3%	49	1.3%	5	4.8%	
Male	12.8%	161	6.1%	77	8.1%	

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed

for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

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## Goals

### Completion Equity Goals

There are two related goals for Completion: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

**Vision 2030 Outcome:** (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment](#))

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or



baccalaureate degree by 30%.

**Benchmark:** By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

### **Additional Goals**

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## **Key Strategies to Advance Completion Goals**

### **Disproportionately Impacted Student Population(s)**

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

**Key Strategies for Completion - Disproportionately Impacted Student Population(s)**

(500 character max for each strategy)

*Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.*

1

The Office of IDEA leads the integration of Futures Thinking into institutional planning and professional development to strengthen long-term, equity-centered decision-making. Through scenario planning, signal spotting, and campus-wide training, MiraCosta can anticipate social, policy, and technological shifts affecting DI students and proactively work to keep equity central to planning and ensure that efforts to close gaps are sustained and advanced over time.

2

Recognizing the link between housing insecurity, basic needs, and academic completion, expand access to on and off campus resources, case-managed referrals, and job opportunities. Dedicated staffing and allocated resources will ensure students receive consistent support, reducing barriers to course and degree completion while closing equity gaps for disproportionately impacted populations.

3

As a HSI, the college will continue to deepen its commitment to closing historic equity gaps for Latine students through the efforts of two Title V grants dedicated to increasing academic and social supports for Latine students and better connecting their education as a pathway to high-demand careers. These efforts help to elevate the college’s HSI identity to increase sense of belonging and our commitment to “servingness.”

## Key Strategies for Completion - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

*Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.*

4

Expand flexible evening, weekend, hybrid, and short-term course formats to reduce equity gaps, improve course access, prevent stop-outs, and support timely completion of certificates and degrees. This strategy aligns with a core focus of MiraCosta's Guided Pathways Model, Student-Centered Scheduling for Completion, which ensures students can access high-value programs and complete them while balancing school and life commitments.

5

Streamline complex onboarding systems, including applications, registration, financial aid, and educational planning through Guided Pathways and equity-based programs. By using disaggregated momentum data, MiraCosta will identify and remove institutional barriers along early milestones, with a focus on improving outcomes for Black, Latine, and adult students.

6

Launch Equity Centers in 2026, including a Latine Resource Center, as physical and digital spaces that provide disproportionately impacted students with culturally affirming support, outreach, and programming. The centers will infuse Futures Thinking, connect students to early career development to increase economic mobility, and have embedded academic and student supports intentionally designed to close equity gaps for specific DI populations.

### **Additional Key Strategies for Overall Student Population**

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

## **Transferred to a Four-Year**

### **Data Review/Establishing Equity and Student Populations Goals**

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	30.6%	407	N/A	N/A	N/A	
Asian	19%	19	4.8%	5	12.5%	
First Generation	22.5%	93	7.8%	33	11.8%	
Hispanic	25.1%	129	5.1%	26	8.9%	
Male	26.5%	162	4.1%	26	7.7%	

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data

provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

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## Goals

### Transfer Equity Goals

There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

**Vision 2030 Outcome:** (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#))

**Baseline Benchmark:** By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

**Stretch Benchmark:** With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

## Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Transfer Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

## Key Strategies for Transfer - Disproportionately Impacted Student Population(s)

(500 character max for each strategy)

*Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.*

1

The Office of IDEA leads the integration of Futures Thinking into institutional planning and professional development to strengthen long-term, equity-centered decision-making. Through scenario planning, signal spotting, and campus-wide training, MiraCosta can anticipate social, policy, and technological shifts affecting DI students and proactively work to keep equity central to planning and ensure that efforts to close gaps are sustained and advanced over time.

2

Launch Equity Centers in 2026, including a Latine Resource Center, as physical and digital spaces that provide disproportionately impacted students with culturally affirming support, outreach, and programming. The centers will infuse Futures Thinking, connect students to early career development to increase economic mobility, and have embedded academic and student supports intentionally designed to close equity gaps for specific DI populations.

3

As an HSI, the college will continue to deepen its commitment to closing historic equity gaps for Latine students through two Title V grants dedicated to expanding academic and social supports and better connecting education to high-demand career pathways. These efforts elevate the college's HSI identity, strengthen students' sense of belonging, and reaffirm our commitment to "servingness."



	<p><b>Key Strategies for Transfer - Disproportionately Impacted Student Population(s)</b></p> <p>(500 character max for each strategy)</p> <p><i>Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.</i></p>
4	<p>Expand Academic Success and Equity programs to recruit and support disproportionately impacted students throughout their transfer journey. Strategies include broadening outreach, embedding counseling, aligning curriculum with four-year university requirements, and ensuring students complete comprehensive education plans that provide clear pathways to transfer.</p>
5	<p>Streamline complex onboarding systems, including applications, registration, financial aid, and educational planning through Guided Pathways and equity-based programs. By using disaggregated momentum data, MiraCosta will identify and remove institutional barriers along early milestones, with a focus on improving outcomes for Black, Latine, and adult students.</p>

### **Additional Key Strategies for Overall Student Population**

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the

additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

### Transfer Emphasis \*

While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1*).

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.\*

In alignment with both the college's mission and the goals of Vision 2030, the identified strategies to close equity gaps in transfer focus on improving transfer readiness, persistence, and success.

The college continues to integrate Futures Thinking into planning and professional development. By using scenario planning and signal spotting, MiraCosta builds capacity to anticipate social, economic, and technological shifts that impact DI students. This ensures transfer pathways remain responsive while embedding equity-centered decision-making across

programs. It helps the institution adapt to changing requirements and workforce demands while supporting completion and transfer goals.

MiraCosta is developing Equity Centers, as physical and digital spaces dedicated to academic support, community, and career exploration. These centers integrate Guided Pathways practices with culturally affirming programming, fostering belonging from the first term through transfer. By offering wraparound services including transfer advising, and spaces for identity affirmation, the centers address isolation, limited resources, and lack of culturally relevant support, barriers that often prevent DI students from persisting.

As a Hispanic-Serving Institution (HSI), MiraCosta is leveraging two Title V grants that expand academic and social supports for Latine students while connecting education to high-demand careers. These initiatives embody the college's commitment to "servingness," elevating our HSI identity beyond enrollment to meaningful outcomes. By strengthening culturally sustaining pedagogy, family-inclusive outreach, and career-connected pathways, MiraCosta ensures Latine students experience belonging and see transfer as directly linked to future opportunities.

MiraCosta will expand ASE Programs that recruit and support DI students throughout their transfer journey. These programs embed counseling, case management, and equity supports into academic pathways from the first semester to completion/transfer, ensuring alignment with four-year requirements. By integrating academic guidance, financial support, and career exploration early, students gain a clear, supported path to transfer.

Together, these strategies dismantle barriers, address student needs holistically, and create culturally affirming environments where DI students thrive. Through these efforts, MiraCosta advances Vision 2030 goals and builds a transfer culture where equity and access drive success.

[\\*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#) includes the following: (I) Increase with equity the number of California community college students who

transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

## Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

### Student Population(s) Experiencing DI for Intensive Focus

#### DI Student Population

Black or African American

#### Current Challenges/Barriers \*

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

Black students at MiraCosta remain disproportionately impacted in successful enrollment, persistence, and completion, with historic equity gaps across key momentum points such as attempting or completing 12+/24+/48+/60+ units, persisting from fall to spring, and completing transfer-level math. These are not only academic gaps but structural indicators of how systemic racism, marginalization, and inequitable access to supports shape student success. Enrollment declines, exacerbated by the pandemic, further disrupted outreach pipelines such as Summer Bridge, dual/concurrent enrollment, and feeder high school partnerships. These pipelines are critical to smoothing the transition into college, and their interruption has disproportionately hurt Black students. In addition to these systemic challenges, many Black students face basic needs insecurity,

including housing, food, transportation, and childcare, which research shows directly undermines academic persistence and completion. Without consistent access to stable resources, students are forced to stop out or enroll part-time, elongating time to completion and lowering transfer likelihood.

Students also report needing more culturally affirming spaces and visible faculty role models who share their lived experiences. When identity is not reflected in curriculum or instructional practice, feelings of exclusion deepen. Equity data confirms that Black students are underrepresented in high-wage or STEM pathways, reinforcing systemic inequities in economic mobility. The absence of targeted outreach after application but before enrollment creates additional loss points, as admitted Black students may never matriculate. Combined, these barriers contribute to feelings of isolation, reduced belonging, and a weaker connection to the college's transfer culture. The result is a cycle of inequity where students' potential is constrained not by lack of ability, but by systemic structures that fail to adequately respond to their needs.

### **Action Plan for Ideal Institution \***

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

MiraCosta envisions a comprehensive, equity-based system where Black students experience belonging, receive proactive supports, and access clear, flexible pathways to transfer and completion. Central to this vision is the creation of a Black Resource Center, an inclusive hub for mentorship,

identity-affirming programming, academic tutoring, and career exploration. The center connects students directly to existing programs such as Umoja and A2MEND, expanding their reach and capacity. At the classroom level, faculty are engaging in ongoing professional development in culturally sustaining pedagogy, trauma-informed practices, and contextualized learning, ensuring that instructional spaces validate students' identities and lived experiences while connecting learning to real-world contexts.

Guided Pathways reforms support this vision by focusing on student-centered scheduling that provides courses in evening, weekend, hybrid, and short-term formats to reduce scheduling barriers for students balancing multiple responsibilities. Recognizing that the first year is the most critical, when nearly 40% of community college students systemwide leave higher education, MiraCosta prioritizes first-year momentum points. These include expanding Summer Bridge, implementing proactive educational planning at 12, 24, 48, and 60 unit milestones, and embedding ACP Success Teams that integrate counseling, tutoring, and financial aid into every step of a student's pathway. The college is also strengthening outreach efforts to admitted-but-not-yet-enrolled students, rebuilding pipelines from feeder high schools, and expanding dual/concurrent enrollment with an equity lens.

Finally, MiraCosta integrates Futures Thinking into its planning to anticipate shifts in policy, workforce, and technology that may affect Black students disproportionately. This long-term, adaptive approach ensures strategies remain relevant and responsive. Collectively, these reforms dismantle systemic barriers, create a network of belonging, and align academic and career development. The result is a college culture where Black students experience equitable access, strong momentum, and sustained support from enrollment to completion.

## **DI Student Population**

Hispanic



## Current Challenges/Barriers \*

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

Latine students, while making up a large and growing share of MiraCosta's student body, remain disproportionately impacted in degree and certificate completion as well as in transfer to four-year institutions. Historic equity gaps persist across key momentum points: fewer Latine students successfully enroll after applying, fewer complete transfer-level math and English in the first year, persistence rates between fall-to-spring and fall-to-fall remain below those of their peers, and many students accumulate excess units that delay completion. For many Latine students who are first-generation, navigating the complex structures of higher education, including financial aid, transfer requirements, and course sequencing, can be overwhelming without consistent advising and culturally relevant support. In addition, financial barriers and basic needs insecurity (housing, childcare, transportation, technology, and food) disproportionately affect Latine students, forcing many to attend part-time, stop out, or extend their time to degree.

Another historic barrier is the overrepresentation of Latine students in lower-wage and lower-demand career pathways, which limits both transfer opportunities and long-term economic mobility. While MiraCosta has strong programs such as PUENTE and UPRISE, their reach is limited, and many students who would benefit most do not have access due to capacity constraints. Latine students often face challenges with misaligned course-taking patterns, limited access to counseling and advising, and difficulties navigating the transition from community college to four-year institutions. The lack of intentional, family-inclusive outreach and dedicated spaces that affirm cultural identity has also hindered full engagement with the college's culture. Without structural supports that affirm cultural assets, address systemic barriers, and ensure early connection to clear pathways, Latine students continue to experience inequities at every key milestone.

## Action Plan for Ideal Institution \*

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

As a Hispanic Serving Institution (HSI), MiraCosta is committed to deepening its “servingness” by embedding equity into every aspect of the student experience. Leveraging two Title V grants, the college is expanding academic and social supports tailored to Latine students and intentionally connecting their education to high-demand career fields. Central to this plan is the creation of a Latine Equity Center, envisioned as both a physical and digital hub where students can access counseling, transfer guidance, career exploration, and culturally affirming programming. The center will also provide intentional family engagement, recognizing the important role that family plays in Latine student decision making and persistence.

MiraCosta's Guided Pathways framework further strengthens this vision by embedding academic and career guidance at the earliest stages, ensuring that Latine students begin their educational journey with educational planning and ongoing check-ins to stay on track. ACP Success Teams will provide case-managed support and help reduce excess units that disproportionately delay Latine students' completion. Faculty professional development in culturally sustaining pedagogy, contextualized instruction, and trauma-informed practices ensure that classrooms affirm identity, connect learning to real-world contexts, and increase engagement. Recognizing that Latine students are overrepresented in lower-wage career tracks, the college is prioritizing pathways into STEM and other high-demand fields, aligning curriculum to promote upward mobility. In



addition, programs such as PUENTE will continue to serve as models of mentorship, community, and structured transfer preparation, while new equity-focused initiatives will scale supports to reach more students.

MiraCosta integrates Futures Thinking into its planning to anticipate changes in policy, workforce, and technology that may have a disproportionate impact on Latine students. This forward-looking approach keeps strategies relevant and responsive to their needs. Together, these efforts remove systemic barriers, strengthen culturally grounded supports, and connect academic progress with long-term career opportunity. The result is a college culture where Latine students gain equitable access, build steady momentum, and experience sustained support from their first semester through graduation and transfer.

## Student Education Plans

### Completed Comprehensive Student Education Plans

**Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.**

Definitions:

**Cohort:** New, First-Time, Non-Special Admit Unduplicated Students for that Term  
**Exempt Students:** *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to [Title 5 Section 55532](#) for a list of possible exempt students.*

**Comprehensive Student Education Plans:** A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve

the student's declared course of study. (*Current MIS Data Element Dictionary SS09 for Student Credit Education Plan*).

**Note:** The following is a newly proposed 2025 MIS definition for comprehensive education plans: *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with [Title 55524 Student Education Plans](#) and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

<b>Comprehensive Student Education Plans (Local College Data)</b>				
<b>Academic Year Cohort (include summer and winter sessions if applicable)</b>	<b>Total Number of Enrolled Students in Cohort</b>	<b># of Students Who Received a Comprehensive Ed Plan by End of First Primary Term</b>	<b>% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term</b>	<b># of Students Who Received a Comprehensive Ed Plan by End of First Academic Year</b>
<b>Fall 2022 Cohort</b> (Comprehensive Ed Plan by 6/30/2023)	2,674	650	24%	962
<b>Spring 2023 Cohort</b> (Comprehensive Ed Plan by 12/31/2023)	152	11	7%	22
<b>Fall 2023 Cohort</b> (Comprehensive Ed Plan by 6/30/2024)	3,316	721	22%	1,116

<p><b>Spring 2024 Cohort</b> (Comprehensive Ed Plan by 12/30/2024)</p>	<p>274</p>	<p>25</p>	<p>9%</p>	<p>34</p>
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**Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan \***

Analysis of first-year term and first-year data reveals that several student populations are experiencing disproportionate impact (DI) in receiving a comprehensive education plan (CSEP). Male students, White students, and adult students ages 20–24 and 20 and older demonstrate significant DI across multiple terms and/or years. Additionally, there is at least one term of DI for Female, Black, and Pacific Islander or Hawaiian Native students, and at least one year of DI for Nonbinary, Black, Hispanic, and Pacific Islander or Hawaiian Native students.

In recognition of these disparities, there is an intentional focus on closing equity gaps in CSEP completion for male, adult, Hispanic, Black, and nonbinary students. These gaps in CSEPs are particularly concerning as they correlate with additional equity gaps across other critical momentum points in students’ educational journeys, including unit attainment (12, 24, 48, and 60 units) and persistence.

**Comprehensive Education Plan Implementation for DI Student Populations \***

MiraCosta is embedding counseling and advising into spaces where disproportionately impacted students already learn and gather, reducing barriers to access. ACP Counselors conduct classroom visits to connect students directly with transfer and academic planning resources, while Guided Pathways mobile counseling brings support into high-traffic areas to offer counseling to students who may not otherwise seek help. Counselors play a critical role in ASE programs with embedded goals to have all participating students complete comprehensive education plans in their first term or first year at the college. The college is also dedicating resources to ensure new students from Title I feeder high schools who participated in the college’s GEAR UP grant receive dedicated counseling focused

on ed plans in their first semester. These approaches make counseling visible, proactive, and culturally responsive, ensuring DI students receive timely support tied to their academic and career pathways.

### **Comprehensive Education Plan Implementation for ALL Students \***

To strengthen the overall student experience, the college is expanding general counseling access and outreach for all students. Saturday counseling hours create flexibility for those balancing work and family obligations. New student course selection workshops provide structured guidance in building early academic momentum, while counseling presentations at Welcomefest ensure new students enter with clear direction and awareness of resources. Together, these strategies help all students establish educational plans, understand requirements, and connect to support services that sustain persistence and completion.

## **Vision 2030 Alignment/Coordination**

### **1. Guided Pathways \***

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 Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921. Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

#### **Strategy 1: Career by Design for Students' Economic Mobility**

This strategy envisions a college experience where every student is engaged in career development from the very beginning of their academic journey. Career readiness is embedded not only in dedicated services but throughout instruction

and co-curricular experiences. The goal is equitable access to high value employment opportunities and economic mobility by aligning programs with in-demand careers. Career-focused assignments are integrated into curriculum, and career planning is a core part of educational planning. Success is measured by students achieving employment in high wage, high value jobs related to their field of study.

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### **Strategy 2: Student-Centered Scheduling**

This strategy identifies and removes barriers preventing students from accessing classes needed to complete programs efficiently. Grounded in equity and flexibility, it ensures scheduling practices support students' varied lives and responsibilities. By adapting scheduling to meet students' needs, the college seeks to reduce time to degree, improve completion, expand access to high-value programs, and support more full-time enrollment.

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### **Strategy 3: Academic & Career Pathways as the Structure for Holistic Student Success**

This strategy integrates Academic and Career Pathways (ACP) into holistic student support. By organizing services and guidance around clear academic and career paths, the college helps students make informed decisions and stay on track to meet their goals. Personalized support addresses both academic and non-academic needs. Effectiveness is measured through improved retention, higher completion rates, and students successfully identifying and achieving their academic and career objectives.

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### **Strategy 4: Teaching and Learning**

This strategy builds a vibrant, student-centered learning environment connecting academic content to real-world career applications. Strong faculty engagement and industry partnerships ensure instruction remains relevant and responsive to workforce demands. Practical, applied learning is embedded into courses, and

faculty are supported in incorporating career components into instruction. Metrics include courses with work-based learning, faculty participation in innovation events like AI summits, and surveys estimating how many instructors integrate career readiness into teaching.

## **2. Student Financial Aid Administration \***

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

The MiraCosta College plan to enhance awareness and increase utilization of Financial Aid among disproportionately impacted student populations establishes a goal for 70% of students to complete either a FAFSA or CADAA application. Data shows that Black, Latine, and adult learners already represent a higher percentage of financial aid recipients compared to the overall student population. Without a coordinated campaign to raise completion rates, many eligible students could miss out on essential funding for which they qualify.

Progress will be evaluated by monitoring FAFSA/CADAA completion rates, using a 70% baseline and aiming for a short-term increase of 5% within 12 months. Additionally, the Chancellor's Office Data Mart will be used to track grant disbursements for Black, Latine, and 25+ student populations, examining year-over-year trends in the number of recipients, total aid dollars awarded, and the percentage of each group receiving aid.

### **2023–24 Data Overview**

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During the 2023–24 academic year, MiraCosta College enrolled 18,114 unduplicated credit students. Among these, 8,217 students received the California College

Promise Grant (CCPG), 4,041 received a federal Pell Grant, and 1,486 received a Federal Supplemental Educational Opportunity Grant (FSEOG).

- **Black students (642; 4% of headcount):**
  - 498 CCPG (6%), 239 Pell (6%), 83 FSEOG (6%)
- **Latine students (7,390; 41% of headcount):**
  - 5,375 CCPG (65%), 2,146 Pell (53%), 808 FSEOG (54%)
- **Adult learners (6,326; 35% of headcount):**
  - 3,528 CCPG (43%), 1,588 Pell (39%), 577 FSEOG (39%)

### 2023–24 Financial Aid Amounts

Total financial aid disbursed: \$5,978,975 in CCPG; \$15,365,996 in Pell Grant funds; \$455,600 in FSEOG awards.

- **Black students received:** \$275,496 CCPG (10%), \$850,526 Pell (6%), \$28,050 FSEOG (6%)
- **Latine students received:** \$3,182,205 CCPG (53%), \$8,246,940 Pell (54%), \$243,250 FSEOG (53%)
- **Adult learners received:** \$1,999,001 CCPG (33%), \$5,397,751 Pell (35%), \$186,500 FSEOG (41%)

These data confirm that, relative to their representation in the student body, Black, Latine, and adult learner populations not only account for a greater proportion of financial aid recipients but also receive a higher share of total aid dollars.

Expanding FAFSA/CADAA completion through this plan will help ensure equitable access to financial resources and strengthen support for students who need it most.

### 3. Students with Disabilities (DSPS) \*

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and



meet the developed goals for the student populations identified in this Student Equity Plan.

According to SEA data, completion of transfer-level English and math in the first year is a key area of disproportionate impact (DI) for students connected with Student Accessibility Services (SAS).

While SAS supports students in completing foundational courses, several factors may influence outcomes, such as the individualized nature of disability-related advising, students' readiness for college-level coursework, and varied academic or vocational goals. Many SAS students have a reduced course load, exploratory courses, or specialized English and math preparation, particularly when adjusting to accommodations, managing disability related impacts, or still deciding on their academic goal or major.

To better understand these underlying influences and identify targeted strategies to improve outcomes, SAS proposes the following actions beginning in the 2025-26 academic year:

- partner with Institutional Research (IR) to disaggregate equity metric data by academic goal and enrollment patterns among students with disabilities
- collaborate further with IR to disaggregate data by ethnicity, adult learner status, and socioeconomic status within the SAS population to better understand whether and where disproportionate impact may exist across intersecting identities
- develop and administer a targeted student survey to explore reasons why students did not attempt transfer-level English and math in their first year (eg. disability-related factors, advising practices, academic/vocational goals, or course availability)
- conduct follow-up research with students who attempted but did not complete transfer-level English and math to identify barriers or challenges that may have affected their success
- use findings from this additional research to inform departmental planning and help towards the development of targeted action items

In addition, SAS will:

- Discuss the available Student Equity Plan findings within the department and strengthen messaging during SAS Welcome Meetings (program orientation) and outreach events to emphasize the importance of early English and math completion for students pursuing degree and transfer goals, particularly when students have identified an academic goal and major.
- Monitor wait times for academic accommodations and advising appointments to ensure timely access to services that support retention and course success, including English and math.

#### **4. Extended Opportunity Programs and Services (EOPS)/CalWORKs \***

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The mission of EOPS is to support the enrollment, retention, graduation, and transfer of students who face barriers related to socioeconomic status, language, or educational background. This mission aligns with the college's student equity goals, which prioritize persistence, academic achievement, and increased graduation and transfer rates. Through intentional support services, structured student engagement, and supplemental equity programs, EOPS offers proactive assistance to low-income and first-generation college students.

EOPS promotes student success through regular, structured counseling appointments and targeted workshops. Each student is required to meet with a counselor at least twice per semester to develop or update their educational plan, as well as to participate in a mid-semester check-in to monitor progress. Students whose GPA falls below 2.0 are required to attend an additional appointment to develop an academic success plan and receive guidance on how to avoid Academic Notice, Probation, or Dismissal.

In addition to academic counseling, EOPS offers a comprehensive set of services designed to meet the unique needs of low-income students, ensuring they stay on track to complete their coursework and achieve their educational goals. These services include:

- financial support to help reduce economic barriers
- priority registration to secure required classes and avoid delays
- access to a dedicated computer lab with free printing
- additional resources such as book vouchers, school supplies, bus passes, parking permits, student IDs, gas and grocery cards, meal vouchers, loaner laptops, graduation regalia, CSU/UC application fee waivers, and Phi Theta Kappa membership fees
- tailored workshops and university tours
- a special recognition ceremony for program graduates
- EOPS-specific scholarships

At MiraCosta College, EOPS serves as both a longstanding equity initiative and a department that supports a range of supplemental programs, including CARE, CalWORKs, NextUp, and RAFFY. Together, these programs provide high-impact support and vital resources for a diverse student population, supporting not only traditional college students but also student parents, returning students, and those who have been impacted by foster care.

## **5. NextUp/Foster Youth \***

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The NextUp and Resources and Assistance for Former Foster Youth programs will deliver comprehensive support for current and former foster youth through the collaborative efforts of the EOPS and Student Equity Department, targeting improved retention, persistence, and transfer outcomes. The programs will

leverage partnerships with Casa de Amparo, Promises2Kids, Just in Time, YMCA, and San Pasqual Academy to identify and immediately connect students with our dedicated foster youth academic counselor, who will provide consistent support throughout the enrollment and college transition process.

The programs will address intersecting identities; many students are Black, Latine, adult learners, or justice-impacted, through coordinated partnerships with Umoja, Puente, Transition Scholars, and Athletics. Services will include personalized counseling, case management, textbook assistance, food support, transportation, technology access, and mental health referrals, all delivered through trauma-informed care and cultural humility practices that foster belonging and resilience.

To enhance persistence and academic progress, the programs will proactively connect students to tutoring, co-requisite courses, and inclusive classroom practices while addressing housing instability, financial insecurity, and mental health concerns through regular check-ins and individualized education plans. Transfer preparation will include partnerships with SDSU Guardian Scholars and CSUSM ACE Scholars, offering university tours specifically designed for foster youth to help students envision post-community college pathways.

These student-centered strategies will create supportive environments where foster youth can overcome systemic barriers, complete their educational goals, and achieve long-term success through empathy, collaboration, and equity-driven practices that eliminate disproportionate impact within MiraCosta's Student Equity framework.

## **6. Programs for Veterans (Veterans Resource Center) \***

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Our Veterans-centered programming intentionally works to eliminate disproportionate impact and meet the goals outlined in our Student Equity Plan. Recognizing that over 40% of our student veterans identify as Latine and that Black veterans are often underrepresented and underserved, our efforts are grounded in data, responsiveness, and strategic partnerships.

Historically, students faced delays of up to 45 business days for GI Bill® certification, which significantly delayed housing allowances and disproportionately affected Latine students. In response, we strategically reallocated funds to hire a Veterans Specialist, which drastically reduced processing times and improved access to essential resources.

To improve academic outcomes and foster community, we launched a cohort-based English 100/201 sequence specifically designed for Veterans and Active-Duty students. Disaggregated preliminary data show that Latine and Black students in these cohorts had a 76% success rate in English 100 (compared to 55% in non-cohort sections) and a 100% success rate in English 201 (compared to 72%). These results affirm the power of community-building, culturally responsive curriculum, and peer support. Based on this success, a new Communication Studies course will be launched in 2025–2026, and an Introduction to Ethnic Studies course is currently under active discussion.

Retention for Latine veterans has now increased to 87.2%, with students in this population completing an average of 11.54 units, exceeding the college-wide average for student veterans. Our approach intentionally centers on the intersectional identities of our Veterans, and we are expanding partnerships with programs such as Umoja and A2MEND to better serve Black men, a group often underrepresented in Veterans' programming. One student's engagement even led her to refer her grandson to Umoja, showing the potential intergenerational impact of these connections.

Moving forward, the Veterans Resource Center will continue to analyze disaggregated data to inform new programming, expand cohort-based academic pathways, and deepen collaboration with equity-focused initiatives across campus.

## 7. Justice-Involved and Justice-Impacted Students \*

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

MiraCosta's Transitions Scholars Program will build on proven results, including an 87% retention rate compared to 75% for non-participants, 91% matriculation completion, and a 49% enrollment growth. The program will hire a permanent Student Services Specialist, ensuring year-round case management. In contrast, a peer mentor (a program alumnus) will lead onboarding and weekly restorative circles that create leadership development pathways.

Within the Guided Pathways framework, Credit for Prior Learning will recognize experience with incarceration as college credit, while trauma-informed counselors will create individualized Student Education Plans. The program will address critical barriers through direct aid and CARE team partnerships, responding to housing insecurity, food insecurity, and transportation challenges that affect 75%, 55%, and 77% of participants, respectively.

Workforce development initiatives will explore new certificate programs aligned with regional labor market needs and students' lived experiences, while partnerships with the Technology Career Institute will provide accelerated training in high-demand sectors. Strategic partnerships with the San Diego Sheriff's Department, the Legal Aid Society, and housing organizations will create coordinated reentry support, including pre-release connections. Staff will receive comprehensive training in trauma-informed care, restorative practices, and cultural competency through national conferences and other relevant educational opportunities.

The program will expand its transformative impact beyond academics: building on full-time enrollment increases from 7% to 50%, students will continue transitioning from participants to community leaders, demonstrating sustainable pathways for

historically marginalized populations, including Black, Latine, adult learners, and former foster youth to achieve educational success and community leadership.

## **8. Low-Income Adults \***

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

MiraCosta College is committed to expanding access and improving outcomes for low-income Black and Latine adult learners by removing barriers to enrollment, retention, and completion through the strategies outlined in this Student Equity Plan.

The college will strengthen outreach to low income adult learners with culturally relevant campaigns, deeper community partnerships, and stronger connections to noncredit adult high school and transition pathways that lead into credit-bearing programs. Streamlined onboarding will include proactive application support, financial aid guidance, and personalized case management support to ensure students quickly access the resources they need.

To reduce financial barriers, MiraCosta will expand promotion and support for FAFSA and CADAA completion to increase application rates among disproportionately impacted groups. The college continues to align emergency aid, basic needs assistance, and zero-textbook or low-cost materials to address adult learners' specific challenges.

Instructional and support services will continue to grow. Evening, weekend, and hybrid courses will increase flexibility for students balancing work, family, and school. The integration of Credit for Prior Learning (CPL) into the curriculum will allow faculty to create and update assessments that recognize prior experience and knowledge, giving adult learners more direct pathways to completion. Faculty and staff will continue to receive training in culturally responsive practices and



andragogy to foster inclusive classrooms that value adult learners' lived experiences.

Career education and workforce-aligned programs will expand with clear employment pathways, including paid internships, apprenticeships, and employer partnerships. Holistic case management will connect adult learners with success teams that provide proactive advising, mentoring, and early-alert support for academic and personal challenges.

Ongoing evaluation using disaggregated data will track the impact of these efforts on equity gaps. Feedback from adult learners will guide continuous improvement, reinforcing MiraCosta's commitment to dismantling systemic barriers and advancing equitable success for all students.

## **9. Credit for Prior Learning \***

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

In 2024-25, MiraCosta College launched its new integrated Credit for Prior Learning (CPL) processes, which are integrated within SURF, the college's student information system. Students who are military veterans piloted the new processes and were awarded credit for the spring 2025 semester. A new webpage was created to outline the latest processes and provide a list of the 99 courses approved by faculty for CPL. The college has also integrated CPL into its curriculum processes, allowing faculty to add and update CPL assessments as part of the regular curriculum review process. One academic counselor and one veteran counselor have been named lead CPL counselors for their respective student populations. A professional development program has been developed and deployed for department chairs, instructional faculty, and counselors.



For the 2025-26 academic year, a student marketing campaign is planned to commence in late fall 2025, following the completion of training for counselors and instructional faculty. The marketing campaign will focus on the following student populations identified as potential recipients of CPL: 1) active service members stationed at local military installations such as Camp Pendleton; 2) veterans of the armed services living in the MiraCosta College service area; 3) students over the age of 25 employed in entry level positions of high-growth industries; 4) residents over the age of 25 living in historically marginalized communities of Oceanside and Vista who have expressed interest in a career change and/or enrolling in college.

The college is also implementing new and innovative apprenticeship programs in high-wage, high-demand fields such as information technology, biotechnology/life sciences, healthcare, and digital marketing. Each of these programs aims to partner with employers to advance employees of color, whom research suggests are more likely to experience employment discrimination within existing hiring and promotional practices. Faculty will also review the apprenticeship standards and align the related supplemental instruction and work processes using CPL to award college credit to apprentices who have progressed their learning outside of the college classroom, with a focus on individuals over the age of 25.

## 10. Dual Enrollment \*

“The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.”

- [Vision 2030: A Roadmap for California Community Colleges \(page 2\)](#)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

The College is advancing the Vision 2030 goal of ensuring all high school students graduate with 12+ college units and a clear path to transfer, career, or apprenticeship programs. The college’s 2024–2029 Dual Enrollment Strategic Plan

lays out an equity-focused roadmap aligned with the Guided Pathways framework and the Student Equity Plan, prioritizing disproportionately impacted students, particularly Black, Latine, and male students of color.

To expand equitable access, MiraCosta will implement streamlined, tech-enabled registration processes and simplified consent workflows using TargetX/Salesforce to reduce barriers for students unfamiliar with college systems. The college is launching culturally responsive outreach campaigns co-designed with K-12 partners and community organizations, including application workshops, community events, and storytelling campaigns that elevate the experiences of successful Black and Latine dual enrollees. Outreach efforts will prioritize Oceanside USD, where student populations are predominantly DI and face low college-going rates. To address the low participation of male students of color, MiraCosta is conducting disaggregated data analyses and launching targeted recruitment, with year-round counselor engagement and career exploration events.

The college is building multi-year structured pathways mapped to both transfer and career outcomes. These include career-focused certificate programs, the Cal-GETC transfer pathway, and a four-year Biomanufacturing cohort that leads to an associate degree by high school graduation. These programs will be published in MiraCosta's Program Mapper. The college will continue to offer transfer-level math courses for STEM and non-STEM students and add transfer-level English dual enrollment options through CCAP partnership with Oceanside USD.

To support persistence and success, MiraCosta is embedding college counseling, tutoring, and peer mentoring into the high school experience. Faculty are supported with training in equity-minded pedagogy, work-based learning integration, and culturally sustaining curriculum to keep students engaged.

Finally, the college is investing in long-term infrastructure to sustain these reforms, including expanding/reforming CCAP MOUs, building robust data sharing agreements, hiring dedicated program staff, aligning high school and college

calendars, and creating collaborative spaces for high school and college faculty to ensure rigor and relevance.

## 11. Strong Workforce Program/Perkins \*

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - [Vision 2030: A Roadmap for California Community Colleges \(pages 8 and 12\)](#)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

The Strong Workforce Advisory Group (SWAG) and Perkins Plan Advisory Committee (PPAC) integrated the Student Equity Plan into their annual planning processes for Perkins V and local Strong Workforce (SWP) grant projects. The integration forms the basis for designing and reviewing project applications by the advisory committees. The Student Equity Plan's goals and focus populations are included in both the SWP and Perkins annual applications, as well as the new AI application assistant tool, allowing faculty and staff to address equity gaps when writing proposals. Proposals for SWP and Perkins are then assessed against a rubric on how well they address equity for Black, Latine, and students aged 25+ within the respective project designs. Projects that demonstrably close equity gaps and address disproportionate impact for the focus populations earn higher rubric scores and are subsequently prioritized higher for funding.

We have also incorporated the San Diego and Imperial Counties Community Colleges Regional Consortium's Black Student Equity report into our local and regional SWP planning, which helps develop strategies to better serve students of color and adult learners in our service area. During our regional SWP planning, we

align each of our SWP projects to equity strategies informed by Vision 2030 and the region's equity strategies. Projects are designed to intentionally focus on redesigning college systems to better support and serve historically marginalized students.

In terms of outcomes, our SWP and Perkins programs disaggregate student outcomes across various student demographics, making special effort to focus on the student populations identified in the Student Equity Plan. As of spring 2025, we have eliminated equity gaps for the focus populations in career education persistence outcomes and nearly eliminated equity gaps in completions outcomes. We still find disproportionate impact in wage outcomes, although Black and Latine students realized higher median changes in earnings compared to the overall cohort. College data also suggest that participation in work-based learning significantly increases course success rates and closes equity gaps.

With these data in mind, we plan to expand paid work-based learning opportunities, such as apprenticeships and internships, to more Black and Latine students living in Oceanside to close remaining equity gaps in completion and wage outcomes.

## 12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Not Entered



California  
Community  
Colleges



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# STUDENT EQUITY PLAN

ACADEMIC SENATE PRESENTATION

Kristina Londy

*Director, Student Success & Equity*

Wendy Stewart

*Chief Inclusion, Diversity, Equity & Accessibility Officer*

# Agenda

① Definitions

② Five SEA Metrics

③ Overview of the Plan

④ Overview of DI Populations

⑤ Intensive Focus & Planning

⑥ Vision 2030 Alignment & Collaborations

# SEA Metrics

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Successful  
Enrollment

Completed Both  
Transfer-Level Math & English

Persistence:  
1st to 2nd Term

Completion

Transfer  
to a Four-Year

Economically  
Disadvantaged

First Generation

Foster Youth

Gender

Homeless

LGBTQ+

Race/Ethnicity

Students with  
Disabilities

Veterans

## Disproportionate Impact

“...occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.”



# Overview of the Student Equity Plan



Student Equity Plan Reflection



Executive Summary



Student Populations Experiencing DI



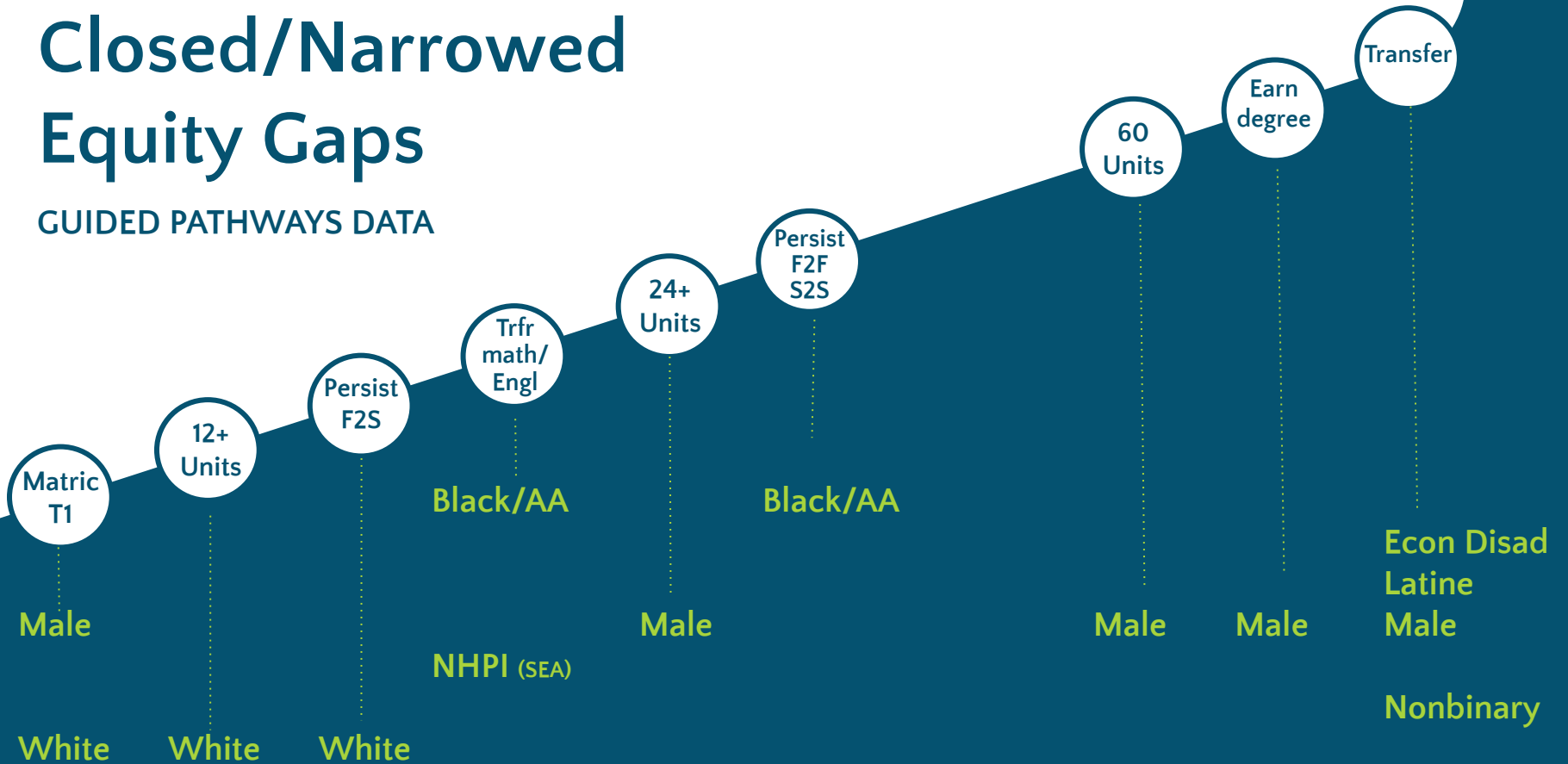
Intensive Focus & Action Planning



Vision 2030 Alignment/Coordination

# Closed/Narrowed Equity Gaps

GUIDED PATHWAYS DATA



1

**GOAL:**

Eliminate Disproportionate Impact

2

**GOAL:**

Fully Close Equity Gap

Successful Enrollment

*Black or African American  
White*

Completion Trfr Math & English

*DSPS  
Econ Disad Female  
Female*      *First Gen  
Hispanic Female  
Homeless*

Persistence 1st Term to 2nd

*Black or African American  
First Generation  
Male*

Completion

*Econ Disad Male  
First Generation  
Hispanic*      *Homeless  
Male*

Transfer

*Asian  
First Generation*      *Hispanic  
Male*

1

**GOAL:**

Eliminate Disproportionate Impact

2

**GOAL:**

Fully Close Equity Gap

Successful Enrollment

Completion Trfr Math & English

Persistence 1st Term to 2nd

Completion

Transfer

*Institutional Capacity & Streamlined Systems*

*Student support in and out of the Classroom*

*Culturally Sustaining Practices & Pedagogy*

*Academic & Career Pathways and Aligned Curriculum*

*Professional Development & Learning*

*Community Partnership*

## Comprehensive Education Plans

*\*Adult Learners (20-24 & 30+)*  
*\*Black or African American*  
*\*Hispanic*  
*\*Nonbinary*  
*Female, NHPI, White students*

1

### GOAL:

Eliminate Disproportionate Impact

2

### GOAL:

Fully Close Equity Gap

- Fall and Spring Cohorts 2022-2024
- New, First-Time, Non-Special Admit Unduplicated Students
- By term and by year
- \*Students Experiencing DI correlated to additional gaps in later momentum points

*Embedded Counseling & Advising in the Classroom*

*Targeted Counseling for GEAR UP*

*Expanded Access to Counseling Services*

*Focus on DI students*



# INTENSIVE FOCUS

## Black or African American & Latine Students



- Observed gaps across SEA data, Guided Pathways Momentum Points, and Basic Needs in multiple areas
- Historic (5 year+) gaps
- Focus of both programmatic and scaled approaches
- Call for a race-conscious approach to equity
- Widening gaps both locally and nationally
- Commitment as a HSI

# Vision 2030 Alignment/ Coordination

Credit for Prior Learning

Dual Enrollment

EOPS/CalWORKs

Guided Pathways

Justice-Involved &  
Justice-Impacted Students

Low-income Adults

NextUP/Foster Youth

Programs for Veterans

Strong Workforce/Perkins

Student Financial Aid  
Administration (FAO)

Students with  
Disabilities (SAS)

The slide features a white background with several large, overlapping, rounded geometric shapes in shades of teal and green. One shape is in the top-left corner, another is in the bottom-right corner, and a third is on the right side. A light grey semi-circle is positioned behind the text.

Questions?



## **MiraCosta College Academic Senate Bylaws**

### **ARTICLE 10 Subcommittees**

A. Subcommittees of the Academic Senate shall be created or disbanded by the Academic Senate President, with the approval of the Academic Senate. Committee status, description, mission, functions, terms of service, and membership are defined in the Senate Rules. (See Senate Rule P.)

B. The authority of faculty members on Academic Senate subcommittees is subject to the restrictions of Senate members' authority put forth in the Senate Bylaws.

C. Each faculty member of an Academic Senate subcommittee shall have one vote. Each subcommittee may determine the voting status of other members, including Ex-officio, resource members, and other representative members. Voting rights of other members shall be presented to the Academic Senate for approval. **The chair votes only to break a tie.**

### **Robert's Rules of Order (RROR) (12th ed.), 44:12–13**

#### **Tie Votes and Cases in Which the Chair's Vote Affects the Result**

44:12 If the presiding officer is a member of the assembly, he can vote as any other member when the vote is by ballot (see also 45:28). **In all other cases the presiding officer, if a member of the assembly, can (but is not obliged to) vote whenever his vote will affect the result—that is, he can vote either to break or to cause a tie;** or, in a case where a two-thirds vote is required, he can vote either to cause or to block the attainment of the necessary two thirds. In particular:

- On a tie vote, a motion requiring a majority vote for adoption is lost, since a tie is not a majority. Thus, if there is a tie without the chair's vote, the presiding officer can, if he is a member, vote in the affirmative, thereby causing the motion to be adopted; or, if there is one more in the affirmative than in the negative without the chair's vote (for example, if there are 72 votes in favor and 71 opposed), he can vote in the negative to create a tie, thus causing the motion to be rejected.
- Similarly, in the case of a motion requiring a two-thirds vote, if, without the chair's vote, the number in the affirmative is one less than twice the number in the negative (for example, if there are 59 in the affirmative and 30 in the negative), the chair, if a member, can vote in the affirmative and thus cause the motion to be adopted; or, if there are exactly two thirds in the affirmative without his vote (for example, if there are 60 in the affirmative and 30 in the negative), the chair can vote in the negative, with the result that the motion is rejected. Similarly, the chair's vote might affect the result in cases where a majority of the members can decide a question. The chair cannot vote twice, once as a member, then again in his capacity as presiding officer.

44:13 In an appeal from the decision of the chair, a tie vote sustains the chair's decision, even though his vote created the tie, on the principle that the decision of the chair can be reversed only by a majority.

~~Students may not audit courses.~~

Individuals may audit courses that have been designated by the college as eligible for auditing.

The fee for auditing courses shall be \$15 per unit.

Students enrolled in 10 or more credit units can audit up to 3 semester units of coursework for free. This can include one 3-unit course or a combination of courses totaling no more than 3 units. Any course that exceeds 3 units requires paying the full \$15 per unit fee as courses cannot be partially audited.

Auditors do not have enrollment priority over those taking a course for credit.

No auditor shall be permitted to change their enrollment status to receive credit for the course.

Classroom attendance of students auditing a course shall not be included in computing the apportionment due to a community college district.

The District shall allow individuals to audit eligible courses on a no-credit basis, subject to approval. ~~To~~ In order to audit a course, the following course criteria must be met:

- Courses eligible for audit must be designated in the course outline of record (COR).
  - Departments can choose which courses are eligible for audit through the curriculum review process.
  - Courses with material fees, science labs, or that include field trips are not eligible for audit.
  - Textbooks and other required course materials are not included in the audit fee and must be paid separately by the course auditor.
- Permission to audit a class is required for each prospective auditor, is granted at the instructor's discretion, and requires approval from the instructor and appropriate dean.
- Auditing is allowed on a space-available basis, and priority in class enrollment shall be given to students taking the course for credit towards a degree or certificate. Students on a waitlist for the class must be given the option to join prior to adding any auditors. auditors do not count in the minimum enrollment required to run a class.
- ~~Attendance of auditors shall not be included in apportionment or determining class size~~ Auditors do not count in the minimum enrollment required to run a class and attendance of auditors shall not be included in apportionment or determining class size.
- ~~An~~ A ~~audit requests~~ may be submitted after the ~~first~~ scheduled start ~~day~~ e of the class.
- There are no limits on the number of times a course can be audited.

#### A. Requirements

Prospective auditors must meet the following requirements:

- Auditors must be eligible for admission as regularly enrolled students and be in good standing with no active holds on their account preventing enrollment (this excludes special admit students). (any person over the age of 18 or possessing a high school diploma or its equivalent).

~~• Auditors without simultaneous enrollment in any other credit or non-credit classes are not eligible for student ID cards or student health services.~~

- Auditors are expected to participate in all class activities as required by the course instructor of record.
- Auditors should follow course syllabus requirements, including attendance, and follow the standards of student code of conduct (AP 5500). Those not meeting these requirements may be removed from the class, at the discretion of the instructor, with no fee reimbursement.

## **B. Academic Record**

- Instructors have no obligation to grade the assignments of auditors.
- Instructors will not provide a grade for auditors.
- No credit-units will be awarded for auditing.
- No auditor shall be permitted to change the enrollment status for the course to receive credit.
- ~~• No attendance or academic record will be maintained for audits; no transcript of audited courses will be available.~~
- Audited courses will not be recorded on a transcript, and no attendance or academic record will be maintained. Verification of enrollment for audited courses is not available.
- ~~• Classes completed through an audit cannot be considered for credit at the College; however, an audited course may be retaken for credit.~~
- Audited courses may not be used for salary advancement for faculty or classified staff.

## **C. Fees**

The fee for auditing courses shall be \$15 per unit. Students enrolled in 10 or more credit units can audit up to 3 semester units of coursework for free. This can include one 3-unit course or a combination of courses totaling no more than 3 units. Any course that exceeds 3 units requires paying the full \$15 per unit fee as courses cannot be partially audited.

- All fees are non-refundable unless the class being audited is cancelled or otherwise administratively altered

- All mandatory student fees including the Student Center Fee, Student Representation Fee, and Health Fee will be assessed at the time of enrollment in an audited course. Auditors may opt out of the Student Representation fee.
- Audited courses are not covered by a fee waiver or financial aid.
- ~~No fee will be assessed for MiraCosta College full and part time faculty, permanent staff, and retirees for auditing one class per semester.~~
- Parking fees or a parking permit are required, if applicable.
- Any textbook costs, if applicable, are not included in the auditing fee and are the responsibility of the auditor.
- All fees are non-refundable unless the class being audited is cancelled or otherwise administratively altered.

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MiraCosta Community College District

Page 1 of 1

Adoption History:

Periodic Review:

References: Education Code §76370

CCLC Update: #27, 10/15

Steering: CPC / AS

## Credit Courses

~~Individual degree-applicable credit courses that are part of an educational program approved by the California Community Colleges Chancellor's Office (CCCCO) are submitted to the board of trustees according to the following procedure:~~

Credit courses and their affiliated **corresponding** student learning outcomes are proposed by faculty, **as described in Administrative Procedure 4020. Once submitted in the curriculum management system, credit course proposals are reviewed by the respective** department chair, **instructional** dean, **student learning outcomes coordinator**, articulation officer, and technical review **personnel** before being forwarded to the Courses and Programs Committee (CPC).

**All district personnel** involved in the **credit course** curriculum approval process, **including members of the CPC**, ~~have~~ receive training provided for in title 5 section 55100 regarding the rules, regulations, and local policies applicable to the approval of credit courses.

- ~~A. Courses and their affiliated student learning outcomes are proposed by faculty.~~
- ~~B. Courses are examined by the department chair, the department's dean, and the articulation officer.~~
- ~~C. Courses are reviewed via a technical review process to ensure compliance with local and state standards.~~
- ~~D. Courses are evaluated, reviewed, and approved by the Courses and Programs Committee (CPC).~~
- ~~E. Courses~~

**Upon CPC approval, credit courses are collected into a curriculum packet and** recommended to the Academic Senate for ratification on its consent calendar and **then** forwarded directly to the board of trustees for final approval.

**The CPC and board of trustees approve each credit course pursuant to title 5, sections 55002 and 55002.5, and the California Community Colleges Chancellor's Office Program and Course Approval Handbook (PCAH). Their approval includes verification that each credit course adheres to the calculation of credit hours as codified in Administrative Procedure 4020.**

**Board-approved credit courses are promptly reported to** ~~submitted for automatic inclusion in the~~ Chancellor's Office Curriculum Inventory and Management Information Systems. No course that has been previously denied separate approval by the Chancellor's Office may be offered pursuant to title 5 section 55100 unless the

proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the CPC, Academic Senate, and board of trustees.

The MiraCosta Community College District provides annual certification to the California Community Colleges Chancellor's Office before the conclusion of each academic year that it has complied with the regulatory requirements relating to the approval of credit courses.

~~Non-degree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program may be approved locally and offered provided the district complies with the following requirements:~~

- ~~A. Individuals serving on the CPC and all others involved in the curriculum approval process have received training on the review and approval of courses not part of educational programs as provided for in title 5 section 55100.~~
- ~~B. Courses and their affiliated student learning outcomes are proposed by faculty.~~
- ~~C. Courses are examined by the department chair, the department's dean, and the articulation officer.~~
- ~~D. Courses are reviewed via a technical review process to ensure for compliance with local and state standards.~~
- ~~E. Courses are evaluated, reviewed, and approved by the CPC.~~
- ~~F. All courses approved by the CPC are recommended to the Academic Senate for ratification on its consent calendar and forwarded directly to the board of trustees for final approval.~~
- ~~G. No course that has been previously denied separate approval by the Chancellor's Office may be offered pursuant to title 5 section 55100 unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the CPC, Academic Senate, and board of trustees.~~
- ~~H. Students may count no more than eighteen (18) semester units of stand-alone courses toward satisfying the requirements for a certificate or the completion of an associate degree.~~
- ~~I. When eighteen or more semester units of non-degree-applicable courses in the same TOPs code are linked to each other as prerequisite or corequisite courses, such courses are submitted to the CCCCO for approval as a program.~~

~~Board-approved credit courses are submitted for automatic inclusion in the Chancellor's Office Curriculum Inventory Management Information Systems.~~

## **Noncredit Courses**

Noncredit courses and their affiliated **corresponding** student learning outcomes are proposed by faculty, **as described in Administrative Procedure 4020**. Once submitted in the curriculum management system, noncredit course proposals are reviewed by the **respective** department chair, dean of Continuing and Community Education, **student learning outcomes coordinator**, and technical review **personnel** before being forwarded to the CPC.

District personnel involved in the noncredit course approval process, including **CPC curriculum committee** members, receive training **provided for in title 5 section 55150** regarding the rules, regulations, and local policies applicable to the approval of noncredit courses.

Upon CPC approval, noncredit courses are **collected into a curriculum packet and** recommended to the Academic Senate for ratification on its consent calendar and **then** forwarded directly to the board of trustees for final approval.

**The CPC and board of trustees approve each noncredit course pursuant to title 5, section 55002 and the PCAH. Their approval includes verification that each noncredit course adheres to the attendance accounting procedures codified in Administrative Procedure 5070.**

~~including but not limited to the provisions of title 5 section 55002 and the California Community Colleges Chancellor's Office Program and Course Approval Handbook.~~

~~All noncredit courses are submitted to the board of trustees according to the following procedure:~~

- ~~A. Courses and their affiliated student learning outcomes are proposed by faculty.~~
- ~~B. Courses are reviewed by the department chair and dean of Continuing and Community Education.~~
- ~~C. Courses are reviewed via a technical review process to ensure compliance with local and state standards.~~
- ~~D. Courses are evaluated, reviewed, and approved by the CPC.~~
- ~~E. All courses approved by the CPC are recommended to the Academic Senate for ratification on its consent calendar and forwarded directly to the board of trustees for final approval.~~

The district promptly reports all noncredit courses approved by the board to the Chancellor's Office Curriculum Inventory Management Information Systems.

**In its annual certification to the Chancellor's Office before the conclusion of each academic year, the district verifies that it has complied with the regulatory requirements of title 5 section 55150 relating to the approval of noncredit courses.**

### **Annual Curriculum Approval Certification**



~~Each October, the superintendent/president, vice president of Instructional Services, Academic Senate president, and curriculum committee chair certify the integrity of all district approved curriculum by signing and submitting the Chancellor's Office Annual Curriculum Approval Certification form.~~

**MiraCosta Community College District**

Effective Date: 1/19/10, 9/10/20, 6/23/22  
Periodic Review: 5/14/12, 8/13/13, 4/14/15  
References: Title 5 §§55100, 55150  
CCLC Update: -  
Steering: CPC / AS

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