MIRACOSTA COLLEGE | ACADEMIC SENATE

Regular Meeting — October 21, 2022
9:00am to 11:00am
Hyflex Meeting – Room OCT200
MiraCosta College, 1 Barnard Drive, Oceanside, CA 92056
and via ZOOM: Information below

Join Zoom Meeting: https://miracosta-edu.zoom.us/j/717046932
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AGENDA

I. Call to Order

II. Roll Call

III. Teleconferencing for Meetings

A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361 – *Safaralian*

Description: *The Academic Senate approved resolution R. 2-21 on 10/1/21 to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. To continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. Academic Senate will reconsider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person. This item will be a recurring item until the body determines the circumstances no longer support the findings in R. 2-21. The last ratification was on 10/07/22.*

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 allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.

V. Changes to Agenda Order

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of October 7, 2022

B. Assign Primary Responsibility for Online Education Plan to MOE – *Julius*

Description: *The Online Education Plan needs to be updated this year. In the past, primary governance responsibility for this plan was routed to the Academic Affairs Committee, though the previous plan was developed by a taskforce and reviewed primarily by MOE. In consultiaton with administrators and AAC chair, Stacey Hull, the recommendation is for AS to route responsibility for the Online Education Plan directly to MOE going forward. Once MOE has developed a draft Online Education Plan, it will come to the Academic Senate for approval.*

VII. Reports

A. Academic Senate President – *Safaralian*
B. College Superintendent/President – *Cooke*
C. Classified Senate – *Phillips*
D. Associated Student Government – *Potter*
E. Redesigning the Student Experience – *Askerneese, Ha*

VIII. Old Business

A. Academic Calendar 2022-2023 – *Hull* **[Time certain 10:00am]**

Description: *On September 16, 2022 AS approved the the attached 2023-24 academic calendar correcting the Washington and Lincoln's Holidays to be on a Friday and Monday. Since then, errors were found and have since been corrected and approved by AAC. It now comes back to AS for final approval.*

B. AS Local Goal Setting – *Safaralian*

Description: *Senate members will present the draft of their SMARTE goals: Specific, Measurable, Achievable, Relevant, Timebound, and have an Evaluation mechanism for Onboarding, Teaching and Learning, and Enrollment and Course Offerings.*

C. Technology Plan – *Maciel, Ludford of Cambridge West*

Description: *The final draft of the Technology Plan was reviewed and approved by the Technology Advisory Committee in September 2022. This final draft was presented to the Academic Senate for a first read on October 7the and is being presented today for the second read and ratification.*

D. Institutional Self-Evaluation Report (ISER)– *Tarman*

Description: *The ISER is going to be presented to campus constituent groups for a first read in October and for final approval in November. The report is due to the ACCJC in December with a formative review in spring 2023 (March 20) and a summative review in fall 2023 (September 18th-22nd). Please click this LINK to access the Institutional Self-Evaluation Report.*

IX. New Business

A. Student Equity Plan – *Stewart* **[Time certain 9:15am]**

Description: *The MiraCosta College 2022-25 Student Equity Plan will be presented for approval by Academic Senate as part of the process to submit the plan to the Chancellor's Office by November 30th. This is a first read.*

B. Recommended Ranking for Full-Time Faculty Positions – *Hull* **[Time certain 10:00am]**

Description: *AAC forwards a recommended ranking for full-time faculty positions for Academic Senate review and approval. This is a first read.*

C. AP 5050: Student Success and Support Program – *Helmstreet, Tirona*

Description: *Updated AP 5050 to include legally recommended and optional language that includes diversity, equity, and inclusiong.*

D. BP 5050: Student Success and Support Program – *Helmstreet, Tirona*

Description: *Updates made to BP 5050 to include language regarding diversity, equity, and inclusion.*

X. Information / Discussion

A. Legislative Update - *Brill-Wynkoop* **[Time certain 9:30am]**

Description: *Wendy Brill-Whykoop, President of the Facutly Associateion of California Commnity Colleges (FACCC), will present a legislative update on assembly bills in order to increase faculty awareness of the importance of legislation and faculty advocacy on the local and state level.*

B. Integrated Planning Manual and Website Updates - *Flood, Tarman*

Description: *A review of the recommended updates to the Integrated Planning Manual and website will be presented.*

XI. Senator Reports

Description: *Academic Senators will have the opportunity to make brief announcements and updates.*

XII. Adjournment

An executive order issued on 3-18-20 by the Governor of California indicated that the requirements for having a physical space for meetings has been waived due to the coronavirus (COVID-19). Further, the passage of AB 361 allows for the continuance of conducting meetings remotely. Therefore, meetings will continue to be held remotely until further notice. The public may observe the meeting and offer public comment. A link for remote viewing or calling in is attached to the agenda.

Therefore, Academic Senate (AS) meetings will be held via Zoom. 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 1-800-735-2929 or 1-800-735-2922.

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 http://www.miracosta.edu/governance/academicsenate/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 Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@miracosta.edu

Audio recordings of AS meetings are available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or dadler@miracosta.edu.

A Resolution of the MiraCosta College Academic Senate:
Authorizing Teleconferencing for Meetings Pursuant to AB 361 (R. 2-21)

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

> (e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:
> (B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

> (e)(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:
> (A) The legislative body has reconsidered the circumstances of the state of emergency.
> (B) Any of the following circumstances exist:
> (i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

NOW THEREFORE, BE IT RESOLVED that the MiraCosta College Academic Senate finds that the Governor's March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the MiraCosta College Academic Senate finds that due to the state of emergency, meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised faculty, staff, students, and the public.

MIRACOSTA COLLEGE | ACADEMIC SENATE

Regular Meeting — October 7, 2022: 9:00am to 11:00am
MiraCosta College, 1 Barnard Drive, Oceanside, CA 92056
Hyflex Meeting – Room OCT200and via ZOOM

UNOFFICIAL MINUTES

I. Call to Order

Academic Senate President, Leila Safaralian, respectfully acknowledged that MiraCosta is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place of MiraCosta College and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders both present and past, the respected keepers of history, culture, wisdom and knowledge. The meeting was called to order at **9:02am.**

Also acknowledged what is happening in Iran as many students across Iran are protesting against the Dictator regime as part of the nationwide movement triggered by the death of Mahsa Amini, a 22-year old Mahsa Amini who died in the hospital three days after being apprehended by Iran's Morality policy. Since then, thousands of brave Iranians have been protesting to bring her killers to justice and to ask for regime change. This is a brave movement, led by mostly Gen Z and so far more than 150 of them have been killed during these protests and more than 2,000 have been arrested without any information about their wellbeing. Safaralian wanted to acknowledge these brave students who are fighting for freedom and human rights.

II. Roll Call

Members present in person: Robin Allyn (Coordinating officer), Ingrid Bairstow, Angela Beltran-Aguilar, Karla Cordero, curry mitchell (Vice President), Shawn Firouzian, Jim Julius, Delores Loedel, Don Love, Tyrone Nagai, Gilbert Neri, Candy Owens, Brian Page, Hossein Ravanbaksh, Leila Safaralian (President), Krista Warren
Members absent: Sunny Cooke (ex-officio)
Others present: Adrean Askerneese, Scott Fallstrom, Jeff Ihara, Deborah Ludford, Anthony Maciel, Sandy Muryasz, Denée Pescarmona, Andrea Petri, Ingrid Phillips, Michael Potter, Chris Tarman, Steve Vail

III. Teleconferencing for Meetings

A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361

The Academic Senate considered the circumstances of the state of emergency and determined if the emergency continues to directly impact the ability of members to meet safely in person pursuant to AB 361.

MSU (Beltran / Love) to approve recertifying resolution (R. 2-21) authorizing teleconferencing for meetings pursuant to AB 361.

IV. Persons Wishing to Address the Senate - None

V. Changes to Agenda Order - None

VI. Consent Calendar

A. Approve Minutes of the Regular Meeting of September 16, 2022
B. Ratify the updated Committee Assignments list for 2022-2023
C. Approve One Equivalency Request for Music
D. Approve Two Comparable Degree Title Requests for Psychology

The consent calendar was approved by unanimous consent with corrections to the minutes of September 16, 2022.

It was noted that in the minutes of September 16th, government's should be governance under Accreditation in the Reports.

It was noted by Ihara that it is a task of the equivalency committee to eliminate eminence while still providing options for departments served by candidates who use eminence. This is a first attempt at this equivalency request for music.

VII. Reports

A. Academic Senate President

Academic Senate President, Leila Safaralian, thanked everyone who participated in the fifth Friday event and to OAC for helping with planning. The OAC will follow up with more sessions. There will be an email today from Shannon Myers for a session next week. These are 1:1 sessions for anyone who needs help with SLOs. Thank you to VPI, Denée Pescarmona and President, Dr. Cooke for their support for this event. Pescarmona sent an email on 10/5 with an invitation to Enrollment Management Information Sessions. These sessions are aligned with Goal #3 for AS.

On October 15th, there will be an ASCCC Area D meeting via Zoom from 10a to 3pm. All are welcomed to attend where you can learn about new resolutions and discussions at ASCCC statewide.

The Career and Major Fair will take place on Thursday, 10/13 on the OC from 11a to 2p to help students make decisions about career options.

B. College Superintendent/President

Vice President of Instruction, Denée Pescarmona, reported on behalf of Superintendent President, Sunny Cooke. She echoed sentiments about what is happening in Iran and is heartened by the protests.

We will be receiving a message today from administration about their disappointment in the Fifth Circuit's Court of Appeals decision concerning DACA. MCC remains committed to serving its undocumented students, documented and mixed status students, and commits to serving those students and advocate ferociously against what is felt to be an unjust ruling by the Court. The MCC Police Department will not cooperate with Federal efforts to unlawfully detain students based on their immigration status. MCC is here to support all faculty, staff and students. Further, thanked everyone for their work on SLOs. SLO assessment is important and the system we put in place and writing them. It reflects the DEI principles within the faculty purview. You have the voice to make changes to the processes for assessment. Also thanked the team who brought Dr. Gina Garcia to discuss her book. The college is looking very closely at her working document because it exposes places where we need to grow and improve as an institution.

Last week MCC received its first ever Title Five Department of Education and Hispanic Serving Institution (HIS) Grant. It is a five-year grant for $3 million dollars; $600K dollars a year for the next five years to improve the outcomes for our Latinx students. There are three main focus points to the grant; one is a really deep community outreach; next to create a pedagogy of cardinal caring and really supporting the whole student including the work of professional learning and professional development for faculty in that work; and the third surrounds providing work-based learning opportunities that are paid for our students early connection to career and helping folks see the path forward into careers, post-MiraCosta / post-baccalaureate. Six hundred thousand dollars of the grant will go into a foundation endowment to ensure that we can support this work. The Foundation has agreed to match it and so at the end of five years, we will have $1.2 million dollars in endowment to support students ongoing.

C. Classified Senate

CS Vice President, Ingrid Phillips, reported that CS continues to build community. On 9/22 they had a successful show at the Maverick movie hosted at the Regal Theater in Carlsbad. They are continuing to work on the holiday celebration that will take place on 12/9 at the El Camino Country Club. Planning a tailgating party on campus on January 6th prior to men's and woman's basketball games. Dr. Cooke and CS President, Carl Banks will conduct a governance orientation for classified professionals on 10/13 on Zoom. They are also continuing to work on goals for the fiscal year to include caring campus for the year to educate classified professionals on shared governance and on social media platforms.

D. Associated Student Government

ASG Director of Public Relations, Michael Potter, noted that at their last meeting ASG worked on their goals for the year. Their goals are concerning equity and transparency pertaining to programs and organizations on campus and to ensure students know of the resources available to them on campus. They are developing a public relations workgroup. They are interested in marketing to fulfill the role of communications. There are currently no upcoming events. They are working on a College Navigation Day with the intention to promote the navigating students to access all resources. Any suggestions for this event would be appreciated.

E. Redesigning the Student Experience

Faculty lead, Adrean Askerneese emphasized that goal for guided pathways is to advance equity to transform our institution. Redefine our readiness as it relates to serving students and redesign support services that help remove barriers in order to attain skills, credentials, and socioeconomic mobility specifically for disproportionately impacted students. Recently attended the CA Guided Pathways Institute in Oakland where the conversations addressed how to institutionalize the guided pathways framework and integrate it into our work. Further, in recent conversations with Dr. McKinney, we talked about Student Educational Plans and how to do a better job improving them and outcomes for students.

F. Accreditation

Dean of Research, Planning & Institutional Effectiveness, Chris Tarman, discussed accreditation in his report concerning ISER under agenda item IX. New Business, item B.

VIII. Old Business

A. AS Local Goal Setting – *Safaralian*

Senate members presented the draft of their SMARTE goals: Specific, Measurable, Achievable, Relevant, Timebound, and have an Evaluation mechanism for Onboarding, Teaching and Learning, and Enrollment and Course Offerings.

Allyn shared that under Goal 1, Teaching and Learning, they are looking to present a flex workshop in the spring. mitchell noted that Goal 2, Onboarding, is an extension of the last goal Academic Senate set about communication to look outward which lead to the AS Newsletter. This new version of Goal 2 is looking inwards at processes and creating a central location that can be accessed and with dynamic content such as Roberts Rules. This will be an ongoing process to be flushed out by the end of this academic year. Safaralian is the lead for Goal 3, Enrollment and Course Offerings.

IX. New Business

A. Technology Plan – *Anthony Maciel, Jim Julius, Deborah Ludford of Cambridge West*

The last Technology Plan draft will be distributed to all governance groups for review and feedback opportunity. All feedback will be collected and the Technology Plan will be finalized. This presentation is a first read of the Final Plan. It was shared that it was important to align the plan with the four institutional goals as they relate to equitable access, student success and closing equity gaps, meeting community needs, fostering academic excellence, and responsible stewardship and sustainability. Further, in the spring, the team that was developing this plan was engaged with the futures work and aligned those different strategies and initiatives that have been identified in the plan to some of the key futures signals that were being discussed. Next, shared the timeline for approval up through this point in time where feedback has been incorporated into this final draft being presented today until final presentation to the Board of Trustees on November 17th. Ludford shared the form of the plan which is different now than what was reviewed last spring. Now they are bringing the plan in focus but not the work that was done previously. Further, reported a summary of the feedback that was received and noted that responses were provide to each individual for their feedback. The number one feedback was to be sure to incorporate the futures work into the plan as the Technology Advisory Committee updates it each year. The final plan has 61 strategies and initiatives to be completed over a five-year timeframe. For feedback, each spring they will go through the plan and review it. Comments can be sent to the advisory committee or constituencies can be contacted for feedback as well.

B. Institutional Self-Evaluation Report (ISER)– *Chris Tarman*

The ISER is going to be presented to campus constituent groups for a first read in October and for final approval in November. The report is due to the ACCJC in December with a formative review in spring 2023 (March 20) and a summative review in fall 2023 (September 18th-22nd).

Tarman gave a brief introduction of the ISER components of four major standards and sections under each including Standard I: mission, assuring academic quality and institutional effectiveness, and institutional integrity; Standard II: instructional programs, library and learning support services, and student support services; Standard III: human resources, physical resources, technology resources, and financial resources; and Standard IV: decision-making roles and processes, chief executive officer, and governing board. The steering committee consists of tri-chairs including classified professionals, faculty members, and administrators and faculty, classified staff, and administrators across Standards I, II, III, and IV. For each standard they looked at what they are doing well and what needs improvement. The Quality Focus Essay (QFE) focuses on Learning Outcomes Assessment with three goals: Goal #1: strengthen the capacity to monitor assessments; Goal #2: strengthen the assessment of program student

learning outcomes; and Goal #3: broaden the assessment of the core competencies.
Further, the QFE will focus on completion-based course scheduling to support the guided pathways implementation at scale. It was noted that post-pandemic MCC is a small college below 10K FTEs with the need to focus on bringing students in and then retention while the student population is shrinking. The ISER draft is located at: https://hub.miracosta.edu/accreditation/iser/. It was noted to remember the Commission only wants to see the best and most representative examples, not a laundry list of every example. The timeline includes Board approval in November, ACCJC evaluation team review (formative review) in Spring 2023 (march 30), and focused site visits (summative review) in Fall 2023 (September 18-22). Senators were asked to share the link with their constituents for further feedback.

X. Information / Discussion

A. ASCCC Legislative Updates – *Scott Fallstrom*

Scott Fallstrom, ASCCC liaison, provided a legislative process and update on some state legislative news. He also gave an overview of the timeline for the legislative cycle and provided a brief review of the past bills that may have the biggest impact on faculty and students such as AB928, AB1111, and AB1705. Ed code section 7540A is pretty restrictive indicating you cannot use any district resources to support or oppose any candidate or ballot measure. Therefore you should not have conversations opposing or otherwise supporting any ballot measures during local Academic Senate meetings. However, part B of that same Ed code section indicates you can publish information or talk about information to educate the public regarding the impact of a ballot measure. Once they have been signed into law, the impacts of those can be discussed. Over the past year, ASCCC put forward positions opposing a number of measures that then became law such as AB928, the common pathway, AB111, the common course numbering and AB1705, an opposed amendment language. May 27th was the last day for each house to pass bills introduced and go through committees to identify the impact of those bills. One week ago was the last day for the Governor to sign or veto the bills. It was further noted there were 38 assembly bills. One of the bigger ones was AB928 signed in October 2021. The goal of the bill is that the timeline for the bill is that in fall of 2025, the single GE pathway will be implemented. In May of 2023, the Intersegmental Committee of Academic Senate (ICAS) will establish a common GE pathway. The backup plan is that the three groups will establish it by December 2023 if ICAS cannot do it. Further assembly bills included AB190, student housing grant program including community colleges which was approved; AB295 pilot program fee cost of education workgroup failed; AB1187 community college tutoring for foundational skills passed; AB1615 the Juneteenth holiday has been codified; AB1705 refines AB705 passed; AB1856 vetoed and related to associate faculty which was a bill that would have extend percentage of FTE from 60-67% up to 85%. Fallstrom will continue to provide information as it becomes available and bring it to AS for feedback. There are also multiple pieces on the ASCCC website that represent legislative updates and legislative positions.

B. International Education: Study Abroad and Virtual International Exchanges – *Andrea Petri*

International Languages faculty member, Andrea Petri, presented the work that the International Education Committee has been doing over the past seven to eight years to create opportunities for students and faculty to engage in international activities both in person and virtually. He noted there was a moratorium on the study abroad program but they have started a new process to bring this back and revised the policy that governs international education. In a shared PowerPoint presentation he noted they had a successful study abroad to Florence, Italy in the summer of 2022 with 32 students spanning four weeks in Florence and Rome. The committee will bring their handbook to interested parties at the college and have it as a recognized and certified document. The plan for next summer 2023 is to repropose the Florence program in June vs. July and another session in Costa Rica in July 2023 lead by Anthony Ongyod and David Detwiler. They are also working on Virtual International Exchanges and would like to create a virtual international exchange award. As well, they are working on a virtual study abroad program and looking to see if it is worth it for the college. They are also offering a Certificate of Achievement in Global Studies and noted their Faculty development: Faculty Abroad and Visiting Scholars through the Fulbright Program and Faculty Abroad – Council of American Overseas Research Centers. They also have an International Education Committee presence in Canvas at: https://miracosta.instructure.com/courses/16666. When asked how students pay for study abroad program, it was noted that one of the biggest goals is to let students know they can do it. Financial aid can help. Of the 32 students who attended, more than 20 used financial aid to assist with travel expenses. Six students received a full scholarship working with Mia Scavone in the International Office. The only issue for summer is disbursement of funding because students receive money during first day of

class by that time they have already paid. It was also noted that students do not need to have a specific major to participate in the study abroad program and there are no pre-requisites required. It is open to anyone in the college. The deadline to apply and time to pay the deposit is sometime in February or March. The Costa Rica program approval will go to the Board of Trustees next week. It was noted that students who apply for the Gilman Scholarship will require a letter of recommendation from an instructor.

XI. Senator Reports

Jim Julius noted that today is the final day for a call of peer online mentors. The new MOU provides for more hours and a larger team. As well, we are on the cusp of working towards which programs will be implemented for significant grants of up to $200K for zero textbook costs.

Candy Owens mentioned that on September 23rd she attended the ASG meeting. While they were discussing goals, there was another communication going on at the same time about using the word "institutional" in their own goals. For a formerly incarcerated student that word has a negative feeling and so although they understand they cannot change the school's use of the word, they can change the word for students.

Hossein Ravanbaksh also wanted to acknowledge and stand in solidarity with the brave youth who have started the movement to hopefully put an end to a 43-year-old dictatorship that has taken away all basic human rights from its citizens in Iran while affecting the overall security of the world.

Gilbert Neri wanted to encourage participation in Dia de Los Muertos on November 1st on the Oceanside Campus from 11a to 2p and on November 2nd at SAN along with a number of workshops.

Shawn Firouzian noted two student clubs, Computer Science for the Common Good and Data Scholars Club, are sending two groups of students to the SDSU Big Data Hackathon: Hacking Big Data and Open Data in San Diego #Hack4SD.

Ingrid Bairstow gave a shout out to noncredit ESL and noted that 13 full time and associate faculty attended the California Teachers of English as a Second Language Conference that met for the first in three years in Pasadena.

Don Love invited everyone to the family friendly event, Black and Brown Expo occurring November 5th.

XII. Adjournment – The meeting adjourned at 11:15am.

MiraCosta College

2023-2024 Academic Calendar

AS approved 9/16/22

Summer Session 2023
June 2023

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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July 2023

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30	31					

IMPORTANT DATES

SUMMER

June 12	Start of Summer 8-week Intersession
June 12	Start of Summer 6-week Intersession
August 5	End of Summer Intersession

FALL

Aug 18	All-College Day
Aug 21	Classes Begin
Sept 1	Last Day to Add Classes
Sept 1	No "W" Deadline*
Sept 5	First Census
Sept 25	30% Pass/No Pass Deadline**
Nov 17	75% Withdrawal Deadline***
Dec 11-16	Final Exams
Dec 16	End of Semester
Dec 24-Jan 1	Campus Closed

SPRING

Jan 22	Classes Begin
Feb 3	Last Day to Add Classes
Feb 3	No "W" Deadline*
Feb 5	First Census
Feb 28	30% Pass/No Pass Deadline**
Mar 18-23	Spring Break
Apr 23	75% Withdrawal Deadline***
May 21-24	Final Exams
May 24	Commencement

*Last day to withdraw from classes without a "W"
**Last day for exercising pass/no pass option
***Last day for exercising option to withdraw without an evaluative grade (A, B, C, D, F, Pass, No Pass)

June 19	Juneteenth (Legal Holiday)
July 4	Independence Day (Legal Holiday)
Sept 4	Labor Day (Legal Holiday)
Nov 10	Veterans Day (Observance)
Nov 23	Thanksgiving Day (Legal Holiday)
Nov 25	Day after Thanksgiving (Local Holiday)
Dec 25	Christmas (Observance)
Dec 25-31	Winter Closure
Jan 1	New Year's Day (Observance)
Jan 15	Martin Luther King, Jr. Day (Legal Holiday)
Feb 16	Lincoln Day (Observance)
Feb 19	Washington Day (Legal Holiday)
Mar 21-22	Thursday/Friday of Spring Break (Local Holiday)
May 27	Memorial Day (Legal Holiday)

Fall Semester 2023
August 2023

S	M	T	W	Th	F	S
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27	28	29	30	31		

September 2023

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October 2023

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November 2023

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December 2023

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82 Days of Instruction • 5 Days of Flex
1 All-College Day

Spring Semester 2024
January 2024

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February 2024

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March 2024

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April 2024

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May 2024

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84 Days of Instruction • 5 Days of Flex

- Legal/Local Holidays
- Commencement
- Final Exams
- Summer Intersession
- Fall Semester
- Spring Semester
- Flex
- Spring Break
- Non-class days
- All-College Day

MiraCosta College

Draft to Submit to the Board of Trustees
X/X/20XX

MiraCosta College

2023-2024 Academic Calendar

AAC Approved 10/14/22

Summer Session 2023
June 2023

S	M	T	W	Th	F	S
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Fall Semester 2023
August 2023

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September 2023

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November 2023

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15+1 16+1 16+1 15+1 15 15+1

82 Days of Instruction • 5 Days of Flex
1 All-College Day

Spring Semester 2024
January 2024

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February 2024

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March 2024

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April 2024

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May 2024

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15+1 16+1 16+1 16+1 15+1 15

83 Days of Instruction • 5 Days of Flex

IMPORTANT DATES

SUMMER

June 12	Start of Summer 8-week Intersession
June 12	Start of Summer 6-week Intersession
August 5	End of Summer Intersession

FALL

Aug 18	All-College Day
Aug 21	Classes Begin
Sept 1	Last Day to Add Classes
Sept 1	No "W" Deadline*
Sept 5	First Census
Nov 17	75% Withdrawal Deadline***
Dec 11-16	Final Exams
Dec 16	Pass/No Pass Deadline**
Dec 16	End of Semester
Dec 24-Jan 1	Campus Closed

SPRING

Jan 22	Classes Begin
Feb 2	Last Day to Add Classes
Feb 2	No "W" Deadline*
Feb 5	First Census
Mar 18-23	Spring Break
Apr 23	75% Withdrawal Deadline***
May 21-24	Final Exams
May 24	Pass/No Pass Deadline**
May 24	Commencement

*Last day to withdraw from classes without a "W"
**Last day for exercising pass/no pass option
***Last day for exercising option to withdraw without an evaluative grade (A, B, C, D, F, Pass, No Pass)

June 19	Juneteenth (Legal Holiday)
July 4	Independence Day (Legal Holiday)
Sept 4	Labor Day (Legal Holiday)
Nov 10	Veterans Day (Observance)
Nov 23	Thanksgiving Day (Legal Holiday)
Nov 24	Day after Thanksgiving (Local Holiday)
Dec 25	Christmas (Observance)
Dec 25-31	Winter Closure
Jan 1	New Year's Day (Observance)
Jan 15	Martin Luther King, Jr. Day (Legal Holiday)
Feb 16	Lincoln Day (Observance)
Feb 19	Washington Day (Legal Holiday)
Mar 21-22	Thursday/Friday of Spring Break (Local Holiday)
May 27	Memorial Day (Legal Holiday)

- Legal/Local Holidays
- Commencement
- Final Exams
- Summer Intersession
- Fall Semester
- Spring Semester
- Flex
- Spring Break
- Non-class days
- All-College Day

Draft to Submit to the Board of Trustees
X/X/20XX

MiraCosta College | ACADEMIC SENATE

Proposed Goals for the Academic Senate for 2022-2023

Theme: Teaching and Learning

Goal #1) Given that many MiraCosta faculty have received training on identifying equity gaps, guidance is needed on clear and concrete ways to address those gaps. This year, this taskforce will create a local guide for Faculty on Culturally Responsive Teaching Practices using the DEI in Curriculum: Model Principles and Practices as a model. The taskforce will collaborate with the C3 Joyful Teacher in Residence, PDP, CPC, and MOE, on development of the guide and ways to incorporate the guide into faculty professional learning opportunities.

Theme: Onboarding

Goal #2) Develop focused and discrete training materials that may be delivered to Senate members in a "just-in-time" manner, so all members–but especially new members, associate faculty, and student senators–may participate in deliberative processes with full confidence and certainty. In this, we aim to create a recursive, sustaining onboarding process that also becomes a model that other Academic Senate subcommittees might adopt and emulate

Theme: Enrollment and Course Offerings

Goal #3) A taskforce of the Academic Senate will collaborate with the new MiraCosta Enrollment Management team to research and learn about existing and innovative enrollment management practices to improve enrollment and to support equity, access, and student success. This taskforce will provide updates during Academic Senate meetings throughout the year.

Technology Plan

Approval/Review History:
Approved by Technology Advisory Committee for Circulation/Feedback March 30, 2022
Reviewed by Executive Management Team for Input April 4, 2022
Presented to Budget & Planning, Classified Senate, Academic Senate, Administrators Committee, College Council, Associated Student Government April 2022
Circulated for Input to all Governance Committees April-May 2022
Approved by Executive Management Team to Proceed through Governance August 15, 2022
Circulated for Final Review and Feedback to all Governance Committees Aug-Sep, 2022
Presentation today is for Approval by the Technology Advisory Committee Sep 23, 2022

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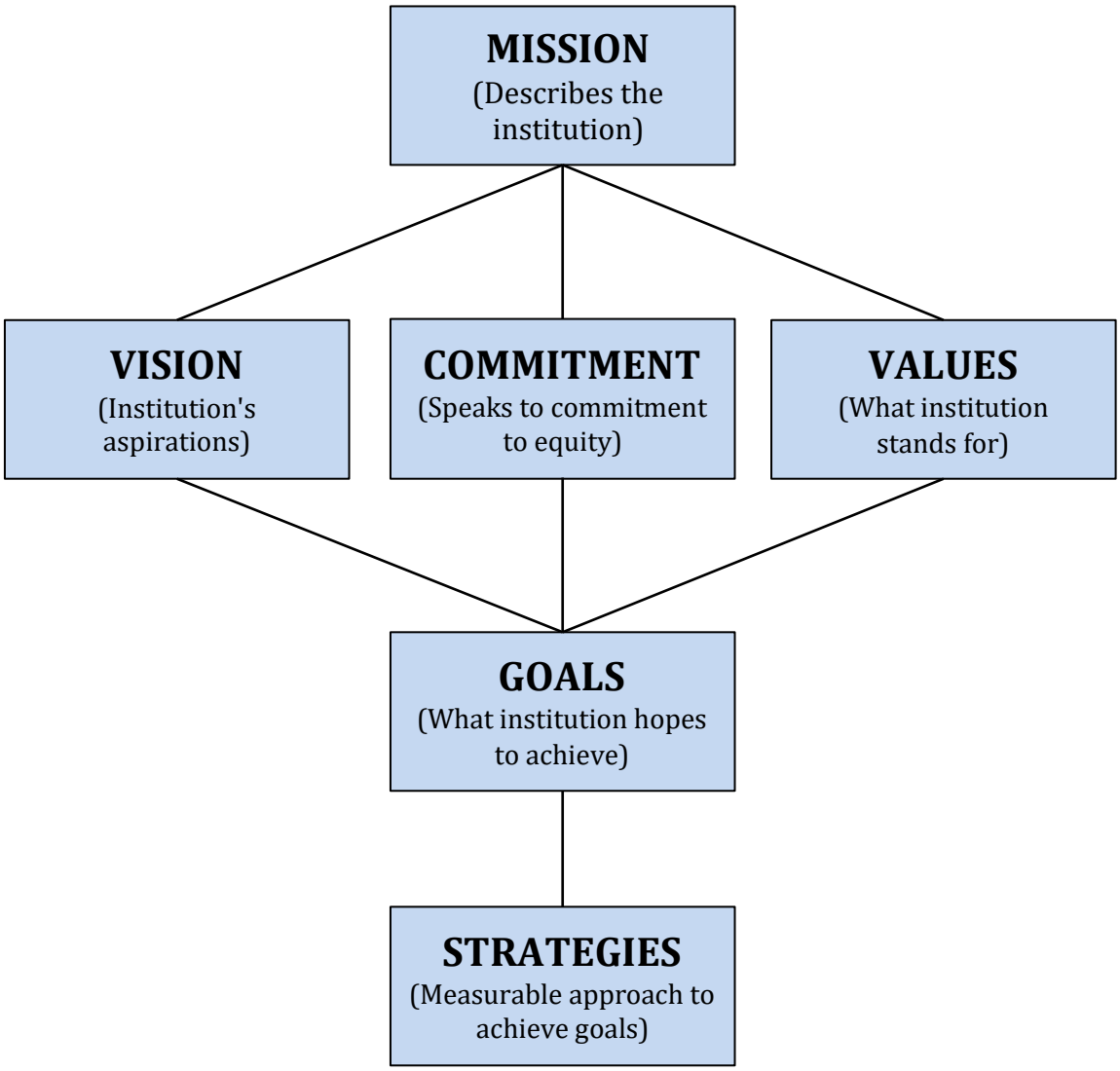
PLANNING FRAMEWORK

MiraCosta College recently developed the *MiraCosta College Long-Term Planning Framework 2020-2026* to guide its long-term planning efforts. The framework outlines the College's guiding statements related to mission, vision, values, and commitment as well as the 2020-2026 planning goals for the institution. This framework was used in the development of the Technology Plan. The *MiraCosta Technology Plan* is a five-year plan that is annually reviewed and updated.

LONG-TERM PLANNING FRAMEWORK

The College's long-term planning framework is anchored by the mission, vision, values, and commitment of the institution. The goals represent broad areas of focus that are accomplished via more specific strategies with measurable outcomes. The relationship of the various elements of the long-term framework are illustrated in the following graphic.



MiraCosta College Mission, Vision and Commitment, Institutional Goals and Potential Technology Impact, and Technology Support Strategies Addressing Institutional Goals provided the foundation for the plan. The Institutional Values (Appendix A), Future Focus and Adaptive Planning, Technology Futures Radar, and the Outcome of the Futures Task Force (Appendix B), and Data Summary, Relevant Trends and the Technology Plan Survey (Appendix C) documents provided information used in the development of the plan.

MISSION, VISION, AND COMMITMENT

Each of the statements below incorporate and reflect the input and perspective from multiple college constituent groups. The following definitions provide context to the statements below:

- **Mission** - Describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement.
- **Vision** - A statement of an organization's overarching aspirations of what it hopes to achieve or to become.
- **Commitment** - A statement that was created from a campus desire for the institution to articulate our commitment to equity, including the populations most impacted.

MiraCosta College Mission

MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.

MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

MiraCosta College Vision

MiraCosta College will be a leader and partner in transforming lives and communities through learning.

MiraCosta College Commitment

MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately impacted populations including Latinx and Chicanx communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta College will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

INSTITUTIONAL GOALS AND THE POTENTIAL TECHNOLOGY IMPACT

A goal is a broad statement of what the institution hopes to achieve. Each of the goals below in bold, is accompanied by action phrases that can be addressed with more specific strategies within college plans. The goals were developed by the long-term planning workgroup with feedback from college employees and students. The Technology Advisory Committee developed the associated potential impacts for each goal.

GOAL 1: MiraCosta College will provide equitable access, enhance student success and close equity gaps by deploying strategies that meet students where they are; create community; and dismantle systems of inequity.

Potential Impact of Technology on Goal 1:

The role of technology in student success has increased dramatically due to the pandemic. Technology has become the primary modality that students experience college, and it is important to enhance the delivery of student services and instruction, to meet student's needs and expectations. MiraCosta College is fully committed to closing equity gaps by developing inclusive policies and procedures as well as using data and technology in student centric ways. The steps listed below will support us in our goal to provide equitable access to technology.

- Assess student access to and use of technology
- Assess access to support for use of technology (days, times, and type of support needed)
- Assess the effectiveness of the current systems in terms of meeting the needs with a DEI perspective in mind
- Designate technology resources to meet the identified needs
- Provide the human resources necessary to provide equitable access to technology

GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that provide workforce solutions; prepare students to be active global citizens; and provide opportunities for cultural educational enrichment.

Potential Impact of Technology on Goal 2:

Technology can be an enabler or inhibitor of engagement with our external community. Technology, when used appropriately, can be a tool for engagement with our broader community. MiraCosta College is fully committed to deploying technology tools that enhance, support, and encourage collaboration with students, external community, and industry partners.

GOAL 3: MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real-world experience; and intentional professional development for the college community that is responsive to a changing world.

Potential Impact of Technology on Goal 3:

In a rapidly changing world, MiraCosta College will on an ongoing basis and as needs for better technologies arise innovate by evaluating technology tools, services, and emerging technologies. Flexible learning environments provide access for our diverse students. Through content rich and student-driven experiences, MiraCosta College will use technology to enhance academic excellence. Technology tools are only as useful as the people who use them. For this reason, professional learning is critical to ensuring technology leads to student success. Innovative tools, communities of practice tools and specialized applications in the areas of STEM, humanities, art, etc. also ensure technology leads to student success.

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that invest in our employees to reach their full potential; maintain a sustainable and transparent financial model; and reduce the environmental impact of our physical resources.

Potential Impact of Technology on Goal 4:

Technology tools can be used for employee growth and to effectively manage financial resources. It is important to acquire and discard technology in a manner that is environmentally responsible. MiraCosta College will do this by enhancing planning documents, forecasting technology expenses, procuring new systems with affordability in mind, and leveraging systemwide resources to remove or minimize costs.

TECHNOLOGY SUPPORT STRATEGIES ADDRESSING INSTITUTIONAL GOALS

Below are listed the technology support strategies that the Technology Advisory Committee developed based on the data and trends presented above for each of the institutional goals.

INSTITUTIONAL GOAL 1: MiraCosta College will provide equitable access, enhance student success, and close equity gaps by developing strategies that:

… meet students where they are by

- providing technical infrastructure to support multiple pedagogies and modalities to accommodate different students' needs
- providing software licensing and/or subscriptions to meet students' needs
- providing hardware to meet students' needs
- providing access to prompt and reliable support services in multiple modalities
- providing technology rich physical spaces that meet the needs of students

… create a sense of community by

- connecting people in virtual and physical hubs for collaboration
- providing communications that are accessible, intuitive, and easy to navigate to help users find the information needed about events and other students, faculty, staff and community partners with common interests seamlessly

… dismantle systems of inequity by

- identifying and implementing technologies that equitably support student success from the beginning of their experience to graduation and beyond

- implementing DEI technologies for employees to target talent acquisition, analytics, development/advancement, and engagement/retention

GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that:

… provide workforce solutions by

- enabling partnerships with local employers and K12 Districts and promote pathways for access through dual enrollment participation and work-based learning
- enabling a portfolio site, with links to job sites like LinkedIn, GlassDoor, JAIN, etc. to connect students with employers for jobs, paid internships and other skill building opportunities locally and virtually
- providing real world training and internship opportunities

… prepare students to be active global citizens by

- providing Information Media Literacy Training
- providing Virtual International Exchange Program Support
- providing Digital Citizenship support

… provide opportunities for cultural enrichment by

- creating/enhancing physical and virtual spaces that support collaboration between the College, the local schools, businesses, and industry and provides opportunities for collaboration, community building, and cultural enrichment
- providing support and tools for social justice and equity
- supporting, with technology tools, co-curricular learning for students through Student Life and Leadership, Student Equity, Associated Student Government, and other areas in addition to student government for events and advocacy

GOAL 3: MiraCosta College will foster academic excellence by:

… strategically developing a culturally competent, adaptive, innovative, and relevant teaching and learning environment by

- developing policies, procedures, and Academic Information Services (AIS) resources to provide students, faculty, and staff with accessible, cyber-secure, essential computing resources in a timely and equitable way

… co-curricular activities that bridge classroom learning and real-world experience by

- supporting investigation, evaluation, adoption, and support of emerging technologies for rich interaction and engagement such as simulations, augmented and virtual reality, telepresence, and metaverse tools

… intentional professional development for the college community that is responsive to a changing world with

- knowledge/training that is curated, easy to navigate, and easy to access to get the knowledge needed
- tools to help address faculty needs for better teaching online, hybrid, and on the ground

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that:

… invest in our employees to reach their full potential by

- providing training and access to new and emerging technologies to improve student engagement and success
- enabling faculty and staff to investigate new technologies to pilot, and if successful, scale up for all to use, e.g., release time for mini sabbaticals
- better leveraging and coordinating professional development activities across the college and across constituency groups to align with the institutional mission, vision, goals, and commitments

… maintain a sustainable and transparent financial model by

- applying the total cost of ownership evaluation of all technology procurements
- management of software and hardware life cycles- sustainable financial and staffing support including training
- maintaining a catalog/map of what tools MiraCosta College has, how to access them, what they do, who uses them and who supports them
- developing a clear set of standards and evaluation procedures when considering adoption of new technologies
- developing a systematic equipment inventory
- developing a plan for sustainable maintenance and replacement of equipment

… reduce the environmental impact of our physical resources by

- buying and disposing of used equipment that can be recycled in a cost effective and environmentally responsible way
- providing one computing device per employee that addresses the requirements to complete their work and/or teaching responsibilities, thereby minimizing the number of computing devices
- minimizing printing with lowest cost possible for appropriate learning or zero cost.

MEASURING PROGRESS ON THE TECHNOLOGY PLAN

The five-year *MiraCosta College Technology Plan* will be revisited annually by the Technology Advisory Committee over the next five years to evaluate progress towards meeting the technology strategies and initiatives described in the plan below.

All data will be analyzed using an equity lens, paying particular attention to measures of disproportionate impact. The Technology Advisory Committee is responsible for overseeing that annual review.

In addition, academic, support services, and administrative departments play a central role in college-wide planning and budget development through the program review process which includes technology initiatives. Driven by the College's Mission, Vision, Values, and Commitment statements as well as the four institutional goals, all departments and programs develop goals and activities in a systematic three-year planning process with annual updates. These departmental plans encourage innovation and creativity in a bottom-up fashion that enhances the College's ability to fulfill its mission and goals. The program review process includes space for reflecting on data and information through student outcomes, program review data, enrollment management data, workforce trends, and other environmental information. MiraCosta College's cycle of program review encourages dialogue on priorities, builds coalitions for change, and provides an avenue for adaptive planning that allows stakeholders to explore solutions in a swiftly changing world.

TECHNOLOGY STRATEGIES/INITIATIVES TO SUPPORT INSTITUTIONAL GOALS

The following tables include technology strategies and initiatives that are or will be deployed for the next five years, from 2022-2027 to support the institutional goals outlined in the *MiraCosta College Long-Term Planning Framework 2020-2026*. The plan will be reviewed and updated annually.

GOAL 1: MiraCosta College will provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are; create community; and dismantle systems of inequity.					
FUTURES SIGNALS: Remote Work / Technology Ownership / Hybrid Building and Dynamic Spaces / Cybersecurity / Metaverse					
Strategy/Initiative	**Department/Program/ Committee/Group**	**Other plan(s) containing equitable Strategy/Initiatives**	**Needed Resources**	**Expected Completion / Risk Factors**	**Status / % Completion & Implications for Future Years (updated annually)**
1.1 Review current policies and, as needed, develop new policies, procedures, and resources to provide students, faculty, and staff with essential computing resources in a timely, equitable way by: 1.1.1 Enabling network access on-site and remote for faculty, students, and staff when and where needed. 1.1.2 Providing computers and other devices to access learning and registration systems. 1.1.3 Providing software and processes to enable access to prompt and reliable support services that respond to student needs and alert faculty and student services when help is needed. 1.1.4 Training faculty, students, and staff on how to access and use the computing equipment and software and provide opportunities to acquire and/or enhance technology knowledge and skills. 1.1.5 Ensuring the right technology and training for each type of user and the applications they need.	Technology Advisory Committee Human Resources AIS	Facilities Master Plan Equity Plan			

1.1.6 Expanding student success and equity by developing and promoting affordable learning technologies and materials. 1.1.7 Ensuring appropriate staffing levels to support maintenance of current systems; develop new and innovative systems, and provide appropriate service and support to administrators, faculty, staff, and students.					
1.2 Implement Diversity, Equity & Inclusion technologies for employees to target talent acquisition, analytics, development/advancement, and engagement/ retention in cooperation with Human Resources.	Human Resources AIS	Equity Plan			
1.3 Identify, implement, and continually assess technologies that equitably support student success from the beginning of their experience to graduation and beyond. 1.3.1 Technology support for increasing the visibility and amount of certificate and degree programs that students may complete through online and flexible attendance options. 1.3.2 Support Guided Pathways by completing the implementation of TargetX and/or identifying additional technology strategies that support guided pathways and Academic and Career Pathways including proactive student advising and early alert.	Guided Pathways Implementation AIS Technology Advisory Committee	Educational Master Plan Online Education Plan			
1.4 Institutionalize accessibility by identifying and supporting new technologies while insuring accessibility and cyber-secure access for users by: 1.4.1 Conducting assessments of college technology based upon WEB Content	SAS Administrative Services Online Education AIS	Administrative Procedure 3725 Online Education Plan			

Accessibility Guidelines (WCAG) to measure digital accessibility. 1.4.2 Developing, procuring, or enhancing assistive technology, adaptive tutoring systems, and tools. 1.4.3 Enhancing resources and support to help faculty develop online courses that comply with accessibility regulations.						
1.5 Secure ongoing funding and personnel resources to ensure ongoing access to technology through semester long check outs of laptops and hotspots.	BPC Library AIS Foundation	Educational Master Plan Foundation				

Related References:

https://www.cio.com/article/3374838/diversity-and-inclusion-technology-tools-on-the-rise.html
https://www3.weforum.org/docs/WEF_NES_DEI4.0_Toolkit_2020.pdf
https://www.forbes.com/sites/sap/2021/06/28/how-technology-supports-workplace-diversity-equity-and-inclusion/?sh=4744926e28b8
https://www.shrm.org/resourcesandtools/hr-topics/technology/pages/how-hr-technology-supports-diversity-inclusion.aspx

GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that provide workforce solutions; prepare students to be active global citizens; and provide opportunities for cultural educational enrichment.						
FUTURES SIGNALS: Remote Work / Technology Ownership / Hybrid Building and Dynamic Spaces / Cybersecurity / Metaverse						
Strategy/Initiatives	**Department/Program/ Committee/Group**	**Other plan(s) containing equitable Strategy/Initiatives**	**Needed Resources**		**Expected Completion / Risk Factors**	**Status / % Completion & Implications for Future Years (updated annually)**
2.1 Establish and maintain information technology resources for the development of social networks, student life, college organizations by: 2.1.1 Developing and maintaining a consolidated, mobile-friendly integrated approach to digitizing student services (e.g., processing applications, submitting required documents, setting appointments, offering online service and support). 2.1.2 Developing and maintaining an integrated communications systems (text, email, web, social media) that reach target audiences with relevant messaging. 2.1.3 Institutionalizing and facilitating adoption of PRONTO for student communications.	Technology Advisory Committee AIS Online Education PIO Student Services					
2.2 Identify, develop, and support technology to enhance the ability for industry and the surrounding community to collaborate with students by: 2.2.1 Providing opportunities for cultural education 2.2.2 Strengthening work based and professional learning and technologies to connect students to employers (i.e., associations and organizations).	Career Center Work-Based Learning Career Education Student Services Clubs Joyful Teacher and Professional Learning					

	Technology Advisory Committee AIS					
2.3 Develop and enhance protocols and practices for prioritizing technology resource investments to support active engagement between students, business, and the surrounding community by: 2.3.1 Establishing a regular review of all programming and help desk requests to ensure adequate technology support. 2.3.2 Reviewing all requests quarterly for resource alignment.	Technology Advisory Committee AIS Foundation					

GOAL 3: MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative, and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real-world experience; and intentional professional development for the college community that is responsive to a changing world.						
FUTURES SIGNALS: Remote Work / Technology Ownership / Hybrid Building and Dynamic Spaces / Cybersecurity / Metaverse						
Strategy/Initiatives	**Department/Program/ Committee/Group**	**Other plan(s) containing equitable Strategy/Initiatives**	**Needed Resources**		**Expected Completion / Risk Factors**	**Status / % Completion & Implications for Future Years (updated annually)**
3.1 Utilize and deploy educational technologies to provide students with effective, efficient learning experiences and support services and support exceptional delivery of instruction in a variety of modalities (e.g., HyFlex) by: 3.1.1 Developing and maintaining standards for classroom technology that support various learning modalities. 3.1.2 Supporting teaching excellence and student success by regularly assessing, implementing, and promoting the use of emerging technologies into all facilities to increase and support collaborations. 3.1.3 Providing access to electronic communications systems and reliable broadband wireless connectivity throughout all campus locations and facilities, including outdoor learning spaces. 3.1.4 Improving the effectiveness of the Canvas Learning Management System (LMS) by evaluating, integrating, and supporting instructional technologies within Canvas.	Technology Advisory Committee Online Education Purchasing SAS MOE Campus Advisory Committee	Facilities Master Plan Online Education Plan				
3.2 Expand technology professional learning opportunities for the college community by:	Professional Development Program	Online Education Plan				

3.2.1 Supporting and enhancing innovative professional learning technologies for the college community fostering active, collaborative, learning techniques and spaces. 3.2.2 Developing and implementing a knowledge base for accessible solutions and information on how to effectively use available teaching and learning tools. 3.2.3 Adopting and teaching universal design principles and training the college community on the development of flexible learning environments and spaces that can accommodate learning differences. 3.2.4 Providing faculty, staff, and students with training and support services on all adopted technologies. 3.2.5 Developing a knowledge base for free tools used in instruction that are compliant with technology review standards.	Teaching & Learning Center Human Resources Online Education					
3.3 Support new and existing learning environments by: 3.3.1 Establishing an Interactive Media Laboratory (e.g.AR, VR, Video games, and more). 3.3.2 Improving internet access for faculty and students.	C3 Makers Lab Letters Technology Advisory Committee AIS					
3.4 Support content creation and storage by: 3.4.1 Providing all students with ability to create an online presence, where they share their work (portfolio), resume, and other things that would better prepare them for the workforce. 3.4.2 Hosting faculty created content, such as Open Education Resource materials.	Technology Advisory Committee	Online Education Plan				

3.4.3 Providing technology that facilitates making high end videos for instruction.					
3.5 Provide an excellent user experience by: 3.5.1 Building a user experience/instructional design lab that provides for student feedback. 3.5.2 Providing clear information in the class schedule regarding delivery modality options and permutations. 3.5.3 Examining which productivity suite (or suites) the college supports, and how the support is provided. 3.5.4 Improving learning outcomes and planning software.	Technology Advisory Committee Online Education	Enrollment Management Plan			
3.6 Develop and streamline the reporting process for core competency assessments so that data can be easily input and disaggregated.	Outcome Assessment Committee	Educational Master Plan			

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that invest in our employees to reach their full potential; maintain a sustainable and transparent financial model; and reduce the environmental impact of our physical resources.					
FUTURES SIGNALS: Remote Work / Technology Ownership / Hybrid Building and Dynamic Spaces / Cybersecurity					
Strategy/Initiatives	**Department/Program/ Committee/Group**	**Other plan(s) containing equitable Strategy/Initiatives**	**Needed Resources**	**Expected Completion / Risk Factors**	**Status / % Completion & Implications for Future Years (updated annually)**
4.1 Deploy streamlined, easily accessible technologies (e.g., SURF portal, single-sign-on) to fully support all students from entry to completion of their academic goals by: 4.1.1 Developing a holistic approach to integrate and simplify student access to resources that are institutionally scalable. 4.1.2 Developing and implementing strategies and tools to enhance, automate, and streamline bi-directional communications with students, while providing students with personalized, just in time, assistance. 4.1.3 Creating and deploying strategies and tools to enhance, automate, and streamline enrollment management in a manner that facilitates student enrollment, registration, transfer, and completion of educational goals in a timely manner.	Instruction Student Services CRM Task Force AIS	Enrollment Management Plan			
4.2 Provide students with adequate and readily accessible technology support delivered in a variety of formats to meet students' diverse needs by: 4.2.1 Developing and enhancing technical support services for students that address common issues with the learning management system, productivity tools,	Technology Advisory Committee Instruction MOE Business Analyst Library AIS	Online Education Plan Student Hub			

instructional software and tools, email, and administrative applications. 4.2.2 Enhancing processes and analytical approaches to determine common technical support concerns and enhance support resources accordingly. 4.2.3 Ensuring appropriate computing resources are available to students to meet them where they are.					
4.3 Adopt a systematic approach to assessing information technology initiatives and implementation resources, services, support, training and policies and procedures, including replacement cycles by: 4.3.1 Reviewing and updating and regularly the infrastructure roadmap that embraces a cloud native, cloud first strategy, provides robust access to Wi-Fi and cellular services in administrative, instructional, and public areas, articulates refresh cycle for core infrastructure assets including computers, and outlines standard on equipment, cabling, and installation. 4.3.2 Onboarding and providing ongoing training resources to all employees for all college technologies.	BPC AIS Divisions				

4.4 Develop, document, and widely distribute a review and approval process for technology requests that results in purposeful allocation of resources making equitable and strategic investment in technology and facilities including: 4.4.1 Incorporating the total cost and total life cycle of the hardware/software, including funding from restricted funding sources (grants) and unrestricted general funds. 4.4.2 Enhancing and improving annual program review processes to strengthen Total Cost of Ownership (TCO) calculations for all new technology initiatives. 4.4.3 Developing procurement protocols for the review (functionality, accessibility, cyber-security, contract terms and conditions, pricing/payment), purchase, and maintenance of instructional technology. 4.4.4 Developing District policy and procedures for grant proposals which include technology that include funding for support contracts, replacement at end of life and staffing for installation, training, and support. 4.4.5 Developing a process to evaluate and sunset redundant and antiquated technologies. 4.4.6 Developing and maintaining a user-friendly inventory of tools MiraCosta College has acquired and/or evaluated, including their function, access, user base, and support resources.	BPC IPRC Purchasing Technology Advisory Committee AIS				

4.5 Implement a technology tracking system to ensure a single source to manage all software and hardware inventory for asset management, security, and control.	AIS					
4.6 Build capacity and flexibility to uphold Futures thinking.	Futures Thinking and Planning AIS	Educational Master Plan				
4.7 Provide the necessary tools to implement the Security Plan, Business Continuity Plan and the Facilities Security Plan and regularly review the plans and test systems to make sure the college is prepared to respond to potential disruptions.	Technology Advisory Committee AIS	Security Plan Facilities Security Plan				
4.8 Develop or enhance systems, practices, policies, and procedures to protect data, including cyber-security, identity and access, privacy, and risk management by: 4.8.1 Developing and delivering regular updates to our community of technology users' actionable information on security, security, data privacy policies, procedures, best practices, and training opportunities. 4.8.2 Using industry best practice security controls to protect the student and staff information assets. 4.8.3 Establishing and implementing protocols for regular security risk assessment, contingency plans, and data recovery plans.	Technology Advisory Committee AIS	Security Plan				
4.9 Provide technology and support to ensure the college can meet the Board of Governors sustainability requirements for technology.	Facilities Sustainability Committee AIS	Facility Standards Facilities Master Plan 2021-2022 Final Budget				

APPENDIX A: INSTITUTIONAL VALUES

The values of an institution are statements of what an organization stands for and what can be expected from it. The values listed below were developed by the long-term planning workgroup with feedback from college employees and students.

Equity:

We are committed to centering equity in all that we do to ensure that every student and employee receives what they need to be successful. We acknowledge that systemic barriers and racial inequities exist that negatively affect historically marginalized and disproportionately impacted populations and that everyone is responsible for intentional efforts to remove obstacles to employment, learning, participation, and institutional success.

Institutional Accountability & Responsibility:

As a Hispanic Serving Institution (HSI), veteran and military supportive institution, and Achieving the Dream Leader College, we take the responsibility for closing the equity gaps through empowering marginalized voices, nurturing our many identities and social circumstances, fostering cultural responsiveness, and standing against all manifestations of discrimination. We acknowledge that through supporting a culturally sustaining community of practice among academic and educational professionals, we enhance our ability to serve all students.

Diversity and Inclusion:

We are committed to providing a strong, supportive, authentic and accessible environment where difference is valued, respected, encouraged, and honored, and where all employee and student identities and cultural experiences are recognized and valued with opportunities for engagement both across the campus and within the diverse communities the college serves.

Integrity:

We honorably pursue our professional and institutional endeavors with a united commitment to honesty, responsibility, self-awareness, vision, and accountability.

Excellence:

We strive for the highest quality in all our instruction, programs, and services. We engage in continual improvement and innovation to realize the highest potential of students, employees, and the College.

Mutual Respect:

We nurture a culture of mutual respect through open and civil communication, knowledge sharing, and active listening through empathy, diversity, and truth.

Student-Centeredness:
The success of students inside and outside the classroom is the utmost priority by providing student-centered policies, instruction, support, events, and resources with opportunities for growth from student feedback. Learning is designed with students at the center and is personalized to students' unique needs, interests, identities, and aspirations—and designed with their ideas and voices at the table.

Innovation:
We are committed to pursuing new ideas and courageously experiment, explore, and take risks in developing new ways of teaching and serving students and our community.

Community:
We are committed to building a MiraCosta College community that affirms racial and cultural identities of all its members and empowers them to grow, create connections, and transform their lives. We partner with our diverse communities to engage students and their families in collaborative learning and cultural validation for community uplift and success. We are dedicated to preparing students to be positive contributors to the communities we serve and the global community at large.

Sustainability and Stewardship:
We are committed to the maintenance, conservation, preservation, enhancement, and effective utilization of the fiscal, environmental, human, and physical resources entrusted to us. We pursue innovations that enhance the quality of our communities, improve the environment, and strengthen sustainability in the management of our resources.

APPENDIX B: FUTURE FOCUS AND ADAPTIVE PLANNING, TECHNOLOGY FUTURES RADAR, AND OUTCOME OF THE FUTURES TASK FORCE

The Technology Advisory Committee and the AIS department will participate in the future-focused organization and adaptive planning activities with an eye towards supporting and providing technology and innovation to assist the process and sustain the future-focus and adaptive planning processes at the College.

A future-focused organization is not one that tries to predict the future. Instead, it is one that can imagine several possible Futures and think about how it can make them more likely. It is important to nurture Futures thinking skills within the organization that include the ability to:

- identify and collect **signals** (a local innovation or disruption that has the potential to grow in scale and geographic distribution; evidence of the future that we can find in today's world).
- identify **drivers** (broad, long-term trends that are likely to have a significant impact on the future).
- combine those signals and drivers into possible future scenarios.
- review the Futures Technology information to revise the plan.

MiraCosta College is working to develop as a future-focused institution with a series of facilitator and participant trainings to build Futures skills. Information from these trainings could be applied directly to MiraCosta College's Technology Plan.

In conjunction with a future focus, it is important for an institution to be agile, allowing it to be adaptive, flexible, and resilient when dealing with complexity, uncertainty, and change. Such organizations display several characteristics that include, but are not limited to:

- A clear and compelling purpose that focuses on results.
- Commitment to trust and transparency.
- Ability to provide stability while remaining flexible to adapt and change.
- Enabling rather than directive leadership.
- Collaborative communities and flow of ideas from anywhere in the organization.

It is MiraCosta College's intention to develop planning strategies that allow it to be adaptive to changing conditions and to modify its strategic approach, when necessary, to meet institutional goals. With that in mind, the following strategies for adaptive planning have been identified and should be practiced by the Technology Advisory Committee:

• Regularly collect and review information/data/signals on the College, the community it serves, and the higher education landscape to inform decisions about direction and priorities.

• Ensure that students remain the first priority in all decision making.

• Maintain a finger on the pulse of technology changes and invest appropriately.

• Remain agile in responding to changing student needs and evolving higher education trends related to the delivery of instruction, services, skill building, and credentialing.

• Regularly review programs and activities to ensure that they align with the institutional mission, values and goals and are achieving the intended outcomes, adjusting where necessary.

• Build capacity across the college to remain future focused.

The Technology Futures Taskforce in conjunction with the campus-wide Futures Workgroup identified the top five signals (RADAR with all Futures Signals is listed on the following page)):

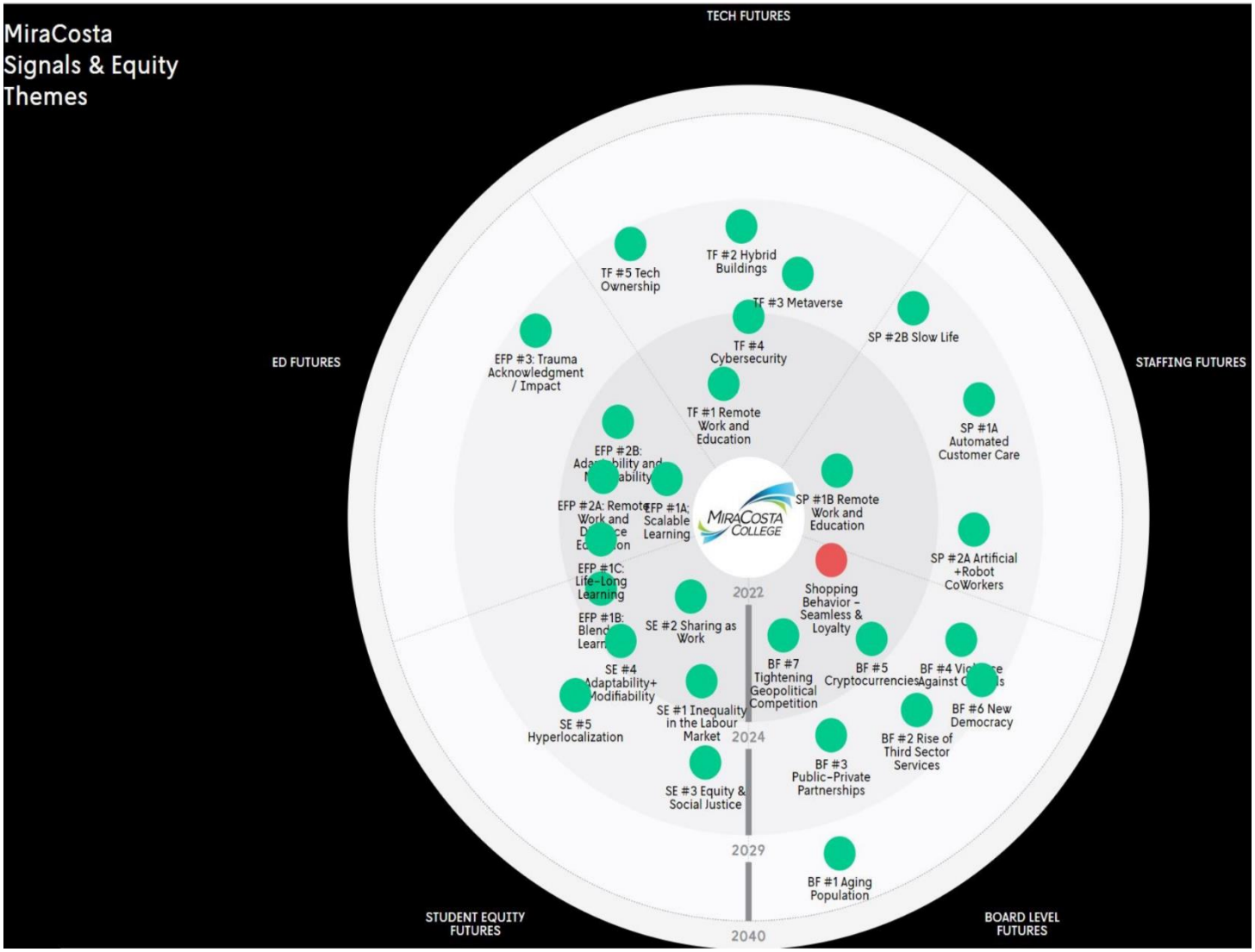
1. Hybrid Buildings and Dynamic Spaces
2. Remote Work and Education
3. Metaverse
4. Cybersecurity
5. Technology / Data / Systems Ownership

The taskforce also reviewed equity impacts that these signals could potentially bring about. These are:

- Technology could improve access, reduce costs, remove/minimize time and distance gaps
- Technology could reduce language and physical barriers, reduce biases based on physical appearances
- Technology could also increase digital divide, loss of in-person/personal interaction except for those who can afford to pay for it, hyper-localization
- Technology could provide inequitable personal data protection due to costs

The Technology Advisory Committee and the AIS department will fully participate in and continue to maintain a future focus. In addition, they will continue adaptive planning by reviewing and updating the Technology Plan at least annually and more often as needed.

Below is the Technology Futures Radar and Outcome of the Futures Task Force:


MiraCosta
Signals & Equity
Themes
TECH FUTURES
ED FUTURES
STAFFING FUTURES
STUDENT EQUITY FUTURES
BOARD LEVEL FUTURES
TF #5 Tech Ownership
TF #2 Hybrid Buildings
TF #3 Metaverse
TF #4 Cybersecurity
SP #2B Slow Life
EFP #3: Trauma Acknowledgment / Impact
TF #1 Remote Work and Education
SP #1A Automated Customer Care
EFP #2B:
EFP #2A: Remote
EFP #1A: Scalable Learning
SP #1B Remote Work and Education
EFP #1C: Life-Long Learning
SP #2A Artificial +Robot CoWorkers
EFP #1B:
SE #2 Sharing as Work
Shopping Behavior - Seamless & Loyalty
BF #7 Tightening Geopolitical Competition
BF #5 Cryptocurrencies
SE #4
SE #1 Inequality in the Labour Market
BF #6 New Democracy
SE #5 Hyperlocalization
BF #2 Rise of Third Sector Services
BF #3 Public-Private Partnerships
SE #3 Equity & Social Justice
BF #1 Aging Population
2022
2024
2029
2040

APPENDIX C: DATA SUMMARY, RELEVANT TRENDS, AND THE TECHNOLOGY PLAN SURVEY

Data Summary

For the preparation of this plan, data were analyzed in categories related to the service community, the college, its students, and its employees. Such analysis includes the disaggregation of data by race and ethnicity, age, gender, disability, and socioeconomic status, among others, and identification of populations who are disproportionately impacted with respect to a particular metric. Below are some highlights of that data review that may impact, or be impacted by, the instructional programming of MiraCosta College.

Community (Service Area)

- MiraCosta's service area is getting older.
- MiraCosta's service area is becoming more diverse.
- Geographically, there are age, race/ethnicity and educational attainment variations within the service area.

Student Demographics

The demographic information below includes data up to and through Fall 2019. Therefore, the data do not include the declines that were observed during the semesters affected by COVID-19. The long-term impact of the pandemic will remain to be seen as the college returns to on-site classes and makes other instructional adjustments.

- Credit enrollment peaked in 2015-16 and has declined in recent years.
- Non-credit enrollment has fluctuated slightly. Overall noncredit enrollment has seen minor fluctuations and increased slightly between fall 2011 and fall 2019 (from 11,259 to 11,706).
- The gap between the percentage of White and Latinx students has closed over the past seven years.
- The percentage of students by admit type has remained stable over the past seven years (2012 to 2018).
- The enrollment of part-time students decreased, and full-time students increased from fall 2013 to fall 2019.

Student Success

- Overall course retention rates for first-time in college (FTIC) students have remained consistent over time but equity gaps exist.
- Equity gaps exist for FTIC students in course success rates.
- As with course retention and success, fall-to-fall persistence rates remain fairly consistent over time, but equity gaps exist.
- The overall number of awards granted has increased since 2013-14.

- The percentage of students earning degrees and certificates has also increased over time.
- MiraCosta Allied Health students are highly successful in passing their certification exams.
- Transfers have increased slightly amongst first time-in-college (FTIC) student cohorts.
- After the publication of the Educational Master Plan Update the statistics below were presented to the Board of Trustees:
    - There has been a 12% increase in students completing transfer-level English and a 17% increase in student completing transfer-level Math.
    - English students that completed a transfer-level course in one term (fall 2019) = 70% (statewide average = 61%)
    - First-time math students completed a transfer-level course in one term (fall 2019) = 56% (statewide average = 40%).
    - Equity gaps for completion of Math and English are closing for both LatanX and African American students but more work needs to be done particularly with students over 25 years of age.

Employee Demographics

- The number of full-time faculty has increased over the past five years, and they are slightly more diverse.
- The majority of associate faculty are older and female. In the EEO Plan, it is noted that associate faculty appear to be less diverse.
- More than half of classified staff employees are female, white and over the age of 44.
- The majority of administrators are over the age of 45 and identify as female.

Labor Market and Program Alignment

- Healthcare-related occupations are projected to grow faster than other occupations in San Diego County.
- STEM-related occupations have modest projections of growth of 5% in San Diego County.
- A diverse array of College CE programs have employment rates that exceed regional and state rates.
- MiraCosta's top 20 career education programs prepare students for living wage jobs.
- Enrollment and completion demographics for the top 20 career education programs mirror overall college demographics.
- According to the Center of Excellence, there are increased labor market needs in life science and biotech positions, computer science, information technology and cybersecurity.

Enrollment Projections

At a national level, National Clearinghouse data shows that pre-Covid enrollments in two-year public colleges decreased each year between fall 2015 and spring 2019. In *Demographics and the Demand for Higher Education* (2018), Nathan Grawe reported that a dearth of 2008-09 recession-era births is expected to take a toll on two-year college enrollments with expected declines of 4.3% between 2019 and 2021 and 16% between 2025 and 2029.

Locally, enrollment projections based on San Diego Association of Governments (SANDAG) population forecasts and MiraCosta average participation rates show a decrease in student headcount from 2020 to 2025 and flat growth from 2025 to 2030.

Other Relevant Trends in Higher Education

In developing any planning document, it is important to be aware of the trends that can have an impact on higher education in general, and community colleges specifically. Those trends can occur in a variety of topic areas including education, the economy, the environment, political and legal issues, technology and society and demographics. Below are a few such trends that may have an impact on MiraCosta College and its future planning for educational programming.

- Higher education institutions will need to find new funding avenues as budget cuts for public colleges deepen with declining enrollments.
- The costs of higher education will become a more visible barrier with transparent pricing available at other institutions.
- Online learning will constitute a larger part of the higher education pie but will continue to experience growing pains and perpetuate inequities related to such things as device availability and broadband access.
- The need for student crisis support will continue to escalate. Mental health challenges for students have only escalated during the pandemic and include increased consideration of suicide, increased substance abuse and other mental health stressors such as food and housing insecurity and unemployment.
- Diversity, equity, and inclusion initiatives are becoming a priority in organizations. These initiatives will influence recruiting and hiring practices, individual and organizational behaviors, and communication.
- Learners will no longer follow a single fixed path for learning. Educational institutions will need to provide flexible options that are timely and meet the needs of the working learner.
- Greater emphasis will be placed on closing the skills gap. One solution, competency-based education, is anticipated to continue slow and steady growth as technology changes the ways and rates in which people learn.
- Baby boomers aren’t retiring, but instead are choosing semi-retirement. This means that job turnover from one generation to the next may be delayed.
- The “Great Quit” during 2020-21 points toward better working conditions and more flexible job schedules in order to retain quality employees.

- There will be increased competition across higher education to meet student expectations, including: availability of, and access to, online courses amongst community colleges and other higher education institutions; universities encroaching in more traditional community college spaces (i.e., offering associate degrees and workforce skill building); transitions of for-profit institutions to non-profit; increases in online education service providers; and new forms of credentials from non-educational entities (e.g., Google and IBM).
- Greater emphasis will be placed on retraining and lifelong learning as the U.S. workforce tries to stay competitive in the global marketplace and respond to technological changes. Students need to be entrepreneurial and resilient, with the ability to reinvent themselves and their careers multiple times in their lives.
- There will be an increased demand for technology and data science skills. Education will be impacted by technology trends such as: access to high-speed networks, predictive analytics, virtual 3-D simulations, game theory, augmented reality, blockchain, artificial intelligence, cloud computing, and continued movement toward online educational resources.
- There will be continued pressure on sustainable practices and reducing environmental impacts.
- Demand for Information Technology workers is increasing in all sectors leading to higher salaries and demand for alternative working which makes it difficult for technology departments to attract quality staff.

Technology Plan Survey Brief Highlights

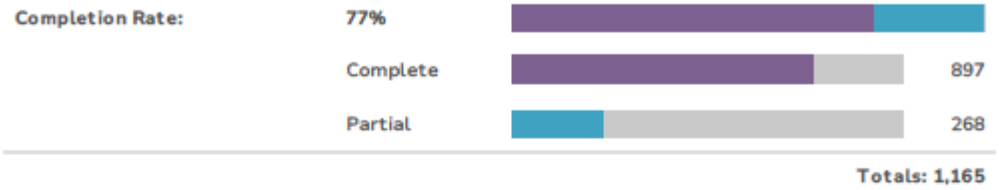
The Technology Plan survey informed the development of the plan. The survey was conducted in fall of 2020. Below are some brief highlights:

- There has been an increase in online learning offerings, including the pilot of HyFlex courses.
- 11.1% of students surveyed indicated they didn't have access to reliable internet.
- 13% of students who had trouble with internet reliability didn't complete their schoolwork.
- Students are using a combination of devices.
- Responses suggest students, possibly depending on the course they're taking and other factors, would like to see more online classes offered overall.
- Versatility for classroom setting desired.
- 4.5% of employees don't have regular internet access.

Note: To view the entire report double-click below and the PDF will open.

Report for Technology Plan Survey

Response Counts



MiraCosta College

Institutional Self-Evaluation Report

Governance Review
Fall 2022

Institutional Self Evaluation Report (ISER)

Standard I

- Mission
- Assuring Academic Quality & Institutional Effectiveness
- Institutional Integrity

Standard II

- Instructional Programs
- Library & Learning Support Services
- Student Support Services

Standard III

- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources

Standard IV

- Decision-Making Roles & Processes
- Chief Executive Officer
- Governing Board

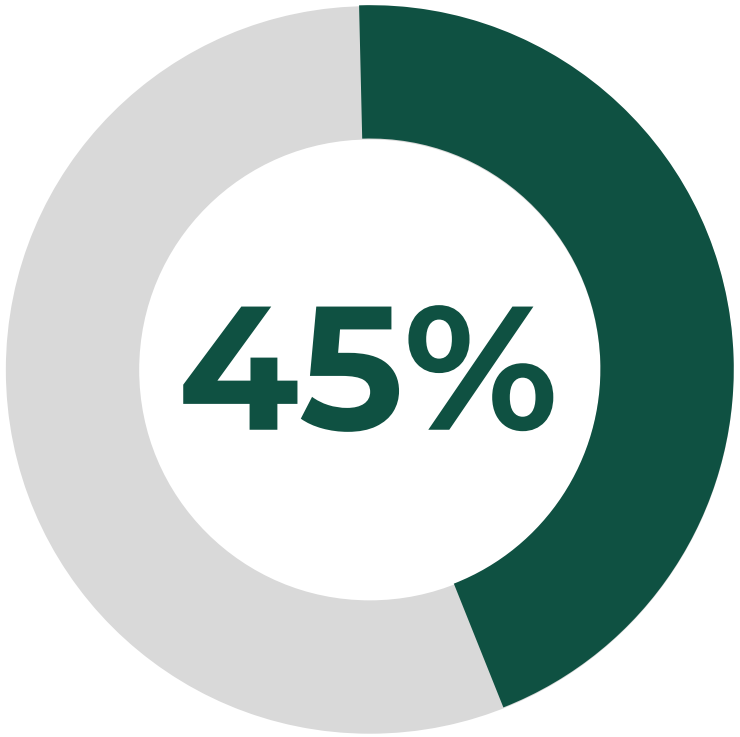
Accreditation Steering Committee

- Tri-Chairs (classified professionals, faculty members, administrators) assigned to each standard area + Cindy Dudley
- Standard I: Michelle Ohnstad, Steve Vail, Chris Tarman
- Standard II: Gwen Partlow, Jim Julius, Denée Pescarmona/ Alketa Wojcik
- Standard III: Eva Brown, Joe Salamon, Charlie Ng/ Tim Flood
- Standard IV: Carl Banks, Luke Lara, Sunny Cooke

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- What are we doing well?
  - Aligning with the Mission, Vision, Commitment, Values, and Goals
  - Using disaggregated data to inform planning
  - Implementing and evaluating the Program Review process
  - Defining and assessing Core Competencies
- What needs improvement?
  - Assessing CSLOs and PSLOs

Collegewide % of Courses Assessed



Courses assessed at least once in the last five years

Course Assessment %	% of Programs
80% + of courses	27%
50-79% of courses	17%
10-49% of courses	17%
< 10% of courses	38%

Source: Anthology Outcomes database

Dashboard Link:
https://miracosta1.sharepoint.com/sites/Departments/PlanningResearchGrants/Dashboards/SitePages/Course%20Student%20Learning%20Outcomes%20(CSLOs)%20Dashboard.aspx

Standard II: Student Learning and Support Services

- What are we doing well?
    - Providing strong student supports and services
    - Providing strong academic and learning supports for students
    - Maintaining policies and procedures related to curriculum and program development
- What needs improvement?
    - Sustaining authentic assessment of Course SLOs and Program SLOs as related to curriculum and program improvement
    - Creating an enrollment plan that drives guided pathways work

Standard III: Resources

- What are we doing well?
  - Employing qualified administrators, faculty, and staff
  - Constructing, renovating, and maintaining safe, accessible, and sufficient facilities
  - Responding to student technical support needs
  - Utilizing our integrated planning and resources allocation processes
- What needs improvement?
  - Enhancing training and professional development practices
  - Updating the Facilities Plan to incorporate changes to the Education Plan
  - Creating a Technology Planning Document Continuity and timely refresh of Technology Plan

Standard IV: Leadership and Governance

- What are we doing well?
  - Policies and procedures that clearly designate roles for faculty, staff, and administrators
  - Regularly updating governance manual that clearly defines governance language, groups, and processes
  - CEO that leads the college and represents the college in local, regional, state, and national levels
  - Board of Trustees acts as a unit, oversees policy development, and has clearly defined duties, processes, ethical standards, and board operations

- What needs improvement?
  - Strategically coordinating/streamlining communication around governance issues
  - Implementing more intentional outreach to student leaders to participate in future surveys of governance
  - Creating professional learning opportunities that highlight governance processes, structures, and ways of getting involved

QFE: Learning Outcomes Assessment

- Goal #1: Strengthen the capacity to monitor assessments
  - Create data dashboards to monitor progress on SLO assessments
  - Improve quality of SLO reflections and dialog in program review
  - Establish the capability of individual student level data analyses - disaggregation
- Goal #2: Strengthen the assessment of program student learning outcomes
  - Build capacity to analyze CSLOs that support overall program outcomes
  - Ensure that evaluation of PSLOs will align with SMART components
- Goal #3: Broaden the assessment of the Core Competencies
  - Clearly align the Core Competencies with the general education pattern
  - Examine data of most common courses chosen within each GE category
  - Build the understanding that each course/program imparts skills (for career and transfer) to students in addition to learning discipline specific knowledge

QFE: Completion-based Course Scheduling to Support the Guided Pathways Implementation at Scale

Outcomes

- Increase fill rates and efficiency metrics in courses offered
- Increase percentage of students completing their educational goal (degree, certificate, or transfer) in the first three years
- Decrease the average number of accumulated units at the time of graduation
- Decrease identified equity gaps for all DI populations (identified via Student Equity Plan and ACP groups)
- Increase in key momentum points:
    - First year completion of college-level math and English
    - Completed comprehensive education plan in year one
    - Year one to year two persistence
    - Year three earned certificate, degree, or transfer

How Do You Provide Feedback?

ISER Draft is located here:

https://hub.miracosta.edu/accreditation/iser/

What do we need?

- Find errors in fact or inaccuracies
- Better example/evidence than provided in the document
- Find any broken links

Remember: the Commission only wants to see the best and most representative examples, not a laundry list of every example!

Timeline

- **October 2022: Stakeholder Review**
  Review by all governance groups and further editing based on feedback

- **November 2022: Board of Trustees Approval**
  Final report presented and approved by the BOT; Report is officially due by December 15, 2022

- **Spring 2023 (March 30): ACCJC Evaluation Team Review (Formative Review)**
  Evaluation Team reviews the report (assumes College meets the Standards).
  Can ask clarifying questions (Core Inquiries)

- **Fall 2023 (September 18-22): Focused Site Visit (Summative Review)**
  Subset of Evaluation Team will visit the College to gather more information (only for those Standards that the Evaluation Team has further questions)

MiraCosta College Accreditation

Questions?

Presented by Christopher Tarman

Student Equity Plan 2022-2025

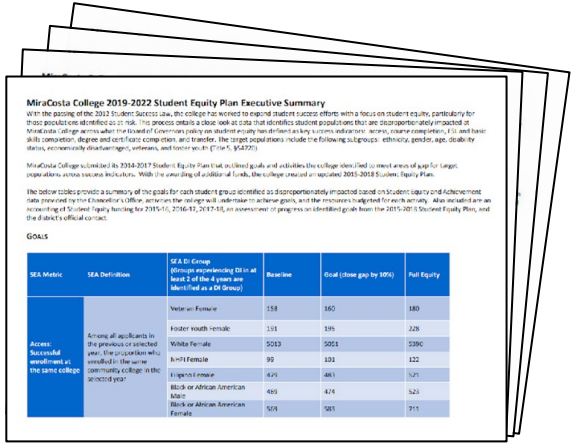
Academic Senate Presentation
October 21st & November 4th
2022

Kristina Londy - Program Manager, Student Success & Equity
Wendy Stewart - Dean of Counseling & Student Development

Student Equity Plan 2022-2025

The Student Equity Plan answers the following questions:

- *Who is disproportionately impacted?*
- *Why?*
- *What are we going to do to close gaps?*



MiraCosta College 2019-2022 Student Equity Plan Executive Summary

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

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

The below tables provide a summary of the goals for each student group identified as disproportionately impacted based on Student Equity and Achievement data provided by the Chancellor's Office, activities the college will undertake to achieve goals, and the resources budgeted for each activity. Also included are an accounting of Student Equity funding for 2015-16, 2016-17, 2017-18, an assessment of progress on identified goals from the 2015-2018 Student Equity Plan, and the district's official contact.

GOALS

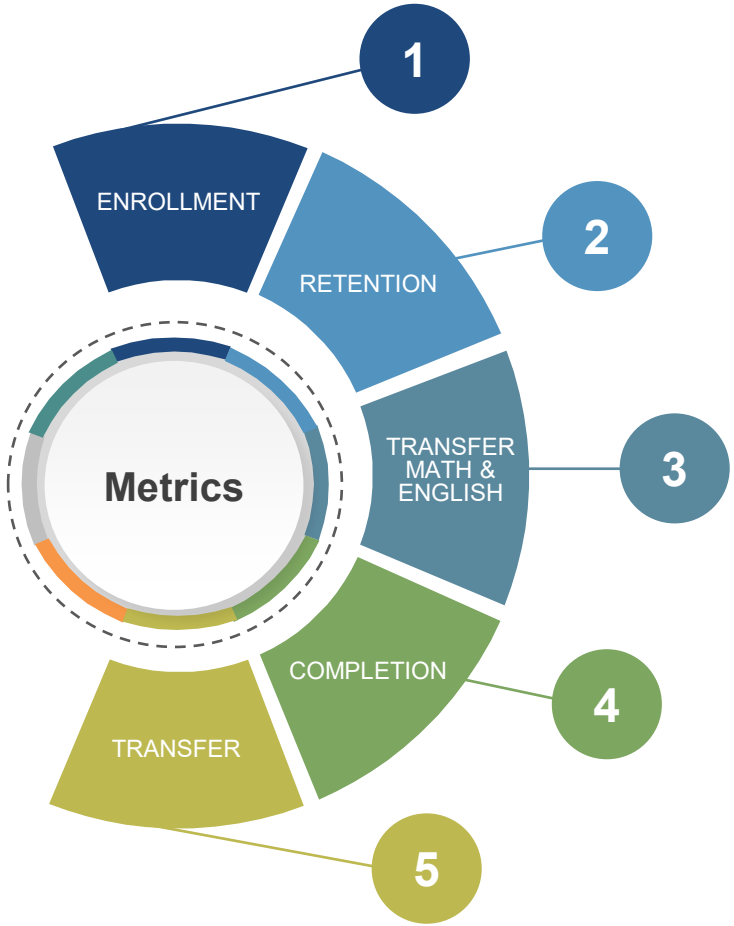
SEA Metric	SEA Definition	SEA DI Group (Groups experiencing DI in at least 2 of the 4 years are identified as a DI Group)	Baseline	Goal (close gap by 10%)	Full Equity
Access: Successful enrollment at the same college	Among all applicants in the previous or selected year, the proportion who enrolled in the same community college in the selected year	Veteran Female	158	160	180
		Foster Youth Female	191	195	228
		White Female	5013	5051	5390
		NHPI Female	99	101	122
		Filipino Female	429	483	521
		Black or African American Male	469	474	523
		Black or African American Female	509	583	711

Disproportionate Impact:

- . . . a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group . . .

- the percentage of persons from a particular racial, ethnic, gender, age, or disability group . . . is significantly different from the representation of that group in the population of persons being assessed

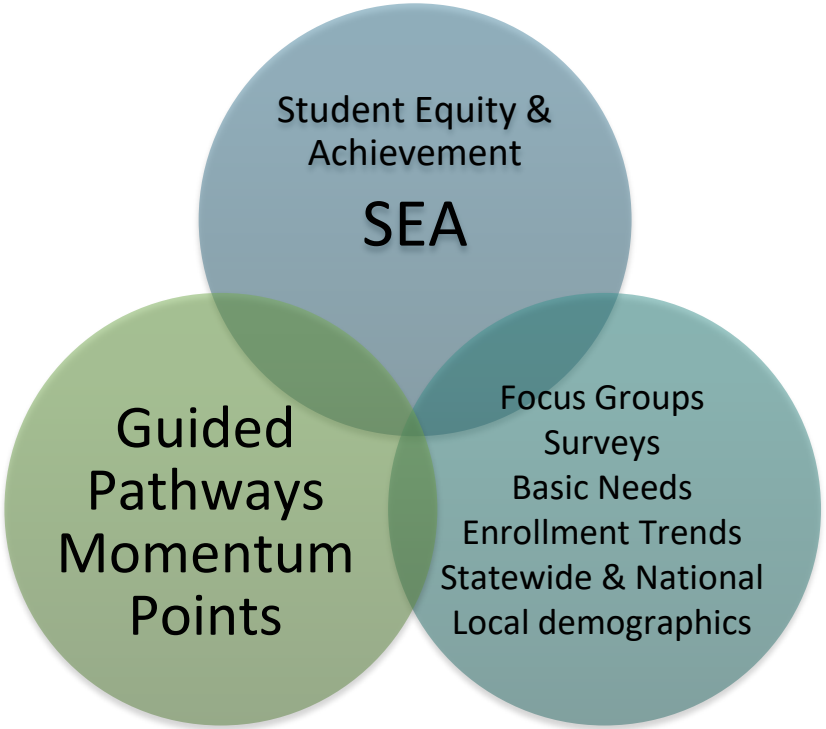
Student Equity Plan 2022-2025



- Foster Youth
- Students with disabilities
- Low-income students
- Veterans
- Race/Ethnicity
- Homeless students
- LGBTQ+
- Gender
- First Generation

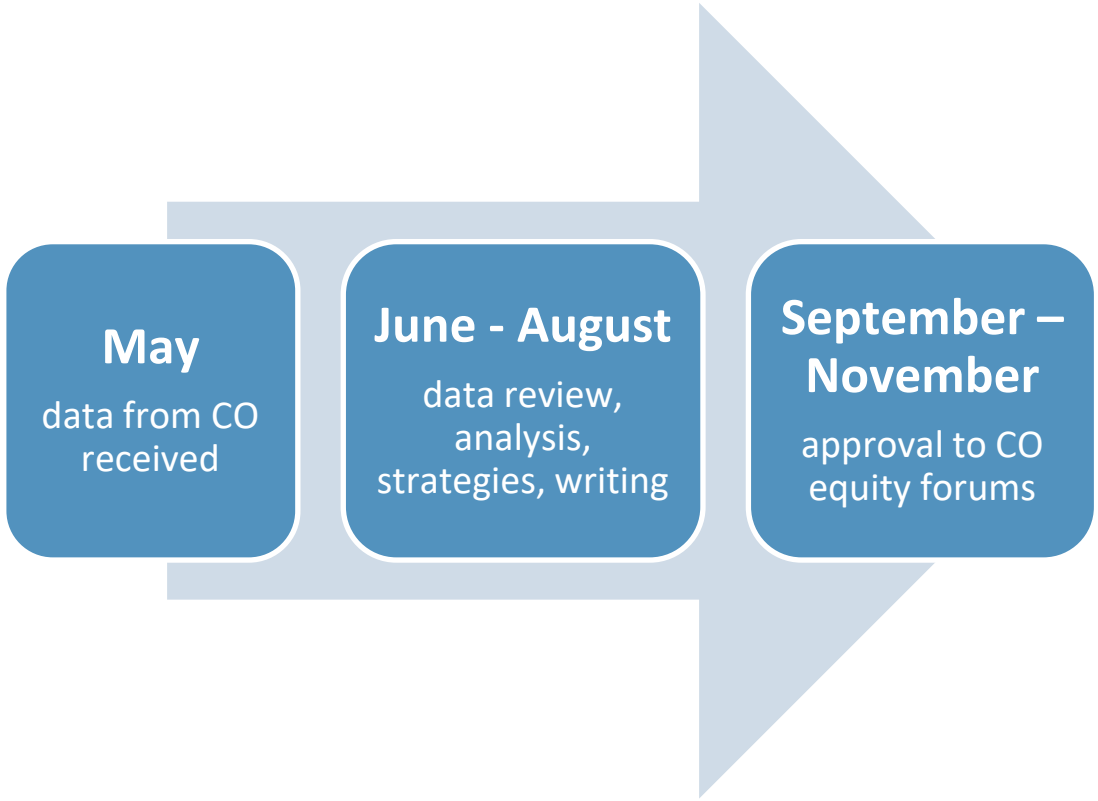
Student Equity Plan 2022-2025

Data that informs our understanding of student equity gaps . . .



Student Equity Plan 2022-2025

- Data-informed
- Highlights the 5 most DI populations
- Race-conscious
- Equitable and Inequitable Structures
- Equity-minded processes/policies/ practices/culture
- Aligned with Guided Pathways
- Action Steps



Student Equity Plan 2019-2022 Reflection

Key Initiatives/ Projects/Activities

- Guided Pathways work centered on equity
- Increased support and expansion of Academic Success and Equity (ASE) programs
- Co-requisite and embedded support for English and math courses and pathways to transfer-level
- Campus trainings focused on minoritized populations and racial justice

Evidence of Decreased DI

- American Indian or Native Alaskan students retention
- Black or African American students - retention and completion
- Current/former Foster Youth - compilation of transfer-level math and persistence
- LGBTQ+ students - retention and transfer
- Hispanic or Latinx students - attempted transfer-level math and transfer
- Native Hawaiian or Pacific Islander students - attempted transfer-level math, 24+ units, 48+ units, 60+ units
- Students with disabilities - earned 12+/24+/48+ units, transfer-level math, transfer-level math and English
- Veterans - completion

Pandemic Acknowledgement

- Focus equity efforts on closing DI for student in online environments
- Utilize online modalities to serve students during nontraditional hours/days and create virtual communities
- Disrupted in person outreach efforts and events
- Shift to retention and basic needs

Student Equity Plan 2022-2025

Populations Experiencing Disproportionate Impact

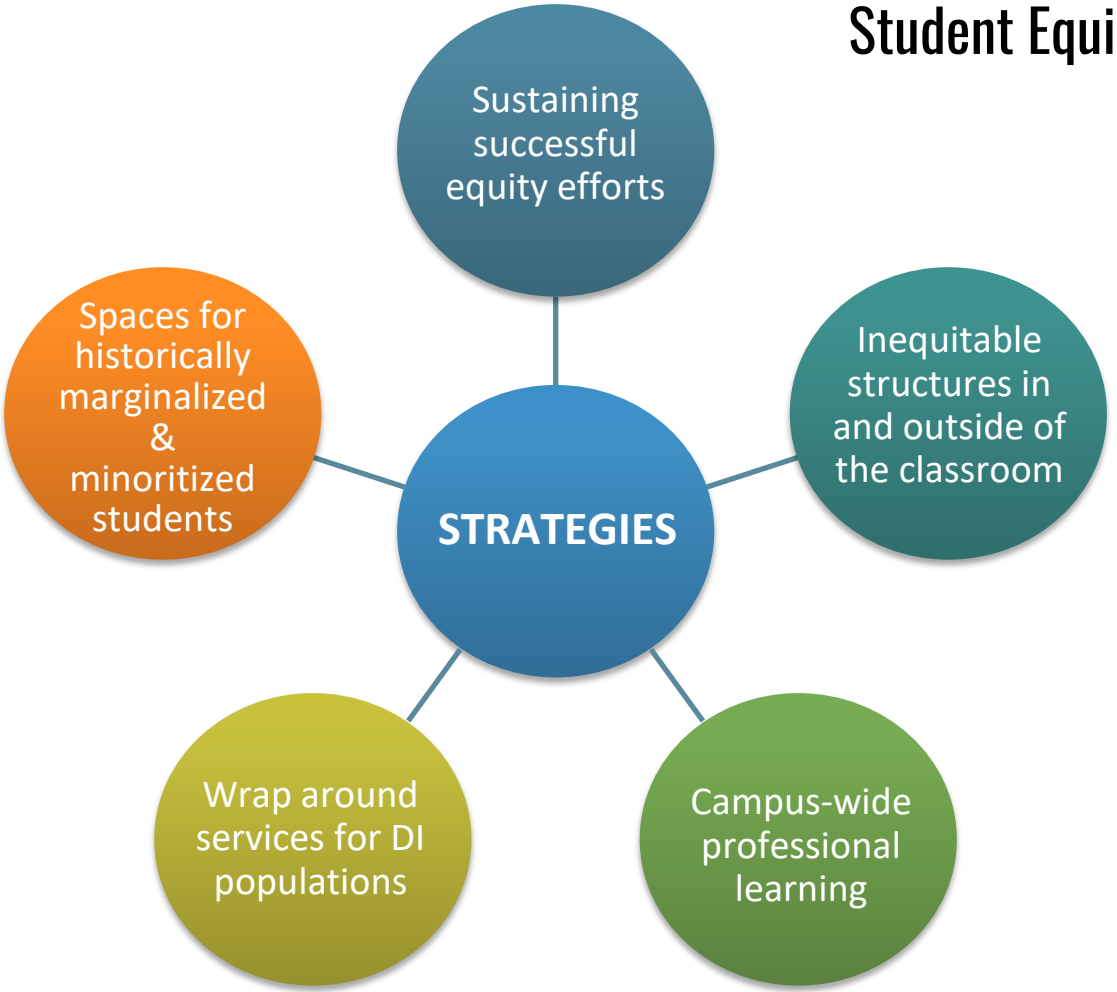
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Second Term	Transfer	Completion
Black or African American	✓	✓			
Male			✓		✓
Hispanic or Latino		✓		✓	✓
Native Hawaiian or other Pacific Islander		✓			
Adult Learners (age 25+)		✓	✓		

Target Outcomes: Increase the number of students by 2% in year 1, 5% in year 2, and 10% in year 3

Other areas of DI: Female, First Generation, Foster Youth, LGBTQIA+, Low-Income, Native American/Alaskan Native, Nonbinary, and Students with disabilities

Student Equity Plan 2022-2025

Action Steps



NEXT STEPS:

Student Equity Resource Document:
Understanding the Gap

- Comprehensive student equity data
- Areas of DI across multiple student populations
- Student voice
- DI inquiry groups
- Resources and recommendations

Equity Champions!

- Culturally contextualized view of the data
- Leading representative DI inquiry groups
- Training in facilitation
- Funding towards professional learning

Questions

Equity Plan Moving Forward

Welcome to your 2022-25 Student Equity Plan

Guidance

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

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-25 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

This 'Details' page will assist in the framing and foundational elements of your college's Student Equity Plan. Take some time to review assurances and the hyperlinks on this page. Take time to review your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts, and your team has the opportunity to discuss other areas in our optional 'Student Support Integration' Survey. As your plan develops, your team may want to work on equity goals for other populations experiencing disproportionate impact on your campus; please contact SEA Program so we can assist in your continued efforts over the course of this equity plan cycle.

Please refer to this document for additional information on DEI Terms: DEI Glossary Link

Assurances

Please attest to the following assurances.

Legislation

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

EDC_78220.pdf

Additional 78220 Acknowledgement

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

Campus-Wide Equity Approach

View Memo

Race Consciousness in Equity Plan Development *

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

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

Characters : 1350/2500

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Contacts

Guidance

Please review your contacts. The new addition of a Guided Pathways Lead is intended to create more cross-functional teams to build the equity plan. Only Project Leads can submit your college's Student Equity Plan.

District Contact Information Form

Required Contacts

- **Project Lead** (minimum 1 contact required) *
- **Chancellor/President** (minimum 1 contact required) *
- **Chief Business Officer** (minimum 1 contact required) *
- **Chief Instructional Officer** (minimum 1 contact required) *
- **Chief Student Services Officer** (minimum 1 contact required) *
- **Academic Senate President** (minimum 1 contact required) *
- **Guided Pathways Coordinator/Lead** (minimum 1 contact required) *

Optional Contacts

Alternate Project Lead

Name	Responsibility	Institution	Email Address	Phone Number	Actions
Dr. Wendy Stewart	Project Lead	n/a	wstewart@miracosta.edu	(760) 795-6892	
Kristina Londy	Alternate Project Lead	n/a	klondy@miracosta.edu		×
Tim Flood	Chief Business Officer	n/a	tflood@miracosta.edu	(760) 795-6653	×
Sunita Cooke	Chancellor/President	n/a	scooke@miracosta.edu		×
Denee Pescarmona	Chief Instructional Officer	n/a	dpescarmona@miracosta.edu	(760) 795-6805	×
Alketa Wojcik	Chief Student Services Officer	n/a	awojcik@miracosta.edu	(760) 795-6898	×
Dr. Leila Safaralian	Academic Senate President	n/a	lsafaralian@miracosta.edu	(760) 522-9832	×
Zhenya Lindstrom	Guided Pathways Coordinator/Lead	n/a	zlindstrom@miracosta.edu	(442) 262-2180	×

Add Contact

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Guidance

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

Equity Plan Reflection for 2019-22

2019-22 Activities Summary

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

Key Initiatives/Projects/Activities *

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

Guided Pathways work was centered around Black/African American and Latinx student populations and Adult Learners (age 25+) with Student Success teams formed for each of the six Academic and Career Pathways (ACP). Each team took a case management approach towards increasing student success for first-time-to-college students in the three identified groups. Support was expanded for Academic Success and Equity (ASE) programs including hiring support for undocumented students, developing a program to support system impacted students, hiring a part-time Counselor/Coordinator to create and implement an ASE program geared towards LGBTQIA+ students. Additional Counseling courses and Career Life Planning courses were expanded to serve undocumented, system impacted, and LGBTQIA+ students as well as students with disabilities. The PUENTE and Mana programs expanded efforts to embed instructional partners and multiple ASE programs hired writing consultants, tutors, and created peer mentoring opportunities to assist in English, sociology, and math courses. An A2MEND charter was established in addition to HUBU and Hombre Circulo work focused on serving men of color. During the pandemic, Summer Bridge and GEAR UP for College summer programs were adjusted to focus on online resources and decreasing online attrition for first-generation students.

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

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

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

Characters : 2500/2500

Evidence of Decreased Disproportionate Impact *

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

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

Characters : 1194/2500

2022-25 Planning Efforts *

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

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

With the development of the 2019-22 Student Equity Plan, an additional document was developed titled "Understanding the Gap" designed as a resource document summarizing several data around equity gaps at MiraCosta that provides a look at each population identified as disproportionately impacted at the college inclusive of critical data points in addition to student voices, resources, and recommendations towards closing the equity gap. The document reflects an cross-departmental effort including in-person interactive

spaces attended by over 100 staff, faculty, administrators, and students in dialogue around the data and what they observed. Additionally, over 70 faculty, staff, administrators, students, and alumni worked together to lead Disproportionately Impacted Inquiry Teams for each individual population that focused on culturally-specific conversations about the data and centering the student voice. This seminal document will be updated as part of our Student Equity Planning process coupled with interactive forums for each of the disproportionately impacted populations identified in the plan.

Characters : 2277/2500

Pandemic Acknowledgement

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

- [ ] Interrupted Work Fully
- [x] Catalyzed Work

Provide an explanation (optional)

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

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

Characters : 1012/2500

- [x] Delayed Work

Provide an explanation (optional)

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

Characters : 682/2500

Link to Executive Summary

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

This Executive Summary MUST include, at a minimum:

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

Executive Summary URL *

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

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Student Populations Experiencing Disproportionate Impact

Guidance

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

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

Student Populations Experiencing Disproportionate Impact and Metrics

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

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

+ Add DI Population

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Successful Enrollment: Black or African American

Guidance

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

Target Outcomes for 2022-25

Measurement *

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

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

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

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

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

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

Characters : 627/2500

Structure Evaluation

Current Structure

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

- [ ] Instruction
- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

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

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

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

Characters : 1821/2500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

Characters : 405/2500

Ideal Structure

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

- [x] Instruction

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

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

Characters : 403/2500

- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

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

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

Characters : 2023/2500

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

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

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

Characters : 751/2500

- [ ] Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

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

Characters : 455/2500

Action

Action Steps *

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

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

Characters : 1566/5000

Chancellor's Office Supports

Supports Needed

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

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

Explanation of Supports Needed

You may use this space to explain your selections.

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

Characters : 412/2500

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NOVA Site Version: 5.0.6

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

Guidance

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

Target Outcomes for 2022-25

Measurement *

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

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

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

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

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

Characters : 494/2500

Structure Evaluation

Current Structure

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

- [x] Instruction

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

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

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

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

Characters : 1218/2500

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

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

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

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

Characters : 1216/2500

Ideal Structure

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

- [x] Instruction

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

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

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

Characters : 1400/2500

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

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

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

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

Characters : 1894/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

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

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

Characters : 780/2500

Action

Action Steps *

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

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

Characters : 632/5000

Chancellor's Office Supports

Supports Needed

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

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

Explanation of Supports Needed

You may use this space to explain your selections.

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

Characters : 383/2500

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Completed Transfer-Level Math & English: Hispanic or Latino

Guidance

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

Target Outcomes for 2022-25

Measurement *

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

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

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

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

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

Characters : 473/2500

Structure Evaluation

Current Structure

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

- [x] Instruction

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

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

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

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

Characters : 1202/2500

- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

Characters : 263/2500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

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

Characters : 1168/2500

Ideal Structure

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

- [x] Instruction

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

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

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

Characters : 1451/2500

- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

Characters : 921/2500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

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

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

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

Characters : 2347/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

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

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

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

Characters : 1022/2500

Action

Action Steps *

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

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

Characters : 1469/5000

Chancellor's Office Supports

Supports Needed

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

- [ ] Field Guidance & Implementation
- [x] Technical Assistance/Professional Development
- [x] Data & Research

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

Explanation of Supports Needed

You may use this space to explain your selections.

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

Characters : 383/2500

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

Guidance

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

Target Outcomes for 2022-25

Measurement *

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

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

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

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

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

Characters : 300/2500

Structure Evaluation

Current Structure

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

- [x] Instruction

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

With enrollment declines at the college, enrollments in programs designed to close equity gaps in math and/or English specific to Black or African American students (Umoja), Hispanic or Latinx students (PUENTE and UPRISE), and Native Hawaiian or Pacific Islander students (Mana) also saw declines in program participation and enrollment in the courses dedicated to each of the programs (BUS 130, BUS 140, COUN 100, CRLP 101, ENGL 101, ENGL 201, MATH 64, MATH 103, and SOC 101). Anecdotal data

gathered from students participating in Umoja, PUENTE and UPRISE, and Mana indicate that students prefer on ground classes and benefit most from in person services versus online/remote services.

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

Characters : 959/2500

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

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

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

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

Characters : 1185/2500

Ideal Structure

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

- [x] Instruction

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

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

Characters : 352/2500

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

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

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

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

Characters : 1845/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

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

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

Characters : 565/2500

Action

Action Steps *

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

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

Characters : 900/5000

Chancellor's Office Supports

Supports Needed

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

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

Explanation of Supports Needed

You may use this space to explain your selections.

Characters : 0/2500

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NOVA Site Version: 5.0.6

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

Guidance

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

Target Outcomes for 2022-25

Measurement *

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

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

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

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

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

Characters : 474/2500

Structure Evaluation

Current Structure

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

- [x] Instruction

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

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

Characters : 161/2500

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

- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

Characters : 753/2500

Ideal Structure

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

- [x] Instruction

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

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

Characters : 1095/2500

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

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

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

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

Characters : 1095/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

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

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

Characters : 561/2500

Action

Action Steps *

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

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

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

Characters : 521/5000

Chancellor's Office Supports

Supports Needed

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

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

Explanation of Supports Needed

You may use this space to explain your selections.

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

Characters : 402/2500

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NOVA Site Version: 5.0.6

Persistence: First Primary Term to Secondary Term: Male

Guidance

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

Target Outcomes for 2022-25

Measurement *

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

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

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

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

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

Friction Points: Current Structure *

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

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

Characters : 320/2500

Structure Evaluation

Current Structure

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

- [ ] Instruction
- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

Characters : 516/2500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

Characters : 310/2500

Ideal Structure

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

- [ ] Instruction
- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

Characters : 362/2500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

Characters : 1097/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

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

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

Characters : 615/2500

Action

Action Steps *

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

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

Characters : 869/5000

Chancellor's Office Supports

Supports Needed

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

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

Explanation of Supports Needed

You may use this space to explain your selections.

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

Characters : 193/2500

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NOVA Site Version: 5.0.6

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

Guidance

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

Target Outcomes for 2022-25

Measurement *

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

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

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

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

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

Characters : 526/2500

Structure Evaluation

Current Structure

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

- [ ] Instruction
- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

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

Characters : 569/2500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

Characters : 310/2500

Ideal Structure

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

- [ ] Instruction
- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

Characters : 1055/2500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

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

Characters : 1098/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

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

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

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

Characters : 713/2500

Action

Action Steps *

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

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

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

Characters : 599/5000

Chancellor's Office Supports

Supports Needed

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

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

Explanation of Supports Needed

You may use this space to explain your selections.

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

Characters : 194/2500

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NOVA Site Version: 5.0.6

Transfer: Hispanic or Latino

Guidance

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

Target Outcomes for 2022-25

Measurement *

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

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

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

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

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

Friction Points: Current Structure *

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

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

Characters : 241/2500

Structure Evaluation

Current Structure

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

☑ Instruction

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

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

Characters : 478/2500

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

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

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

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

Characters : 733/2500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

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

Characters : 848/2500

Ideal Structure

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

- [x] Instruction

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

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

Characters : 378/2500

- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

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

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

Characters : 1812/2500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

Characters : 699/2500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

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

Characters : 870/2500

Action

Action Steps *

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

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

Characters : 1180/5000

Chancellor's Office Supports

Supports Needed

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

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

Explanation of Supports Needed

You may use this space to explain your selections.

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

Characters : 329/2500

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NOVA Site Version: 5.0.6

Completion: Male

Guidance

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

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

Areas of Completion

Areas of Completion *

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

- [ ] Adult Ed/Noncredit Completion
- [x] Certificate Completion
- [x] Degree Completion

Target Outcomes for 2022-25

Measurement *

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

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

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

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

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

Characters : 245/7500

Structure Evaluation

Current Structure

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

- [ ] Instruction
- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

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

Characters : 586/7500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

Characters : 752/7500

Ideal Structure

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

- [ ] Instruction
- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

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

Characters : 646/7500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

Characters : 1094/7500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

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

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

Characters : 612/7500

Action

Action Steps *

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

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

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

Characters : 974/7500

Chancellor's Office Supports

Supports Needed

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

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

Explanation of Supports Needed

You may use this space to explain your selections.

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

Characters : 193/7500

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Completion: Hispanic or Latino

Guidance

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

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

Areas of Completion

Areas of Completion *

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

- [ ] Adult Ed/Noncredit Completion
- [x] Certificate Completion
- [x] Degree Completion

Target Outcomes for 2022-25

Measurement *

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

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

Add Evaluation Measurement

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

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

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

Characters : 276/7500

Structure Evaluation

Current Structure

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

- [ ] Instruction
- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

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

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

Characters : 789/7500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

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

Characters : 1171/7500

Ideal Structure

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

- [ ] Instruction
- [x] Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

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

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

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

Characters : 2235/7500

- [ ] Budgeting and Administration (HR, Purchasing, Processes, etc.)
- [ ] General Operations (A&R, Parking, Campus Policing, etc.)
- [x] Other

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

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

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

Characters : 1573/7500

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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

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

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

Characters : 1026/7500

Action

Action Steps *

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

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

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

Characters : 1150/7500

Chancellor's Office Supports

Supports Needed

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

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

Explanation of Supports Needed

You may use this space to explain your selections.

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

Characters : 207/7500

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Student Support Integration Survey

Guidance

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

Student Support Integration Survey

1. Previous Equity Efforts

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

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

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

Characters : 828/2500

Remove Responses

Add Additional Response

2. Guided Pathways

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

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

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

Characters : 890/2500

Remove Responses

Add Additional Response

3. General Accessibility

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

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

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

Characters : 1341/2500

Remove Responses

Add Additional Response

4. Financial Aid

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

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

Characters : 340/2500

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

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

Characters : 426/2500

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

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

- (●) Yes
- ( ) No

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

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

Characters : 594/2500

Remove Responses

Add Additional Response

5. Basic Needs

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

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

- (●) Yes
- ( ) No

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

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

Characters : 978/2500

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

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

Characters : 449/2500

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

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

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

Characters : 382/2500

Remove Responses

Add Additional Response

6. Zero-Textbook Cost

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

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

Institutional Preparation

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

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

Faculty Engagement

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

Connection to Equity

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

Characters : 2470/2500

Remove Responses

Add Additional Response

7. LGBTQ+ Supports

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

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

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

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

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

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

Characters : 2453/2500

Remove Responses

Add Additional Response

8. Mental Health Supports

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

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

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

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

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

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

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

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

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

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

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

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

Characters : 2404/2500

Remove Responses

Add Additional Response

9. Institutional Planning

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

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

Characters : 647/2500

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

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

Characters : 724/2500

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

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

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

Characters : 1019/2500

Remove Responses

Add Additional Response

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RECOMMENDED RANKINGS OF FULL-TIME FACULTY REQUESTS

Academic Affairs Hiring Taskforce

September 29, 2022

In this hiring cycle, 8 departments requested a total of 8 replacement full-time faculty positions. Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC hiring taskforce read each full-time faculty hire plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration detailed in the AAC Hiring Guide provided to plan authors. On September 29, 2022, the taskforce met and shared their request ranking order, engaged in robust discussion of the justifications provided by the plan authors and potential for each request to positively impact the campus community. The taskforce's rationales for ranking are provided for each of the eight requested positions. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

The taskforce members (listed below) were unanimous in the following prioritization of the full-time faculty hiring requests.

Shafin Ali, Economics

Daniel Ante-Contreras, Letters

Claudia Flores, Child Development

Denée Pescarmona, VP Instruction

Alexis Tucker Sade, Anthropology

Stacey Hull, Biology

Kris Peck, Student Accessibility Services

Beth Powell, Mathematics

Theresa Bolaños, Chemistry

Tracy Williams, Theater Arts

Julie Cord, Adult High School

Alketa Wojcik, VP Student Services

1. Child Development: Replacement

The full-time faculty (replacement) hiring request from Child Development is ranked as the top priority for this hiring cycle. This unanimous decision by the Academic Affairs Committee (AAC) Hiring Subcommittee reflects the necessity of this position to the effective functioning of the program and the state licensure requirements for the Child Development Center (CDC). The rationale is evidenced in the detailed hiring request and the program data available through the Dashboard. Of particular importance is consideration of the role of the CDC both as a laboratory school for child development students and as a community childcare provider.

The CDC provides crucial, hands-on training for MiraCosta students, apprentices, and practicum students. The CDC has become a paradigmatic bridge connecting classroom learning to real-world experience. In order for this outdoor demonstration and laboratory school to continue operating within the State of California licensing requirements, the CDC must have a qualified director. The

position, which requires more extensive qualifications than a full-time faculty hire in Child Development, is therefore necessary for the continued success and service of the CDC. This is not only a service to Child Development, a program that awarded 197 degrees and certificates in 2020-21, but also to our broader community. The CDC provides our students, faculty, staff, and community "high-quality, inclusive, campus-based early care and education programs". The contributions made by the CDC and the Child Development Program will continue to grow in importance given the recent passage of universal access to transitional kindergarten (TK). Not only are they providing that educational care, but the program is also training the early childhood educators of the future.

2. Chemistry: Replacement

During the Covid-19 pandemic, Chemistry's active search for a FT organic chemist was disrupted. In Spring 2020, the search was canceled after nearly completing the hiring process; interviews were completed and qualified candidates were prepared for the final round. In Fall 2021, Chemistry's previously approved request for a FT hire was ranked 10 by AAC but only eight positions were approved to hire by the college. Three years after Chemistry's initial approval was granted, they are still waiting to hire another FT organic chemistry faculty member. The urgent need for this hire is further exacerbated by the recent reduction in enrollment caps in the organic (CHEM 210 and 211) chemistry courses for STEM majors, the overwhelmed organic FT faculty who are teaching overload each semester (and summer) to meet the needs of STEM majors needing organic courses to transfer to 4-year institutes and the difficulty in hiring qualified AF to teach organic chemistry.

In Fall 2019, the organic chemistry courses lowered enrollment from 30 to 20 students in alignment with the American Chemical Society Guidelines for Chemistry in Two-Year College Programs. Historically, chemistry offered 4-5 sections of CHEM 210 and 211 each semester. Reduced enrollment caps now require 6–8 sections of organic chemistry to serve the same number of students as before, which necessitates more faculty to teach these additional sections. With CHEM 210 and 211 being 9-LHE courses, the two FT organic chemistry faculty must teach two organic (18 LHE) sections each semester and must incur overload to do so. They have maxed out their banking ability with no ability to unbank hours. They also have no time to develop curriculum and lead the allied health organic (CHEM 116) course. CHEM 116 serves allied health majors pursuing careers in nursing, nutrition, kinesiology, health science, food science, animal science, and public health science. Chemistry's last FT hire was meant to fill this CHEM 116 gap, but this FT faculty has been exclusively teaching STEM majors organic chemistry since the pandemic.

Organic chemistry is a highly technical branch of the field. Students must be carefully trained on specialized instruments to be successful at their transfer institution which makes finding AF with both the laboratory and teaching experience a difficult task year to year. Chemistry had a few qualified, trusted associate faculty to teach organic chemistry but most recently lost two AF who found full time positions at other institutions, leaving them with a single AF qualified to teach organic chemistry. A single AF is only able to teach one organic chem course (9 LHE), so the challenge to find qualified AF organic chemists directly impacts the department's ability to offer the needed organic chemistry courses. If Chemistry's remaining AF finds a full time position or one of the FT organic faculty unbanks any hours, takes a sabbatical, or requests a 15 LHE load, the chemistry program will not be able to meet the needs of students requiring the organic sequence

to transfer to 4-year institutes. FT leadership is critical to ensure chemistry effectively provides STEM majors with the lecture and lab experience required for success upon transfer.

3. Adult High School: Replacement

The AHS mathematics replacement position stems from the upcoming retirement of their full-time faculty member in Spring 2023. This leadership role deeply supports a basic skills area particularly in light of AB705/1750, and accounts for 28% of the overall course sections, 25% of overall enrollments, as well as fulfills one of three graduation competencies. Program quantitative data shows an overall decrease in observable trends (Enrollments/Unduplicated headcounts, FTEF and WSCH). The AHS program attributes this vastly to the Covid pandemic, and notes that some time periods (2020/21) show a slight increase (Enrollments/Unduplicated headcount, student success, retention), while the more recent Fall 2022 data is beginning to show upward trends. Additionally, SANDAG regional growth forecast mirrors the Adult High School demographics in projecting a drop in traditional college students, but growth in basic skills, older and underserved students, over the next 20 years.

Although the mathematics department itself has an FTEF of 7.7, without this position, the full-time faculty will be reduced to 3 from 4, while the AHS math having an FTEF of 2.1 with only one full time faculty, will convert to 100% of all mathematics courses being taught by part-time faculty. This will additionally adversely affect areas of leadership and discipline specific expertise such as program review, learning outcomes, WASC accreditation goals, equity efforts, and faculty representation on college-wide committees, as well as the critical liaison between both credit and non-credit departments. MiraCosta College is the only post-secondary institution to offer an adult high school diploma program in the MCC service area and serves almost all Adult High School students who are deficient in the critical area of basic needs skills and require guidance by a full time faculty seasoned in best pedagogical practices and collaborative expertise in working with CLC support services and counseling for student success.

4. History: Replacement

History is requesting a full-time faculty hire to replace Prof. Lisa Lane, a long-term faculty member, who made the decision to retire in the summer of 2022. In the wake of that decision, the remaining members of the department entered into active discussion of departmental goals, as informed by both present college realities and data-supported expectations for the future. The department has concluded that Lisa's retirement has presented them with an opportunity to hire a new faculty member who will teach both Mexican and Mexican-American history in order to support our college's commitment to being an HSI institution. A full-time hire in this role would also assist the department in responding to the disproportionate impact that they see for Hispanic/Latinx history students. This new full-time hire will be expected to develop and teach the History of Mexico, a course not currently offered at the college. The department feels that an expert in this field would be invaluable for a number of reasons: As an HSI, a class with emphasis on the History of Mexico will demonstrate to students with Mexican heritage, and their families, that they are welcome and valued at MiraCosta. As a college located less than 50 miles from the border with Mexico, greater awareness of Mexican history can—for all our students-- strengthen civic engagement, deepen cultural awareness, and sharpen understanding of present economic opportunities and challenges. The addition of this class will also be of great value to our students

majoring in history as they transfer to local four-year programs and seek employment after graduation. Furthermore, the department is well aware of increased attention to Ethnic Studies in the state, both at the K-12 level and in Higher Education. The courses taught by the new hire will provide invaluable background history for students interested in majoring in, and perhaps eventually teaching, Ethnic Studies. The new hire will work with leadership of the soon-to-be created Ethnic Studies department to discuss how the History department can be supportive of their efforts.

History is a department that, in large part, serves students who are looking to satisfy GEs before they transfer to the 4-year level. Over the past 4 measured years, course success and completion rates are very close to mirroring those of the college. In 2020-21, overall success rate was 72%, as was the college's. Retention rate was 84% to the college's 81%. In the past two years, numbers are clearly trending upwards; with enrollments increasing from 2817 to 3028, a significant increase in FTES since 2019/20 from 273.6 to 294.7 and FTEF has increased from 8.3 to 9.15.

5. Philosophy: Replacement

The motivation behind this hiring request is to find a replacement for Dr. Louisa Moon, who retired in December of 2020.

The PHREL department is unusual in that it consists of two different programs (philosophy and religious studies), each of them belonging to a different Academic and Career Pathway. Religious Studies is found in the Social and Behavioral Sciences ACP, whereas Philosophy is part of the Languages, Communication and Humanities ACP. The new hire that is being requested would be only responsible for teaching courses in the philosophy discipline. The Philosophy program is pivotal to the Languages, Communication and Humanities ACP, and hiring a new Philosophy faculty member will have an impact on the functioning and success of the ACP as a whole.

The Philosophy program has identified two short-term goals: (1) to create more opportunities for students to succeed by supporting a diverse student population, paying particular attention to disproportionately impacted populations, and (2) to be more active in the development and implementation of the Languages, Communication and Humanities ACP. They are requesting a new hire to diversify and complement the strengths of the existing faculty, bring in new perspectives, expand horizons and make substantial steps towards accomplishing both the short and long term departmental and institutional goals.

The Philosophy program has been involved in the creation, development and implementation of the Biomanufacturing program. Since its inception, students in the program have had to take an upper division philosophy class (Phil 302. Bioethics). Dr. Moon wrote the curriculum for the class, since her area of specialization was Bioethics, but with her retirement the program is in need of a faculty member that can provide leadership in bioethics in particular and the field of Ethics in general, as well as in those areas where it intersects with questions of inequality and power struggle.

The data gathered during their last program review shows a strong and resilient program that has survived the challenges of the last few years. This data justifies a hire request on two fronts: (1) it maintains and preserves everything the program has accomplished, and (2) it identifies areas of

improvement where the addition of a new faculty will make a real difference. Regarding both success and retention, the Philosophy program is doing quite well compared to the college as a whole. Whereas the overall success rate at the college was only 70% last year, it was 81% for the Philosophy program.

The program has made huge strides towards closing the achievement gap. When program review was completed in 2016-17, only 67-70% of Black students and 74% of Hispanic/Latinx students enrolled completed Philosophy courses successfully (compared to 84% of white students). The numbers for 2020-21 are 78% for Black students and 76% for Hispanic/Latinx students (compared to 83% of white students). Even though the statistics show that Black and Hispanic students are not disproportionately impacted anymore, the achievement gap is still there, and, with a new hire, work can be done to further minimize this gap.

6. Physics: Replacement

The request from the Physics Department is to hire a full-time faculty member to replace Joe Salamon, who will likely resign in December 2022. Joe did not submit his letter of resignation by September 9, but the reason we are requesting a hire is to replace a potentially departing faculty member. If Joe Salamon does not submit his letter of resignation in December, then we will not proceed with the new hire.

The PHYS program has success and retention rates that are consistently higher than the college-wide average, and this is due, in part, to the leadership of three full-time faculty members. Not funding this hiring request would be extremely detrimental to the functioning of the department, as the remaining two full-time faculty members would have to redistribute the departmental responsibilities previously accomplished by the third full-time faculty member. Furthermore, the department would have to hire at least three additional associate instructors and finding qualified PHYS instructors has always been very difficult.

The past growth and current strength of the PHYS program is supported by data. Even with the recent downturn on enrollments, the PHYS program WSCH decreased by only 1% from 2012-13 through 2020-21, while the rest of the college WSCH decreased by 12%. Rates of successful course completion in Physics are significantly above college averages. For example, the rate of successful completion in 2020-21 was 83%, significantly above the college-wide credit average of 72%. This is largely due to the relatively higher levels of preparation and motivation of students taking physics courses. However, success rates in 2013-2014 and 2014-2016 were somewhat lower (mostly between 75% and 80%), and increased beginning in 2016. The department believes that a significant factor in the increase was the hiring of a third full-time faculty member to provide additional leadership for the rapidly expanding program. Disaggregation of program review data shows that our biggest achievement gaps occur in the first-semester courses of our calculus-based and algebra-based series. We see the need for robust dialogue, collaboration with other departments, and experimentation with different early–intervention strategies. All of these approaches require the time and effort of full–time faculty members.

7. Art: Replacement

This application requests a replacement hire in the Painting and Drawing area of the Art department after the recent retirement of Leslie Nemour, former Painting and Drawing Lead faculty. This request supports the Art Department's commitment to a contemporary, relevant, sustainable, and equitable approach to curriculum and long-term student success in transfer degree completion. Loss of a replacement hire for the Painting / Drawing position would result in an increase to 87.5% of Painting and Drawing classes taught by associate faculty. Courses in this area account for at least 30% of course offerings, and coursework in the Painting and Drawing Area is an integral part of the degrees and certificates offered through the Art Department. The Painting and Drawing courses taught by faculty for this replacement position will build upon a strong record of high success rates for historically disadvantaged students. Success rates among women in enrolled courses rise to an 80th percentile for course success. While success rates across ethnicity vary, those for students from historically underrepresented ethnic groups remain at or above the 80th percentile overall.

Discipline specific expertise is required for the Art Department to update and modify curriculum. This full-time faculty request seeks to not only replace a discipline lead, but also a curricular lead. One of the key roles a lead faculty in Painting and Drawing plays is to promote and foster student access to internship and public engagement opportunities, preparation for transfer, portfolio development, and practical job skills. In recent years, MiraCosta painting students have created mobile murals for the San Elijo Campus, exhibited widely in the Annual Student Art exhibit and other regional exhibitions, and a number have transferred into impacted and hard to access painting programs at four-year institutions such as UCLA, SDSU, and Laguna College of Art.

8. English as a Second Language (Credit): Replacement

Credit ESL is seeking a full-time faculty replacement for Melissa Lloyd-Jones who retired May 2021. Not replacing this hire means that the sole full-time faculty member remaining must manage the full department and its many initiatives. The one remaining FT faculty is currently on reassigned time for her role as FA President which takes her out of the classroom; thus, all ESL offerings are currently staffed by Part Time faculty, and this will be the case over the two-year term the full-time faculty member will serve. And while not typically considered in the ranking criteria, it is important to note that the remaining full time faculty member will be retiring in three to four years. Bringing on a new faculty member replacement now would ensure that they receive the proper mentorship and support necessary through a tenure process before the retirement of the sole FT faculty member.

The ESL Department is proud of the work they do in Credit ESL which shows no disproportionate impact based on ethnicity. However, with a deeper dive into the data, they noted that success rates for our Latinx students, particularly Latinx males are a bit below the rest of the ESL population. The department will continue to target efforts to address this disparity. The program overall is quite different from the college's overall population in that students served are 50% California residents (mostly Latinx), 40% out of country (International population) and 10% out of state. The average age of students served is 26.8 and is 68% identifying as female. The overall success rate in Credit ESL is 77%. The department continues to make advancements in addressing impacts affecting the Latinx population which now hovers at 73% overall success rate. A majority of

students in the ESL classes and English 100 ML (multilingual) identify as Latinx or two or more races. While the overall success rate in English 100 is 70%, the English 100 ML/ESL is in line at 73% while nearly all the students identify as ESL/multilingual students.

ADMINISTRATIVE PROCEDURE **5050: Student Success and Support Program**

The California Community Colleges Chancellor's Office is working on streamlining the reporting requirements for the Student Success and Support Program along with other programs. One change has been to submit information related to the Student Success and Support Program to the California Community Colleges Chancellor's Office as part of an "Integrated Plan." However, because Title 5 Regulations addressing Student Success and Support Programs have not been repealed, districts are still required to comply with the Student Success and Support Program requirements.

MiraCosta College will provide Student Success and Support Program (SSSP) services to students to further equality of educational opportunity and academic success, ~~MiraCosta will offer to its students Student Success and Support Program (SSSP) services,~~ including ~~admitting~~admission, ~~assessing~~ placement, orient~~ation~~~~ing,~~ advis~~ementing~~, counseling, and monitoring academic progress specified in California Title 5 Student Success and Support Program Regulations section 51024, section 58106, and sections 55500 through 55534. *SSSP also integrates strategies to close opportunity gaps that impact student success and aligns onboarding programming to improve the District's commitment to diversity, equity, and inclusion to better support student success.*~~The process of SSSP services brings the student and the district into agreement regarding the student's educational plan through the district's established programs, policies, and requirements.~~ The Student Success and Support Program brings the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The agreement is implemented by means of the student educational plan.

Each student, in entering into an educational plan, will do all of the following:

- identify an education and career goal;
- identify a course of study;
- be assessed to determine appropriate course placement;
- complete orientation;
- participate in the development of the student educational plan;
- complete a student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;
- diligently attend class and complete assigned coursework; and
- complete courses and maintain progress toward an educational goal

SSSP services include, but are not limited to, all of the following:

A. Orientation and pre-orientation services designed to provide students, on a timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters.

B. Development of an abbreviated student educational plan and a comprehensive student educational plan by the end of the third term, but no later than the completion of fifteen (15) degree-applicable units.

C. ~~Assessment~~ Placement and counseling upon enrollment, which shall include but not be limited to, all of the following:

1. Completion of placement process to provide appropriate math and English course placement. ~~Administration of assessment instruments to determine student competency in computational and language skills, and to determine appropriate course placement.~~

2. Assistance to students in the identification of aptitudes, career, and educational goals, including but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and vocational certificates and licenses.

3. Evaluation of student study and learning skills.

4. Referral to specialized support services as needed, including but not limited to federal, state, and local financial assistance; health services; mental health services; campus employment-placement services;

Effective Date: 11/3/09, 11/10/15
References: Education Code §§78210 et seq.
Title 5 §§55500 et seq.
Accrediting Commission for Community and Junior Colleges
Accreditation Standard II.C.2
Reference Update: 4/15
CCLC Update: #26, 4/15
Steering: SSC / AS/ADMIN/CSC

extended-opportunity programs and services; campus childcare services programs that teach English as a second language; and disabled student services.

5. Counseling and advisement concerning course selection.

6. Follow-up services and required advisement or counseling for students who are enrolled in basic skills courses and have not declared an educational objective as required, or who are on academic probation.

The district shall use assessment instruments and methods that have been specifically authorized by the California Community Colleges Board of Governors.

The District shall do **all** of the following:

- Inform students of their rights to access transfer-level coursework in English, mathematics (or quantitative reasoning), credit English as a Second Language and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;
- Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;

- Provide annual reports to the California Community Colleges Chancellor's Office in a manner and form described by the California Community Colleges Chancellor's Office; and
- Publicly post the college's placement results, including the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity.

Exemption from the SSSP Priority Registration ~~Enrollment~~ Process

New students who complete orientation, advisement, math and English placement ~~tests~~, and an abbreviated student educational plan receive priority enrollment. Administrative Procedure 5055, Student Enrollment Limitations and Priorities, provides information on priority enrollment. Students who meet one of the criteria below can be exempt from the matriculation process but do not receive priority enrollment:

A. The student was exempt during a previous semester.

B. The student has earned an associate or higher degree from an accredited institution.

C. The student has previously attended another college and/or indicated on the application for admission one of the following as an educational goal:

1. Discover/formulate career interests, plans, and goals.
2. Prepare for a new career (acquire job skills).
3. Advance further in current job/career (update job skills).
4. Maintain certificate or license (e.g. nursing, real estate).
5. Personal interest; no intention to use credit for certificate, degree, or transfer.
6. Complete credits for high school diploma or GED.

Exemption from ~~Assessment~~ Placement ~~(Testing Only)~~

To be exempt from the placement ~~assessment~~ component of SSSP services, a student must meet one of the following conditions:

A. The student has completed the prerequisite course with a grade of C or higher (transcript or grade report required) at another college for any math or English course(s) in which the student wishes to enroll.

B. The student has taken an approved placement ~~assessment test~~ that can be used to meet the prerequisite for math or English course(s) in which the student wishes to enroll.

Exempt students are not required to participate in the SSSP services process, but are encouraged to do so. Exempted students do not earn ~~early~~ priority registration~~enrollment~~ privileges.

Opt-Out Provision

Students have the right to challenge or appeal any step in the SSSP services process by contacting the dean of admissions and student support. To challenge a course prerequisite or co-requisite, students must contact the Admissions and Records Office ~~on either campus~~. Students may refuse to participate in any SSSP service; however, refusal will not entitle students to priority registration ~~early enrollment~~ privileges or to waive course prerequisites or co-requisites.

Students are responsible for expressing broad educational intent upon admission and for declaring a specific educational goal by the time fifteen (15) semester units have been completed. Students are also responsible for attending class, completing assignments, arranging counseling appointments, and maintaining progress toward educational goals.

BOARD OF TRUSTEES POLICY 5050: Student Success and Support Program

The California Community Colleges Chancellor's Office is working on streamlining the reporting requirements for the Student Success and Support Program along with other programs. One change has been to submit information related to the Student Success and Support Program to the California Community Colleges Chancellor's Office as part of an "Integrated Plan." However, because Title 5 Regulations addressing Student Success and Support Programs have not been repealed, districts are still required to comply with the Student Success and Support Program requirements.

The district shall provide ~~matriculation~~ Student Success and Support Program (SSSP) services to further equality of educational opportunity and academic success. The Board expects *SSSP to integrate strategies to close opportunity gaps that impact student success and align onboarding programming to improve the District's commitment to diversity, equity, and inclusion to better support student success.* ~~T students for the purpose of furthering equality of educational opportunity and academic success.~~ The purpose of ~~matriculation~~ SSSP services is to bring the student and the district into agreement regarding the student's educational goal through the district's established programs, policies, and requirements.

The superintendent/president shall establish procedures to assure implementation of ~~matriculation~~ SSSP services that comply with Title 5 regulations.

See Administrative Procedure 5050.

Adoption History:	11/3/09
Periodic Review:	2/5/16
Reference Update:	4/15
References:	Education Code §§78210 et seq. Title 5 §§55500 et. seq. Accrediting Commission for Community and Junior Colleges Accreditation Standard II.C.2
CCLC Update:	#26, 4/15
Steering:	SSC / AS/Admin/CSC

Proposed Layout of Integrated Planning Webpage

MiraCosta College has a strong history of collaborative planning and decision making. The Long-Term Planning Framework demonstrates not only that collaborative nature, but the importance that the College places on the review of quantitative and qualitative data, the adoption of evidence-based practices, and an evaluation of those practices with an eye toward continuous improvement. The Long-Term Planning Framework takes the place of the College's Comprehensive Master Plan that expired in 2020 and outlines the basic relationship between the foundational tenets of the College (mission, vision, values and commitment) and the goals and strategies that are developed to make those foundational principles a reality from 2020-2026.

Rather than developing a separate strategic plan to achieve these goals, strategies with measurable outcomes will be developed within each of the College's existing plans. Plans may align with one or more goals of the framework. Additionally, there may be some strategies conceived to address the goals that may not fit in any particular existing plan and may require the development of additional planning documents. The goals can also be addressed with strategies at the department or division level through the College's integrated planning process, which includes program review and the development of action plans that may align with a particular institutional goal.

Institutional Planning Documents

- Integrated Planning Manual (2022)

Long-Term Planning Framework (2020-2026)

- Education Plan (2021)
- Facilities Plan (2016 Update) New Plan Coming Soon!
- Staffing Plan (2015) New Plan Coming Soon!
- Student Equity Plan (2019-2022) New Plan Coming Soon!
- Technology Plan (2015-2018) New Plan Coming Soon!

Archived Plans

Program Review

- Institutional Program Review Committee (IPRC)
- Program Review Handbook (2022)
- Resource Allocation Summary (2021-2022)
- Comprehensive Program Reviews by Year (internal access only)

Student Learning Outcomes

- Outcomes Assessment Committee (OAC)
- Outcomes Assessment Committee (OAC) Handbook (2021)

MiraCosta Community College District

2022 INTEGRATED PLANNING MANUAL

TBA, 2022

MiraCosta College

Mission Statement

MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves. MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

Vision

MiraCosta College will be a leader and partner in transforming lives and communities through learning.

Commitment

MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately-impacted populations including Latinx and Chicanx communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA+) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

Institutional Values

Community / Diversity & Inclusion / Equity / Excellence / Innovation Institutional Accountability & Responsibility / Integrity / Mutual Respect Student-Centeredness / Sustainability & Stewardship

Institutional Goals

GOAL 1: MiraCosta College will provide equitable access, enhance student success and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity.

GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that provide workforce solutions, prepare students to be active global citizens, and provide opportunities for cultural educational enrichment.

GOAL 3: MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world.

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that invest in our employees to reach their full potential, maintain a sustainable and transparent financial model, and reduce the environmental impact of our physical resources.

(Approved by the Board of Trustees June 22, 2021)

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INTRODUCTION

This manual is the MiraCosta Community College District guide to integrated institutional planning. The processes described in this document identify the ways that constituent groups participate in and contribute to long-term and short-term planning.

This document begins with a description of the integrated planning model. Next is a description of each element in the integrated planning model that includes:

- Specific tasks to be accomplished.
- Processes by which decisions/recommendations will be developed.
- Timeline for each task.
- Offices or groups responsible for completing the tasks.
- Offices or groups that will receive the recommendations and render final decisions.

In the MiraCosta Community College District integrated planning model, planning processes are based in a common set of assumptions and follow well-defined procedures. The ultimate goal of all planning is student learning and success, and achievement. Assessments focus on how well students are learning and, based on those assessments, changes are made to improve student learning and success.

District planning policies and practices demonstrate institutional effectiveness and a cycle of continuous quality improvement. Dialogue regarding institutional improvement occurs in an ongoing and systematic cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. This cycle and the processes used to link the components of the MiraCosta Integrated Planning Model to one another are described in this manual.

The Mission Statement describes the district's intended student population and the services the district promises to provide to the community. As such, this statement is the touchstone for the entire planning process.

The district compares its current status to the mission statement (internal scans) and analyzes anticipated challenges (external scans) to develop a long-term planning framework that includes the institutional mission, vision, values, commitments and goals.

Using the long-term planning framework as a guide, the district develops the Education Plan that articulate (1) how to advance the mission statement and (2) how to address anticipated challenges. Institutional support plans are developed using the Education Plan.

The Education Plan and institutional support plans inform the development of strategies through outcome assessment.

- The 3-Year Comprehensive Review and Annual Program Review Updates use assessment and outcomes data to identify gaps and plan progress improvement strategies.
  e.g. program plan outcomes, student learning outcomes, service area outcomes, administrative unit outcomes, student achievement data.

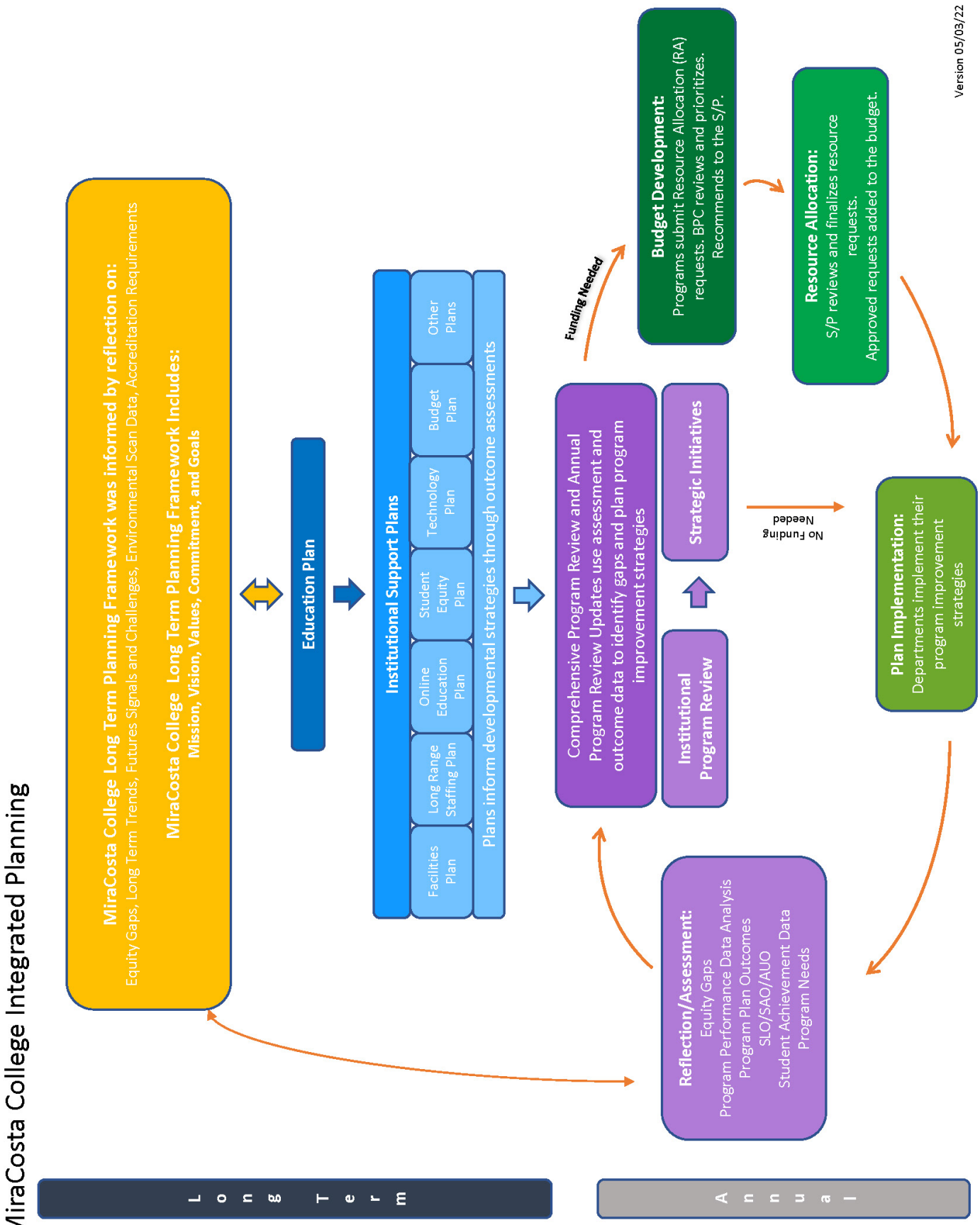
Resources are allocated based on:

1. Strategic initiatives in the Education and institutional support plans.
2. Plans developed at the program level (academic/student services) and the unit level (nonacademic, administrative) during institutional program review.

Refer to the section on resource allocation in this manual for an explanation of the link between the strategic initiatives and institutional program review.

Once resources are allocated, the district implements its plans.

The district reflects and assesses equity gaps, program performance data, program plan outcomes, student learning outcomes/service area outcomes/administrative unit outcomes, student achievement data and program needs.


MiraCosta College Integrated Planning
Long Term
Annual
MiraCosta College Long Term Planning Framework was informed by reflection on:
Equity Gaps, Long Term Trends, Futures Signals and Challenges, Environmental Scan Data, Accreditation Requirements
MiraCosta College Long Term Planning Framework Includes:
Mission, Vision, Values, Commitment, and Goals
Education Plan
Institutional Support Plans
Facilities Plan
Long Range Staffing Plan
Online Education Plan
Student Equity Plan
Technology Plan
Budget Plan
Other Plans
Plans inform developmental strategies through outcome assessments
Comprehensive Program Review and Annual Program Review Updates use assessment and outcome data to identify gaps and plan program improvement strategies
Funding Needed
Budget Development:
Programs submit Resource Allocation (RA) requests. BPC reviews and prioritizes. Recommends to the S/P.
Resource Allocation:
S/P reviews and finalizes resource requests.
Approved requests added to the budget.
Plan Implementation:
Departments implement their program improvement strategies
Strategic Initiatives
No Funding Needed
Institutional Program Review
Reflection/Assessment:
Equity Gaps
Program Performance Data Analysis
Program Plan Outcomes
SLO/SAO/AUO
Student Achievement Data
Program Needs
Version 05/03/22

The mission statement is the touchstone for the entire planning process in that it describes the district's intended student population and the services the district promises to provide to the community.

The district reviews the mission statement at least every three years (see Board Policy 1200). Following a review and revision in 2020, the revised mission statement was approved by the Board of Trustees in June 2021.

The MiraCosta Community College District mission statement is:

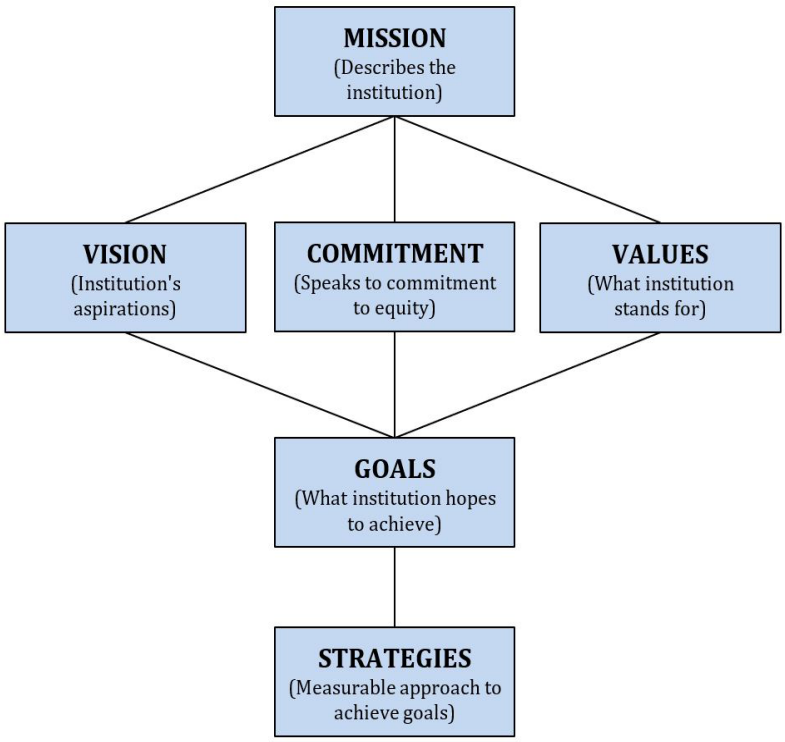
> MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.
>
> MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities. The Accrediting Commission for Community and Junior Colleges (ACCJC) standard most relevant to the development and review of a college mission is I.A. Mission (see appendix).

LONG-TERM PLANNING FRAMEWORK

The Long-Term Planning Framework is the district's long-term plan and, as such, projects the future of the MiraCosta Community College District for the coming decade.

MiraCosta College has a strong history of collaborative planning and decision making. The development of this long-term planning framework demonstrates not only that collaborative nature, but the importance that the College places on the review of quantitative and qualitative data, the adoption of evidence-based practices, and an evaluation of those practices with an eye toward continuous improvement. This long-term planning framework takes the place of the College's Comprehensive Master Plan that expired in 2020 and outlines the basic relationship between the foundational tenets of the College (mission, vision, values and commitment) and the goals and strategies that are developed to make those foundational principles a reality over the next six years.

The College's long-term planning framework is anchored by the mission, vision, values and commitment of the institution. The goals represent broad areas of focus that are accomplished via more specific strategies with measurable outcomes. The relationship of the various elements of the long-term framework are illustrated in the following graphic.



Rather than developing a separate strategic plan to achieve these goals, strategies with measurable outcomes will be developed within each of the College's existing plans. Examples of those current plans include the: Academic Master/ Educational Plan, Facilities Master Plan, Technology Plan, Long-range Staffing Plan, Annual Budget Plan, Online Education Plan, and Student Equity Plan. Plans may align with one or more goals of the framework. Additionally, there may be some strategies conceived to address the goals that may not fit in any particular existing plan and may require the development of additional planning documents. The goals can also be addressed with strategies at the department or division level through the College's integrated planning process, which includes program review and the development of action plans that may align with a particular institutional goal.

The long-term planning workgroup recommended an approach and timeline for updating the College's existing planning documents that was presented and endorsed by the College Council. College plans will undergo initial reviews beginning in fall 2020 and be updated to ensure that they include the newly developed elements of the long-term planning framework (mission, vision, values and commitment statement) as well as strategies to address the new institutional goals.

As each plan is brought into alignment with the new long-term planning framework, it will be adopted through the college's governance process. The Budget and Planning Committee is responsible for ensuring the integration of the college plans with the long-term planning framework.

Each plan will be revisited annually over the six years of the long-term planning framework to evaluate progress toward the measurable outcomes of each strategy. The College Council is responsible for overseeing that annual review.

In addition, plans will be individually updated according to their own designated cycle (not to exceed six years) to ensure their currency and relevancy. There is a designated person or group responsible for the ensuring that each plan is reviewed and updated.

Other documents (such as board policies and administrative procedures) will also be updated to reflect the new elements of this long-term planning framework.

The ACCJC standard most relevant to the development and implementation of the processes described in the remainder of this MiraCosta Community College District 2022 Integrated Planning Manual is I.B. Assuring Academic Quality and Institutional Effectiveness (see appendix).

INSTITUTIONAL PROGRAM REVIEW

Institutional program review is the annual process by which instructional and non-instructional programs and combinations thereof) analyze program performance by comparing quantitative and qualitative data against state standards. Institutional program review includes the use of these reflective conclusions to formulate plans to sustain or improve the programs, to advance the mission of the district, and to support institutional goals and institutional objectives. Improving student learning and achievement is central to the analysis of program effectiveness for instructional disciplines and student services programs.

The institutional program review begins in fall semester to allow sufficient time for meaningful discussion among colleagues and supervisors. The process is summarized as Review, Reflect, Plan. Forms located in the plan section of the institutional program review contain areas for identifying links to institutional goals and institutional objectives; identifying responsible parties and needed resources; and reporting progress and outcomes. Refer to the "Resource Allocation" section of this manual for how these forms are used in that process.

The institutional program review process is, by policy, within the purview of the Institutional Program Review Committee (IPRC) with links to resource allocation through collaboration with the Budget and Planning Committee (BPC) and the maintenance of standards in collaboration with the Academic Affairs Committee. IPRC membership includes faculty, classified staff, students, divisional vice presidents, the Office of Institutional Planning, Research and Grants, and the coordinator of student learning outcomes.

The Accrediting Commission for Community and Junior Colleges standards most relevant to institutional program reviews are:

- Standard I.A.3: The institution's programs and services are aligned with its mission. The mission guides institutional decision- making, planning, and resource allocation and informs institutional goals for student learning and achievement.
- Standard I.B.7: The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
- Standard I.B.8: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
- Standard I.B.9: The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short-and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)
- Standard III.B.2: The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.
- StandardIII.C.2: The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
- Standard III.D.1: Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)
- Standard III.D.2: The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Timeline and Process for 3-Year Comprehensive and Annual Update Program Review

OCTOBER

Student services programs and administrative units submit their program/unit review data for the previous academic year to Research Analyst of RPIE.

JANUARY–APRIL

All Program/Unit Review Instructional and requested Student Services data is available in Data Dashboard.

Program Authors upload CSLO results into Anthology (Campus Labs) Outcomes.

The program review author drafts the program review, which includes:

- Analysis of the data to identify strengths and weaknesses by comparing performance to standards, inlcuidng assessment results from corresponding CSLOs, PSLOs, SAOs, and AUOs.
- Identification of links to the district mission statement, institutional goals, and institutional objectives.
- Plans to address identified weaknesses, advance the mission, support institutional goals and institutional objectives, and if applicable, improve student learning and achievement.

The draft program review is shared with other members of the program or unit and discussed widely. The author reviews the feedback and revisions are incorporated as warranted.

APRIL-MAY

The program/unit administrator considers program review draft and collaborates with the program review author to revise the program review if warranted. A final revision of the program review is completed.

The program review author and program/unit administrator evaluate the program on these criteria:

1. The program or unit is effectively meeting the district's mission in all areas of review. Program development plans appropriately address areas to improve or expand.
2. The program or unit is effectively meeting the district's mission in three or more areas of review. The program or unit needs significant improvements to performance against standards. Program development plans appropriately address areas to improve.
3. The program or unit is not effectively meeting the district's mission in three or more areas of review. Program development plans do not sufficiently address areas to improve.

Program reviews are forwarded to the Institutional Program Review Committee to develop a recommendation for final validation and subsequently submitted to the Administrative and Academic Senate councils for approval.

RESOURCE ALLOCATION

Resource allocation processes link institutional program reviews and strategic initiatives to the resources needed to accomplish the institutional goals identified in the Long-Term Planning Framework.

The guiding principles for all resource allocation processes are as follows:

1. Resources include all assets of the district including its fiscal resources, personnel, facilities, equipment, and the time and talents of its faculty, staff, and administrators.
2. The processes for allocating resources are transparent. All members of the district community are informed about the routines and components of planning that lead to resource allocations.
3. The resource allocation process begins with a review of the effectiveness of prior years' resource allocations and a forecast of potential funds.
4. Priority is given to resource requests that support:
    - Achievement of institutional goals
    - Health, safety, and accessibility

To ensure a clear link between planning and resource allocation, the program or unit lead includes the request for funding in the program review for their program or unit. In addition, the Budget and Planning Committee assesses funding requests based on a rubric that requires funding requests to address the link between the request and:

- Need
- Community benefit
- Program functioning and total cost of ownership
- Fiscal/Resource impact

There are two annual assessments related to resource allocation:

- The Budget and Planning Committee begins each cycle of resource allocations by reviewing the effectiveness of prior years' resource allocations. This analysis is a holistic review that includes the effectiveness of resource allocations in advancing the district mission statement and institutional goals.
- The Budget and Planning Committee reviews the resource allocation process annually, making adjustments to the process and rubric as needed.

The timeline/process charts related to resource allocations that follow are:

- Timeline and Process for Resource Allocations Other Than Full-time Faculty Positions
- Timeline and Process of Resource Allocations for Full-time Faculty Positions

Timeline and Process for Resource Allocations other than Full-time Faculty Positions

OCTOBER

Resource allocation requests are completed.

BPC administrative support and fiscal services conducts a technical review of the funding requests before forwarding the requests to BPC co-chairs.

BPC co-chairs review and sort plans, removing and addressing any requests that are health, safety, code compliance, etc. related.

OCTOBER-JANUARY

Schools/Programs rank resource allocation requests.

Divisions rank resource allocation requests based on division rubrics and final division rankings are posted in the Portal.

Executive Management Team (EMT) ranks resource allocation requests high, medium and low, and final EMT rankings are posted in the Portal.

FEBRUARY-MARCH

BPC Budget Subcommittee convenes to review resource allocation rankings and prioritize requests based on BPC rubric and fiscal impact, then presents recommendation to BPC for consideration.

APRIL

BPC votes on resource allocation request rankings and makes funding recommendation to the superintendent/president.

MAY-JUNE

Superintendent/President notifies BPC and College of funding decision.

JULY

Approved resource allocation requests are funded.

Timeline and Process of Resource Allocations for Full-time Faculty Positions

SEPTEMBER

Superintendent/president communicates a tentative number of faculty positions to be opened in the coming year to the Academic Senate president and Academic Affairs subcommittee chair.

AUGUST-SEPTEMBER

Requests for full-time faculty positions are discussed with the dean at this time since deans must approve all requests for full-time faculty positions.

Deans and institutional program review authors discuss requests for full-time faculty positions and this collaboration may produce revisions to program reviews. (See October–November in "Timeline and Process for Institutional Program Review" in this manual.)

Request for full-time faculty positions for the coming year include the preliminary job announcement section to describe the representative duties for the position. Faculty may document the need for a full-time faculty position without actually requesting a position at this time.

OCTOBER

The Academic Affairs hiring subcommittee taskforce ranks requests for full-time faculty positions, provides the rationale for each ranking and forwards the recommendations to the Academic Senate.

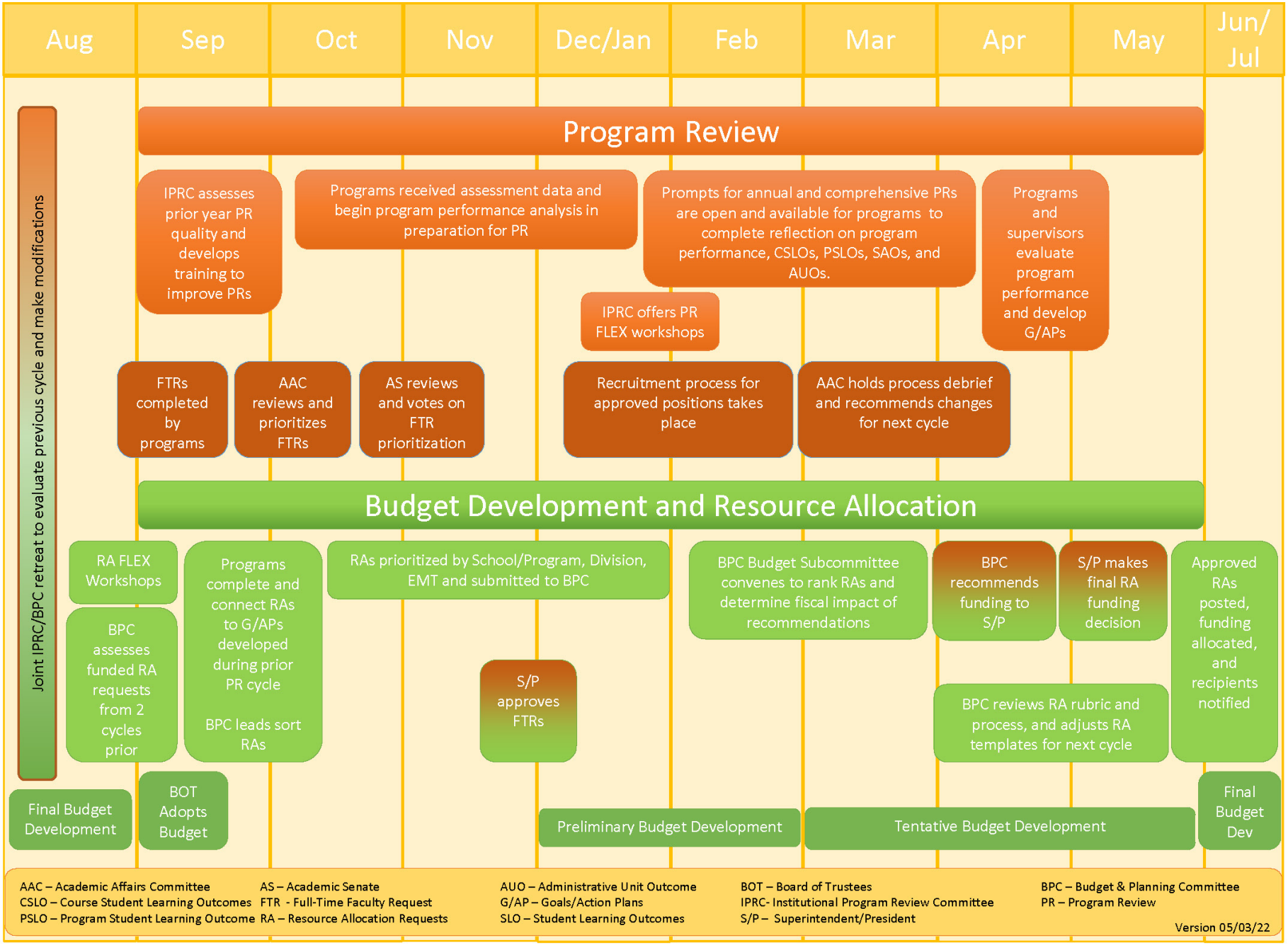
NOVEMBER

Academic Senate reviews the rankings and rationale for full-time faculty positions, develops a recommendation of full-time faculty positions to be opened in the coming year, and forwards the recommendation to the superintendent/president.

Superintendent/president makes the final decision on ranking of full-time faculty positions and the number of positions to be opened, and forwards job announcements for approved requests to Human Resources.

Human Resources and deans collaborate with programs approved for full-time faculty positions to finalize the job announcements and begin the recruitment process.

MiraCosta College Annual Planning, Budget and Evaluation Cycle



PLAN IMPLEMENTATION

In the long-term planning framework, a group is assigned responsibility for developing strategies in each of the College's planning documents. The assignment of a responsible group is essential for accountability. This assignment means that the group has unique responsibilities to launch and oversee the strategies. This assignment does not mean that the group completes the strategies alone.

To ensure implementation of the identified activities that will move the district toward accomplishment of its institutional goals, the responsible parties shall:

- Manage the timelines for the plan component.
- Develop appropriate processes.
- If needed, request funding for the strategies through the appropriate institutional program review.
- Provide data and other types of evidence to assess the levels of success following plan implementation.
- Document the activities and outcomes.

A progress report is produced annually to document the status of the work on each institutional objective and action plan in the strategic plan. This document is an essential accountability tool in the MiraCosta College integrated planning process.

Timeline and Process for Assessing Progress on District Institutional Goals

JANUARY

The Budget and Planning Committee (BPC) calls for each division head to have each responsible group identified for each planning document to report on progress on strategies within their assigned plans. The division heads review and consolidate those reports and forward them to the Office of Research, Planning and Institutional Effectiveness.

FEBRUARY

The reports are consolidated by the Office of Research, Planning and Institutional Effectiveness to create draft district progress report.

The draft progress report is forwarded to BPC.

MARCH

BPC reviews the progress report, adds comments if appropriate, validates the progress report, and returns it to the Office of Research, Planning and Institutional Effectiveness.

APRIL

The Office of Research, Planning and Institutional Effectiveness considers BPC's feedback, follows up as necessary with the division heads, and forwards a final draft report to the superintendent/president.

MAY

The superintendent/president reviews the progress report with College Council and changes are made to the progress report as warranted.

The superintendent/president presents the final progress report to the Board of Trustees for information.

ASSESSMENT OF THE PLANNING PROCESSES

The district assesses its planning processes in keeping with the Accrediting Commission for Community and Junior Colleges standards on institutional effectiveness. Administrative Procedure 3250 - Institutional Planning governs this process.

The College Council, through established committees with representation from faculty, administration, classified staff, and students, will review and recommend planning decisions related to educational, human, physical, technology, and financial resources through a broad-based, comprehensive, systematic, and integrated planning process.

The institutional planning process will be guided by adopted mission, vision, values, commitments, and goal statements, and will result in the development of evidence-based, long-term goals and specific strategies that have measurable outcomes to promote accountability. Data-driven college-level plans, along with regular program review and action planning processes for all programs and services shall provide the basis for institutional decision making. College-level plans will be reviewed and revised annually and approved through the identified college process. The planning processes will inform and complement the resource allocation process.

The College Council will assure the effectiveness of its ongoing planning processes by systematically reviewing, evaluating, and modifying as appropriate, all parts of the planning cycle.

The Budget and Planning Committee (BPC) will serve in an advisory capacity on the integration, development, and evaluation of institutional plans and budget planning priorities.

The board will assist in developing the general institutional mission and goals for the comprehensive plans through a variety of means, including, but not limited to, the superintendent/president's evaluation process, board priorities and budget goals, and annual board evaluation and planning workshops.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the assessment of planning processes is Standard I.B.9 (see appendix).

Relevant ACCJC Standards

- I.A. Mission

  1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to studnet learning and student achievement.

  2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

  3. The institution's programs and services are ali RA Funding Impact Feedback_08172022.docx gned with its mission. The mission guides insitutional decision-making, planning, and resource allocation and informs institutional goals for studnet leanring and achievement.

  4. The insitiution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

- I.B. Assuring Academic Quality and Institutional Effectiveness

  The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

  1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

  2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

  3. The institution establishes institution-set standards1 for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

  4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

  5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

  6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

  7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

  8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

  9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads

to accomplishment of its mission and improvement of nstitutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

- Standard I.B.9.

  The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

College Planning Documents

- Long-term Planning Framework
- Education Plan Update
- Facilities Plan
- Staffing Plan
- Technology Plan
- Online Education Plan

MiraCosta Community College District

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