



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

Meeting ID: 717 046 932

One tap mobile: +16699006833, 717046932# US (San Jose), +12532158782, 717046932# US (Tacoma)

Dial by your location: +1 669 900 6833 US (San Jose), +1 253 215 8782 US (Tacoma), +1 346 248 7799 US (Houston),

+1 301 715 8592 US (Washington D.C.), +1 312 626 6799 US (Chicago), +1 929 205 6099 US (New York)

Find your local number: <https://miracosta-edu.zoom.us/j/717046932>

Join by Skype for Business: <https://miracosta-edu.zoom.us/skype/717046932>

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 10/21/22.*
- 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 21, 2022
 - B. Ratify 2023-2024 Curriculum Packet, Part 1 – *Senigaglia*
Description: *Every year CPC reviews curriculum and then submits to AS for approval. Each year the curriculum approval is submitted in multiple parts. Part 1 contains all new course additions in order to obtain early Board of Trustee approval and submit to the Chancellor's Office in time for next year's catalog. This is to ensure all deadlines are met. As can expect to see, at least, two more curriculum packets for the 2023-2024 catalog in early spring 2023.*
- 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. Student Equity Plan – Stewart
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 second read.*
- B. Recommended Ranking for Full-Time Faculty Positions – Hull
Description: *AAC forwards a recommended ranking for full-time faculty positions for Academic Senate review and approval. This is a second read.*
- IX. New Business
- A. Sabbatical Leave Reports
Description: *Two (2) sabbatical leave reports come to Academic Senate for a first read for returning faculty members Sean Davis and Bruce Hoskins. Sabbatical leave reports are reviewed to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical Leave Reports are forwarded to the President/Superintendent for approval.*
- B. Sabbatical Leave Applications for 2023-2024
Description: *Based on the Faculty Assembly contract, the number of sabbaticals is 8% of the full-time faculty in an academic year. A total of nineteen (19) sabbatical leave applications were submitted to the Sabbatical leave Committee for the 2023-2024 academic year. These include sixteen (16) eligible plus three (3) alternates. They come to Academic Senate for a first read for the following faculty members: Daniel Ante-Contreras, Raymond Clark, Leigh Cotnoir, Zulema Diaz, Michelle Farnam, José Jara, Delores Loedel, Alicia Lopez, Kent McCorkle, Lauren McFall, Jeff Murico, Shannon Myers, Thong Nguyen, Beth Powell, Leola Powers, Violeta Sanchez, Steve Torok, John Turbeville, and Affifa Zaman. Sabbatical Leave Applications will be forwarded to the President/Superintendent and the Board of Trustees for final approval.*
- C. Academic Senate Faculty Awards – Exemplary Program Award – Allyn
Description: *The Academic Senate for California Community Colleges (ASCCC) is pleased to announce the call for nominations for the Exemplary Program Award. Sponsored annually by the Foundation for California Community Colleges, the Board of Governors established the Exemplary Program Award in 1991 to recognize outstanding community college programs. The ASCCC selects annual themes related to the award's traditions and statewide trends. The theme for the 2022-23 Exemplary Program Award is: Walk a Mile in Someone Else's Shoes: An Ethnic Studies Approach to California Community Colleges Curriculum. Excellence in this area will be demonstrated by understanding the experiences, challenges, and thought processes of students, and the promotion of efforts to teach ethnic studies centered on African American, Chicano/Latino, Asian American, and Native American courses which enable students to learn about their own stories. With the statewide deadline on Sunday, November 6th 2022, we are requesting that AS suspend the rules to do a first and only read of this application of our "Social Justice and Equity Center" program and approve for submission to the statewide competition for the Exemplary Program Award.*
- X. Information / Discussion
- A. Integrated Planning Manual and Website Updates - Flood, Tarman **[Time certain 9:30am]**
Description: *A review of the recommended updates to the Integrated Planning Manual and website will be presented.*
- B. Facilities Update – Flood, Macias **[Time certain 9:40am]**
Description: *Tim Flood and Tom Macias will present an update on the five-year capital construction plan.*
- C. C3 Teaching and Learning Center Update – Davis
Description: *The Joyful Teacher will provide an update on all things C3. Some of the items that will be covered include: ZTC grant, MiraCosta Online Mentors Program, HyFlex Task Force, and a new (and temporary) physical space.*
- 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.



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 **9:20am**.

II. Roll Call

Members present in person: Robin Allyn (Coordinating officer), Ingrid Bairstow, Angela Beltran-Aguilar, 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), Karla Cordero

Others present: Evan Hawkins, Stacey Hull, Kristina Londy, Deborah Ludford, Anthony Maciel, Denée Pescarmona, Andrea Petri, Wendy Stewart, Chris Tarman

III. Teleconferencing for Meetings

A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB361

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 (Allyn / 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

Agenda items IX. C. and D. under New Business are being pulled from agenda item and will come back at a later date.

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 consultation 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.*

The consent calendar was approved by unanimous consent.

VII. Reports

A. Academic Senate President – Safaralian

Academic Senate President, Leila Safaralian, mentioned two racist incidents; one of which occurred at UCSD by an organic chemistry who made racist comments in front of Latino students and later he apologized and was suspended. The second one was by the Former Los Angeles City Council President Nury Martinez who had to resigned from her seat following leaked recording of racist comments. The Academic Senate publically condemns these racists comments and actions and we reaffirm our AS Resolution 15-03 “Anti-Hate Crime and Safe Space Resolution” and we are committed to the work required to be a faculty embracing diversity, equity, inclusions, and antiracism.

Applications are now open for the ASCCC Faculty Empowerment and Leadership Academy. The deadline is November 8th. Inform constituents of this opportunity.

VPI, Denée Pescarmona and VP of Student Services, Alketa Wojcik will be offering a series of enrollment management sessions. The first one will occur on 10/26 from 11a-12:30p. Look for the email of 10/5 from Pescarmona with details. This is in alignment with Goal #3 of the AS.

This week is undocumented students action week with many opportunities all week in support of our undocumented students both in person and via Zoom.

The ASCCC Area D meeting occurred on October 15th with conversations about new resolutions concerning Area D.

Mark your calendars for the 11/18 Senate meeting from 10-11am. Dr. Cook will be joined by two members of the college's legal counsel to present information about the Brown Act, AB 2449, and the transition to in-person meetings in the spring.

B. College Superintendent/President

Vice President of Instruction, Denée Pescarmona, reported on behalf of Superintendent President, Sunny Cooke. There was a spirited conversation at last night's Board meeting about where the college is with SLOs. It is important to reframe the conversation continually around this important work including how are we looking at how our students are learning. As noted in the all district webinar, enrollment continues to be down. We are excited to start conversations around enrollment recovery. The college is down below 10,000 FTES, losing 23% and over the past five years, down about 30% enrollment. The vast majority of programs are shrinking. Looking at what the community needs is a big part of next steps for enrollment growth back up to where we want to be. Further, there will be significant moving around the trailer village near Campus Police. Instructional Services, PIO, the foundation office, and HR will be moving until the administration building renovations are completed. The trailers will get ready for the library and learning resource spaces.

C. Classified Senate

Debby Adler reported on behalf of CS Vice President, Ingrid Phillips. She reported that the Governance Orientation was held on October 13th and hosted by Dr. Cooke and the Classified Senate. They explained what Governance is, how it applies to classified employees, and how it relates on district, senate, and professional levels. Save the date for the Holiday Luncheon taking place on December 9th from 12:30 to 4:30pm. Classified Senate is working to restart Caring Campus. They are also preparing for Professional Development Days which will occur from March 20th through the 22nd, the first three days of spring break. They are also beginning work on engaging Classified Professionals using social media which will occur in the spring.

D. Associated Student Government

ASG Director of Public Relations, Michael Potterf, was not present. No report.

E. Redesigning the Student Experience

Faculty lead, Adrean Askerneese, was not present. No report.

VIII. Old Business

A. Academic Calendar 2023-2024 – Hull

Description: *On September 16, 2022 AS approved 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.*

MSU (Page / Loedel) to approve the Academic Calendar 2023 2024 as corrected and presented.

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.*

MSU (Beltran / Neri) to approve the AS Local Goal Setting as presented with two friendly amendments. The taskforce for Goal #1, Teaching and Learning will add a sentence "The taskforce will present a polished draft of the local guide to the Academic Senate in April 2023," and the taskforce for Goal #2, Onboarding will add a sentence, "This taskforce will provide updates during Academic Senate meetings throughout the year."

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 7th and is being presented today for the second read and ratification.*

MSU (mitchell / Firouzian) to approve the final draft of the Technology Plan as presented.

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).*

MSU (Julius / Bairstow) to approve the Institutional Self-Evaluation Report (ISER) as presented.

Feedback on the form is monitored and responded to daily. Most suggestions have been incorporated into the draft. While most revisions have been minor, there have been some rewrites of paragraphs with different or clearer pieces of evidence to help sharpen some provided examples. Even if approved today feedback can continue to be provided. If anything received would structurally change the document, it would come back to AS for approval. However, they will continue to receive and incorporate feedback such as broken links, typos, etc. The report will be delivered to the commission in December and don't expect to receive substantial changes after that but will use feedback until then for minor changes. There will be no large content changes after this point.

IX. New Business

A. Student Equity Plan – Stewart, (Kristina) Londy

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.*

Wendy Stewart and Kristina Londy presented the attached PowerPoint slide show of the Student Equity Plan 2022-2025 required to be submitted every three years. It answers three basic questions; 1. Who is disproportionately impacted? 2. Why are they disproportionately impacted?, and 3. What we will do to close the gaps? The Chancellor's Office provides the district data known as student equity and achievement data that highlights disproportionate impact including foster youth, students with disabilities, low-income students, Veterans, race/ethnicity, homeless students, LGBTQ+ students, gender, and first generation. The language provided by the Chancellor's office is not necessarily what is used at MCC. The plan also calls for an intentional reflection of the most recent 2019-2022 Student Equity Plan which identifies key projects, evidence of decreased DI, and pandemic acknowledgement. While the evidence of decrease in DI is signaling moving in a positive direction for some populations, it is also understood that there is much work to be done. It was noted that equity plans are fluid and dynamic. The five populations that were identified in our equity plan that were the most disproportionately impacted are, black or African American, male, Hispanic or Latino, Native Hawaiian or other Pacific Islander, and adult learners (age 25+). Action steps or strategies for the student equity plan include sustaining successful equity efforts, inequitable structures in and outside of the classroom, campus-wide professional learning, wrap around services for DI populations, and spaces for historically marginalized and minoritized students. Next steps include routing the plan through constituent groups, even after submitted to the chancellor's Office. In the spring, they will focus on robust exploration of each of these data sets and offer workshops.

B. Recommended Ranking for Full-Time Faculty Positions – Hull

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

Stacey Hull presented the recommended rankings for full-time faculty positions. It was asked why the name of the retiree from the Adult High School was not included like the others. This was not on purpose as information is pulled from the higher plan and this was not pulled over from that. It was further noted that if Joe Salamon does return, they would not go forward with the hiring to replace him. This is a gray area in AAC as they do not take into consideration retirements, replacements, or resignations that may happen in the future. It was further noted that these are the only eight hiring replacements and there were no new requests. Hull explained that the task force is reviewing the hiring request and the higher plan authors are writing the request based on five different areas of criteria including departmental and institutional planning, student success and equity, leadership, campus impacts and external factor, and then program quantitative data. The committee ranks based on the same criteria whether the request is a replacement for a retiree or a growth position. There is a deadline for retirements and departments have to notify HR and this timeframe corresponds to the end of third week of the semester which is when the hiring plan is due. Once moved from AS to administration, those hiring requests will start in the fall and continue through the spring semester so the new faculty

member will start in fall 2023. Once AS approves the ranking it will go to the EMT. They will look at the budget and go down the list and will make data-informed decisions including looking at SLO data. If they are low in SLO assessment in zero or ten percent of their courses, the reality is they will not consider that position because the data should be informing the request. It was noted that the clarification about the SLOs should have been more transparent in the instructions for ranking. However, those program review data are a component and one of the criteria that the hiring committee does look at as we start to rank and vet the proposals. The SLOs are not necessarily connected to the processes of AAC, and the rankings here do not reflect the rankings. EMT uses it as a key factor. AAC used their usual processes. Senators were instructed to contact their constituents and get feedback to bring back to AS at next the meeting.

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 inclusion.*

AP 5050 was pulled from the agenda for a correction to the routing. It will come back to AS for approval at a later date.

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

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

AP 5050 was pulled from the agenda for a correction to the routing. It will come back to AS for approval at a later date.

X. Information / Discussion

A. Legislative Update - Brill-Wynkoop, Evan Hawkins

Description: *Wendy Brill-Wynkoop, President of the Faculty Association of California Community 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.*

FACCC Executive Director, Evan Hawkins, presented a [slide presentation](#) introducing the Faculty Association of California Community Colleges (FACCC) on behalf of Wendy Brill-Wynkoop. He gave a brief history of the organization which was founded in Long Beach in 1953. He further described the unions such as CFT, CCA, and CCCI. Noted the role of the local Academic Senates (10+1). The FACCC Role is that it is a professional membership association representing faculty members from the CCC's with a mission to inform, educate, empower, and advocate for faculty in service to students and the communities of CA. FACCC's vision of an educational environment that is equitable, accessible, and appropriately funded led by a diverse and empowered faculty. Hawkins further discussed FACCC successful, sponsored, and co-sponsored legislation, as well as, recent budget advocacy. He encourages faculty to participate in their local senate and college committees, be a union member and get involved by joining the [FACCC Committee](#), or host a regional conversation at the college, and more. The cost to join the FACCC is \$7.00 per month.

B. Integrated Planning Manual and Website Updates - Flood, Tamara

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

Presentation of the Integrated Planning Manual and Website Updates was tabled and will come back at the next regular Academic Senate meeting.

XI. Senator Reports

Robin Allyn requested that as Chair of the Awards Committee, to consider nominating a program or encouraging a program manager to submit an application for the exemplary program award sponsored by ASCCC. There is an internal application if interested or to recommend a colleague.

Shawn Firouzian suggested that the ACP teams come to AS and share information about the extraordinary work they are doing on campus. Further noted the great work of dual enrollment with college and career pathways focusing on students who are economically disadvantaged.

XII. Adjournment – The meeting adjourned at 11:20am.

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 renewed its ongoing 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 is a broad set of measures. Equity in student equity has been defined as key success indicators: success, course completion, FTE, 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 first-year students (Title V, §44322).

MiraCosta College committed to 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 passing of SB 101, the college created an updated 2019-2022 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, across the college's strategic plan, and the measures highlighted 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 contract.

GOALS

SEA Metric	SEA Definition	SEA DI Group (College-identifying DI or at least 2 of the 4 groups are identified as a DI Group)	Baseline	Goal (three year by 2019)	Full Equity
Access: Successful enrollment in the same college	Among all applicants in the previous or selected year, the population who enrolled in the same community college in the selected year	Native or Pacific	158	180	180
		Indoor Health Female	111	139	228
		White Female	2013	2001	2390
		Asian Female	90	101	122
		Hispanic male	415	481	521
		Black or African American Male	401	474	521
		Black or African American Female	501	581	711

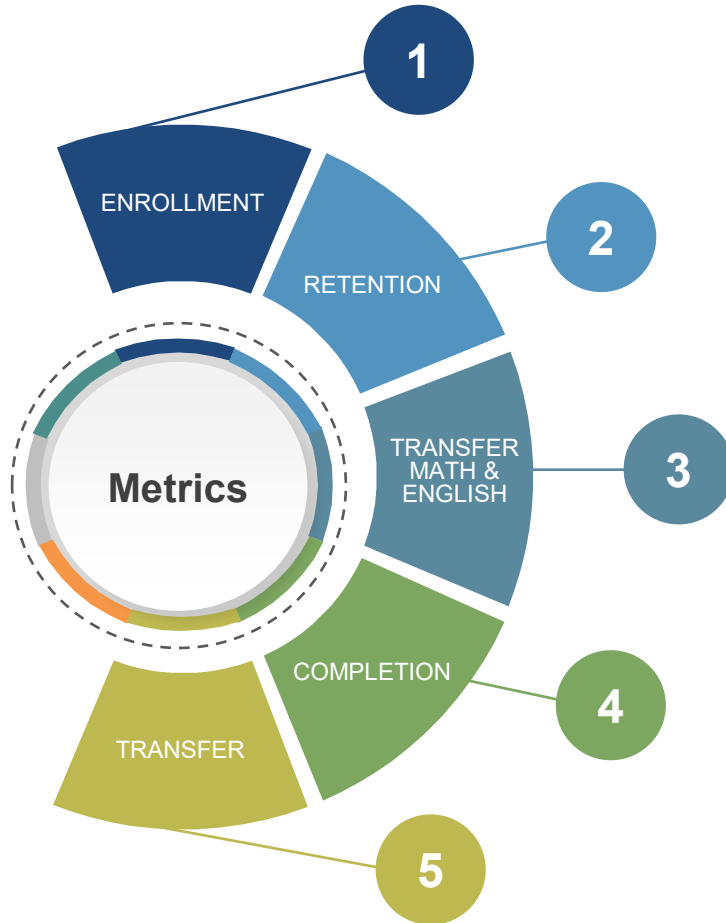
Student Equity Plan 2022-2025

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



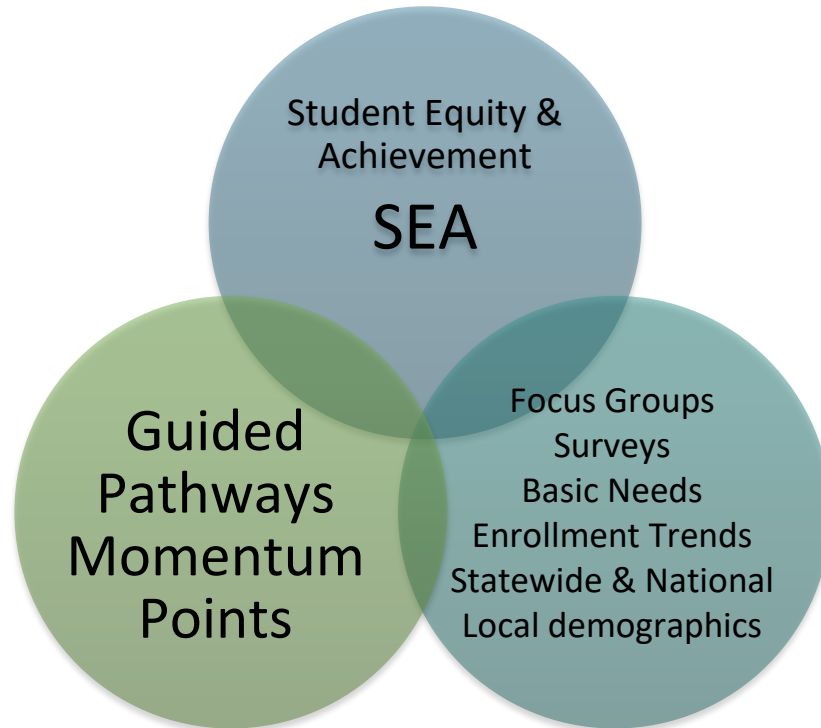
Student Equity Plan 2022-2025



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

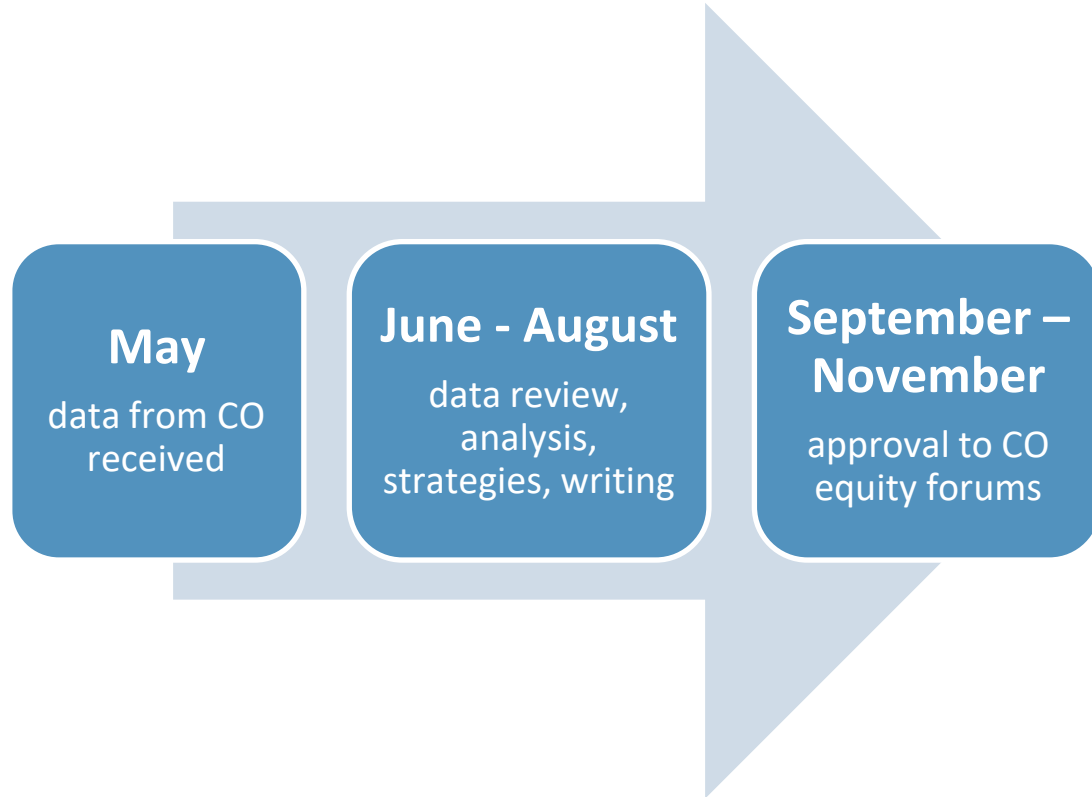
Student Equity Plan 2022-2025

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

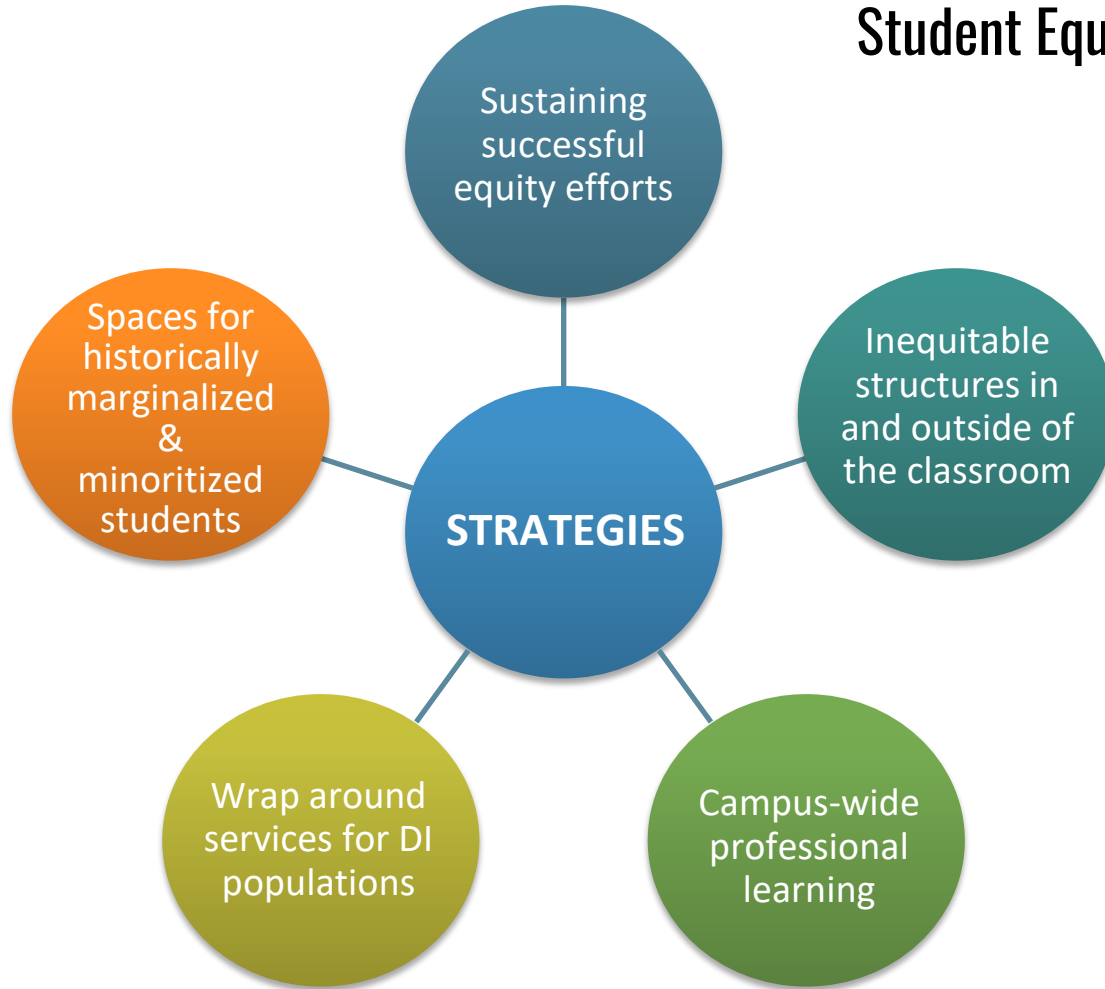
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Second Term	Transfer	Completion
Black or African American	✓	✓			
Male			✓		✓
Hispanic or Latino		✓		✓	✓
Native Hawaiian or other Pacific Islander		✓			
Adult Learners (age 25+)		✓	✓		

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

A green rectangular road sign with rounded corners and a white border, tilted at an angle. The word "Questions" is written in large, white, sans-serif capital letters. The sign is mounted on a metal pole. The background is a bright blue sky with scattered white clouds.

Questions

2023-2024 Curriculum Approvals

Effective: August 2023

Part I

I. Credit Course Level						
A. New Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
BIO	BIO	108L	O/GE	<u>Introductory Biology: Ocean Ecology and Sustainability Lab</u> : This general education life science lab course offers students an experimental approach to examining current topics in the field of ocean ecology with a strong emphasis on sustainability. The course introduces students to current laboratory and field-based research methods, allowing them to develop skills in experimental design and then practice their skills by engaging in instructor-led independent research. This course supports the content of BIO 108 and includes local field trips.	1	9/8/2022
COMM	COMM	144	O/GE	<u>Race and Ethnicity in Communication</u> : This course provides both a theoretical and a practical exploration of how we communicate race and ethnicity in the United States. Topics include how contemporary and historical constructions of race and ethnicity influence identity construction, everyday interactions, and intercultural social dynamics. The course emphasizes developing racial and ethnic awareness concerning situations where perceived racial or ethnic differences factor into communication outcomes. Students engage with qualitative analysis, social, cultural, and political theories, and power relations related to the representations of Native Americans, African Americans, Asian Americans, and/or Latinas/os in contemporary popular culture in the US.	3	9/22/2022
COMM	COMM	150	O/GE	<u>Communication, Culture, and Leadership</u> : This course introduces the fundamental elements of leadership in communication as it relates to theories, ethics, styles, and different cultures. Students analyze and appreciate the philosophical, historical, aesthetic, and cultural aspects of leadership in various works of importance. They also articulate their own leadership experiences as they relate to the development of a personal philosophy of leadership that includes an understanding of subjective human experiences of self, others, community, and culture.	3	9/22/2022
COMM	COMM	190	O/GE	<u>Introduction to Persuasion</u> : This course examines the components of persuasive messages in advertising, politics, and sales. Students analyze persuasive themes, such as ethics, logic, reasoning, and fallacies, as they relate to the use of evidence, speaker credibility, and emotional appeals directed toward various types of audiences. Students learn skills for practical everyday living as a participant in a complex society.	3	9/22/2022

I. Credit Course Level
A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
NAAH	NURS	185		<u>Nursing Skills/Simulation Laboratory I</u> : This course gives students the opportunity to apply related theoretical concepts with supervised practice of fundamental patient care skills and procedures that are presented in beginning nursing courses. Topics include the nursing process, patient assessment, fundamental nursing skills, and medication administration. This course is intended for beginning nursing students in the Associate Degree Nursing (ADN) Program, Licensed Vocational Nursing Program (LVN), and LVN-RN Nursing Program. This course is also open to accepted re-entry students who need to remediate skills prior to returning to the nursing program.	1	9/22/2022
COMM	COMM	186	O	<u>Social Media Strategies for Communication Studies</u> : This course explores the growing need for social media technology from a communication perspective within and across multiple online contexts. Students gain the knowledge and skills to effectively apply communication theories and concepts to social media and digital contexts to gain an understanding of online behaviors and practices. Students learn how to communicate messages for an intended audience within social media environments and are introduced to social media technologies and digital communication methods, such as branding, content creation, team organization, distribution channels, strategies, and ways to assess digital platforms.	3	10/13/2022
KHAN	HEAL	108	O	<u>Meditation</u> : This course introduces students to the practice of meditation to reduce stress and enhance wellness. Students learn a variety of meditation styles, breathing techniques, relaxation practices, and cognitive tools for practicing mindfulness. Topics include the health benefits of meditation, the history of meditation, and tools to adopt a regular practice of meditation.	1	10/13/2022
ILNG	JAPN	101H	O/GE	<u>Elementary Japanese (First Semester)(Honors)</u> : This course introduces contemporary Japanese and the Japanese writing system (hiragana, katakana, and selected kanji characters). It examines the language's structure and emphasizes the development of language acquisition through listening, speaking, reading, and writing. Students learn about Japanese history, geography, and customs as well as about the relationship between language and culture. This course corresponds to the first two years of high school Japanese. As an honors course, it offers an enriched experience for highly motivated students through challenging coursework.	4	10/13/2022

I. Credit Course Level
A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
ILNG	JAPN	123	O/GE	<u>Japanese Anime and Manga</u> : This course introduces students to anime and manga (Japanese cartoons and comics) and explore various aspects of Japanese culture and society through the lens of anime and manga. Areas of study include history, music, literature, technology, customs, traditions and their interrelationship with the cultures and societies of America and the world. The course does not require prior study of the language or culture.	3	10/13/2022
ILNG	JAPN	123H	O/GE	<u>Japanese Anime and Manga (Honors)</u> : This course introduces students to anime and manga (Japanese cartoons and comics) and explores various aspects of Japanese culture and society through the lens of anime and manga. Areas of study include history, music, literature, technology, customs, traditions and their interrelationship with the cultures and societies of America and the world. The course does not require prior study of the language or culture. The course does not require prior study of the language or culture. As an honors course, it offers an enriched experience for highly motivated students through challenging coursework.	3	10/13/2022
SSCI	ANTH	120	O/GE	<u>Global Health</u> : This course explores contemporary human health problems around the world, focusing on economic, political, historical, sociocultural, and environmental factors that underlie disparities. Global health analyzes the causes and consequences of the unequal burden of disease and disability, including infectious disease, climate change, women's health, and food insecurity. Employing an interdisciplinary approach, this course introduces major concepts, principles, and research methodology in global health.	3	10/27/2022
CS	CS	139	O	<u>Advanced Programming with Python</u> : This course continues with the Python programming language, using topics of personal and social relevance to investigate the impact of computing. This course includes data structures and libraries for modularization, data extraction and visualization, web APIs, server applications, and an introduction to machine learning.	3	10/27/2022
DNCE	DNCE	104	O/GE	<u>Dance on Film (Honors)</u> : This honors course offers highly motivated students the opportunity to complete, document, observe, and discuss the influence of dance as entertainment in musical films from the 1920s to the present. It examines how dance as art has influenced and responded to societal issues such as race, gender, war, class, politics, and other significant socio-cultural topics of this time period. Students are required to attend a live dance performance.	3	10/27/2022

I. Credit Course Level
A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
DNCE	DNCE	231	O	<u>Middle Eastern Dance IV</u> : This course provides a concentrated study of Middle Eastern dance within its cultural context at the advanced level. The focus is on Raqs al Sharqi technique, styling, and musicality with traditional and contemporary influences. Students learn choreography and improvisational skills, using body isolations, hip drops, shimmies, undulations, finger cymbals, and drum solo patterns at an advanced level. Students are required to attend a live dance concert.	1	10/27/2022
DNCE	DNCE	234	O	<u>Pacific Island Dance III</u> : This course studies the dance and music of the Pacific Islands, including Polynesia, Melanesia, and Micronesia at the intermediate-advanced level. Specific countries may include but are not limited to Samoa, Hawai'i, Guam, New Zealand, Tahiti, Tonga, Fiji, Solomon Islands, Papua New Guinea, Vanuatu, Kiribati, Marshall Islands, Naru, and Palau. Students learn intermediate-advanced dance steps, postures, rhythms, timing, songs, and movements of different Pacific Island dances in contemporary and traditional forms using Pacific Island movement terminology. The course examines the function and aesthetic of dance as ritual, social discourse, education, and artistic expression. Students are required to attend a live dance performance.	1.5	10/27/2022
DNCE	DNCE	235	O	<u>Pacific Island Dance IV</u> : This course continues the study of dance and music of the Pacific Islands, including Polynesia, Melanesia, and Micronesia at the advanced level. Specific countries may include but are not limited to Samoa, Hawai'i, Guam, New Zealand, Tahiti, Tonga, Fiji, Solomon Islands, Papua New Guinea, Vanuatu, Kiribati, Marshall Islands, Naru and Palau. Students learn basic dance steps, postures, rhythms, timing, songs, and movements of different Pacific Island dance in contemporary and traditional forms using Pacific Island movement terminology. The course examines the function and aesthetic of dance as ritual, social discourse, education, and artistic expression. Students are required to attend a live dance performance.	1.5	10/27/2022
LTRST	ENGL	295	O	<u>Publishing Practicum</u> : This work-based learning course gives students experience researching and applying best publishing practices to the annual edition of Tidepools, MiraCosta's journal of creative writing and visual art. In collaboration with the Media Arts & Technologies Department responsible for the journal's design and layout, students read, evaluate, and make informed editorial decisions about content submissions. The course also provides students the opportunity to promote the journal through social media and other marketing materials as well as at campus and community events.	3	10/27/2022

I. Credit Course Level						
A. New Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
ETHN	ETHN	100	O/GE	<u>Introduction to Ethnic Studies</u> : This course provides a comparative and interdisciplinary exploration of historical connections among race, ethnicity, class, religion, sexuality, and gender inequality. It introduces significant theories, philosophies, concepts, issues, and social movements related to racial and social justice and liberation in the US. Students examine diverse perspectives on empowerment, identity, equity, self-determination, agency, and anti-racism within contemporary American society as well as the effects of institutional racism and marginalization on the African American, Native American, Asian American, and Latinx/Chicanx racial and ethnic groups.	3	10/27/2022
NAAH	NURS	186		<u>Nursing Skills/Simulation Laboratory II</u> : This course provides students with the opportunity to apply related theoretical concepts with supervised practice of patient care skills and procedures related to specialty patient populations. Topics include the nursing process, patient assessment, intermediate nursing skills, and medication administration. This course is intended for nursing students in the Associate Degree Nursing (ADN) and LVN-RN nursing program.	1	10/27/2022
NAAH	NURS	285		<u>Nursing Skills/Simulation Laboratory III</u> : This course provides students with the opportunity to apply related theoretical concepts with supervised practice of patient care skills and procedures for patients across the lifespan. Topics include the nursing process, patient assessment, advanced nursing skills, and medication administration. This course is intended for nursing students in the Associate Degree Nursing (ADN) and LVN-RN nursing programs.	1	10/27/2022
NAAH	NURS	286		<u>Nursing Skills/Simulation Laboratory IV</u> : This course provides students with the opportunity to apply related theoretical concepts with supervised practice of patient care skills and procedures for critically ill patients. Topics include the nursing process, patient assessment, critical care nursing skills, and medication administration. This course is intended for nursing students in the Associate Degree Nursing (ADN) and LVN-RN Nursing Programs.	1	10/27/2022
Total Credit Course Additions: 21						

2023-2024 Curriculum Approvals

Effective: August 2023

Part I

I. Credit Course Level						
B. Modified Courses						
Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
BIO	BIO	108	O/GE	Introductory Biology: Ocean Ecology and Sustainability	3	9/8/2022
BUS	BUS	132	O	Marketing	3	9/8/2022
BUS	BUS	134	O	Retail Management	3	9/8/2022
MATH	MATH	112	O/GE	Algebraic Concepts for Problem Solving	3	9/8/2022
LTRST	ENGL	100	O/GE	Composition and Reading	4	8/25/2022
LTRST	ENGL	100H	O/GE	Composition and Reading (Honors)	4	8/25/2022
KHAN	KINE	210	O	Exercise Programs for Special Populations	3	8/25/2022
NAAH	NURS	155	O	Basic Medical Terminology	3	8/25/2022
NAAH	NURS	166	O	American Medical Corps Transition to Vocational Nurse	3	8/25/2022
KHAN	NUTR	105	O/GE	Human Performance and Sports Nutrition	3	8/25/2022
PHSN	EART	106	O/GE	Earth and Space Science	3	9/22/2022
PHSN	EART	106H	O/GE	Earth and Space Science (Honors)	3	9/22/2022
ILNG	JAPN	102	O/GE	Elementary Japanese (Second Semester)	4	9/22/2022
ILNG	JAPN	201	O/GE	Intermediate Japanese (Third Semester)	4	9/22/2022
ILNG	JAPN	202	O/GE	Intermediate Japanese (Fourth Semester)	4	9/22/2022
AUTO	AUTO	110	O/GE	History of the Automobile	3	10/13/2022
BUS	BUS	160	O	International Business	3	10/13/2022
MATH	MATH	102	O/GE	Math Fundamentals: Mathematics for Life	3	10/13/2022
NAAH	NURS	170	H	Licensed Vocational Nursing I	7.5	10/13/2022
ILNG	JAPN	101	O/GE	Elementary Japanese (First Semester)	4	10/13/2022
ART	ART	158	O/GE	Traditional Arts of Africa, Oceania, and the Americas	3	10/27/2022
ART	ART	258	O/GE	Ancient to Gothic Art	3	10/27/2022
DNCE	DNCE	104	O/GE	Dance on Film	3	10/27/2022
DNCE	DNCE	130	O	Middle Eastern Dance I	1	10/27/2022
DNCE	DNCE	131	O	Middle Eastern Dance II	1	10/27/2022
DNCE	DNCE	230	O	Middle Eastern Dance III	1	10/27/2022
DNCE	DNCE	134	O	Pacific Island Dance I	1.5	10/27/2022
DNCE	DNCE	135	O	Pacific Island Dance II	1.5	10/27/2022
Total Credit Course Modifications: 28						

2022-2023 Curriculum Approvals
Effective: August 2023

Part I

I. Credit Course Level					
C. Deleted Courses					
Department	Subject	Course #	Course Title & Catalog Description	Units	Date Approved
DESN	DESN	213	Solid Modeling II	3	10/13/2022
Total Credit Course Deletions: 1					

Effective: August 2023

II. Certificate and Degree Level	
----------------------------------	--

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
COMM	COMM		AA-T	Communication Studies 2.0	18	10/13/2022
PHSN	PHSN	COA		Sustainability Studies	12-13	9/22/2022

Total New Degree and Certificates: 2

2023-2024 Curriculum Approvals

Effective: August 2023

Part I

II. Certificate and Degree Level						
B. Modified Degrees and Certificates						
Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
LIBART	LIBART		AA	Liberal Arts with AOE: Arts and Humanities	21	9/8/2022
MATH	MATH		AS-T	Mathematics for Transfer	20-22	9/8/2022
NAAH	MAP	COA		Medical Assistant	30	8/25/2022
KHAN	KINE	COA		Personal Fitness Trainer	21-23	8/25/2022
LIBART	LIBART		AA	Liberal Arts with AOE: Mathematics and Sciences	18	9/22/2022
LIBART	LIBART		AA	Liberal Arts with AOE: Social and Behavioral Sciences	18	9/22/2022
DESN	DESN	COA	AA	Computer-Aided Drafting	24-25	10/13/2022
DESN	DESN	COA	AA	Computer-Aided Drafting and Design	28	10/13/2022
DESN	DESN	COA	AA	Mechanical Design	23	10/13/2022
DESN	DESN	COP		Engineering Design Graphics	15	10/13/2022
DESN	DESN	COP		SolidWorks Certified User	8	10/13/2022
KHAN	HEAL	COA		Yoga Instructor (300-Hours)	12-16	10/16/2022
ILNG	JAPN	COA	AA	Japanese	19	10/16/2022
SSCI	ANTH		AA-T	Anthropology for Transfer	20-21	10/27/2022
CS	CS	COA	AA	Software Development	24	10/27/2022
DNCE	DNCE		AA	Dance	24	10/27/2022
DNCE	DNCE	COA		Dance Instructor	20.5	10/27/2022
Total Modified Degrees and Certificates: 22						

Effective: August 2023

II. Certificate and Degree Level						
C. Deleted Degrees and Certificates						
Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
COMM	COMM		AA-T	Communication Studies for Transfer	18	10/27/2022
Total Deleted Degrees and Certificates: 1						

2023-2024 Curriculum Approvals
Effective: August 2023
Part I

III. Noncredit Program Level

A. New Program

Department		Program	Date Approved
NCSTVOC	NCWFP	Employment Success Skills Certificate of Completion	10/27/2022

Total New Noncredit Programs: 1

III. Noncredit Program Level

B. Modified Program

Department		Program	Date Approved
		None.	

Total Modified Noncredit Programs: 0

III. Noncredit Program Level

C. Deleted Program

Department		Program	Date Approved
		None.	

Total Deleted Noncredit Programs: 0

2023-2024 Curriculum Approvals
Effective: August 2023
Part I

III. Noncredit Course Level

A. New Course

Department	Subject	Additional Approvals	Course Title and Description	Date Approved
NCVOC	NCNUR 185		Nursing Skills/Simulation Laboratory I	9/22/2022
NCVOC	NCNUR 186		Nursing Skills/Simulation Laboratory II	10/27/2022
NCVOC	NCNUR 285		Nursing Skills/Simulation Laboratory III	10/27/2022
NCVOC	NCNUR 286		Nursing Skills/Simulation Laboratory IV	10/27/2022
NCVOC	NCVOC 45	O	Careers in Automotive	10/27/2022
NCVOC	NCWFP 22	O	Communication in the Workplace	10/27/2022
NCVOC	NCWFP 23	O	Social and Diversity Awareness in the Workplace	10/27/2022
NCVOC	NCWFP 24	O	Time Management and Goal Setting	10/27/2022
NCVOC	NCWFP 25	O	Teamwork and Collaboration	10/27/2022

Total New Noncredit Course: 9

III. Noncredit Program Level

B. Modified Course

Department	Subject	Additional Approvals	Course Title	Date Approved
NCVOC	NCWFP 21	O	Employability Skills	10/27/2022

Total Modified Noncredit Courses: 1

III. Noncredit Program Level

C. Deleted Course

Department	Subject	Additional Approvals	Course Title	Date Approved
			None.	

Total Deleted Noncredit Courses: 0

Student Equity and Achievement Program Produced: 10/29/2022 12:15 PM PDT Wendy Stewart

MiraCosta College - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

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

 [EDC 78220.pdf](#)

Additional 78220 Acknowledgement

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

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development *

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

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

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)

Completed Transfer-Level Math & English

Black or African American

1-year outcome: Increase the number of Black or African American students completing transfer-level math by 2% (based on Guided Pathways momentum point data)

1-year outcome: Increase the number of Black or African American students completing transfer-level English by 2% (based on Guided Pathways momentum point data)

2-year outcome: Increase the number of Black or African American students completing transfer-level math by 5% (based on Guided Pathways momentum point data)

2-year outcome: Increase the number of Black or African American students completing transfer-level English by 5% (based on Guided Pathways momentum point data)

3-year outcome: Increase the number of Black or African American students completing transfer-level math by 10% (based on Guided Pathways momentum point data)

3-year outcome: Increase the number of Black or African American students completing transfer-level English by 10% (based on Guided Pathways momentum point data)

Hispanic or Latino

1-year outcome: Increase the number of Hispanic or Latinx students completing transfer-level math by 2% (based on Guided Pathways momentum point data)

1-year outcome: Increase the number of Hispanic or Latinx students completing transfer-level English by 2% (based on Guided Pathways momentum point data)

2-year outcome: Increase the number of Hispanic or Latinx students completing transfer-level math by 5% (based on Guided Pathways momentum point data)

2-year outcome: Increase the number of Hispanic or Latinx students completing transfer-level English by 5% (based on Guided Pathways momentum point data)

3-year outcome: Increase the number of Hispanic or Latinx students completing transfer-level math by 10% (based on Guided Pathways momentum point data)

3-year outcome: Increase the number of Hispanic or Latinx students completing transfer-level English by 10% (based on Guided Pathways momentum point data)

Native Hawaiian or other Pacific Islander

1-year outcome: Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level math by 2% (based on Guided Pathways momentum point data)

1-year outcome: Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level English by 2% (based on Guided Pathways momentum point data)

2-year outcome: Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level math by 5% (based on Guided Pathways momentum point data)

2-year outcome: Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level English by 5% (based on Guided Pathways momentum point data)

3-year outcome: Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level math by 10% (based on Guided Pathways momentum point data)

3-year outcome: Increase the number of Native Hawaiian or Pacific Islander students completing transfer-level English by 10% (based on Guided Pathways momentum point data)

Adult Learners (age 25+)

1-year outcome: Increase the number of Adult Learners completing transfer-level math by 2% (based on Guided Pathways momentum point data); Increase the number of Adult Learners completing transfer-level English by 2% (based on Guided Pathways momentum point data)

2-year outcome: Increase the number of Adult Learners completing transfer-level math by 5% (based on Guided Pathways momentum point data); Increase the number of Adult Learners completing transfer-level English by 5% (based on Guided

Pathways momentum point data)

3-year outcome: Increase the number of Adult Learners completing transfer-level math by 10% (based on Guided Pathways momentum point data); Increase the number of Adult Learners completing transfer-level English by 10% (based on Guided Pathways momentum point data)

Persistence: First Primary Term to Secondary Term

Male

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)

Adult Learners (age 25+)

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)

Transfer

Hispanic or Latino

1-year outcome: Increase transfer for Hispanic or Latinx students by 2% (based on Guided Pathways momentum point data)

2-year outcome: Increase transfer for Hispanic or Latinx students by 5% (based on Guided Pathways momentum point data)

3-year outcome: Increase transfer for Hispanic or Latinx students by 10% (based on Guided Pathways momentum point data)

Completion

Male

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)

Hispanic or Latino

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)

District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
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

Equity Plan Reflection

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 *

Guided Pathways work was centered around first-time-to-college Black/African American and Latinx student populations and Adult Learners (age 25+) with Student Success teams focused on case management.

Support was expanded for Academic Success and Equity (ASE) programs including hiring support for undocumented students, a new program for system impacted students, and hiring a part-time Counselor/Coordinator to serve LGBTQIA+ students. Counseling courses and Career Life Planning courses were expanded to serve undocumented, system impacted, and LGBTQIA+ students and students with disabilities. The PUENTE and Mana programs expanded efforts to embed instructional partners and multiple 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 men of color and 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 embedded support courses (Highly Supported English and Math 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 Math Department utilized Embedded Tutors to provide students with a support system in their first college-level course and math faculty engaged in monthly pedagogical meetings to discuss strategies to improve student success and share teaching methods and assessments.

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. 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 with keynote speakers brought to campus coupled with discussion sessions. ASE faculty and students provided trainings for ACP teams on strategies to best serve Black/African American, Latinx, and adult student populations.

Evidence of 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.

2022-25 Planning Efforts *

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.

Pandemic Acknowledgement

✕ Interrupted Work Fully

✓ Catalyzed Work

Provide an explanation (optional)

Transitioning to a entirely remote environment during the pandemic allowed for the unique opportunity to look at the progress of our disproportionately impacted students in online environments and intentionally design efforts to maximize the likelihood of

student success. Support services for students were transformed to utilize online modalities to serve students during non traditional hours of the day and on weekends. Different online tools were utilized to create virtual communities and provide students with expanded times for students to connect with each other and college staff and faculty. Online support hubs were created to ensure students maintained access to resources.

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

✓ 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.

Executive Summary URL *

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

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	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+)	×	✓	✓	×	×

Successful Enrollment

Black or African American

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 *

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.

Structure Evaluation

Current Structure

✕ Instruction

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

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

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

While MiraCosta College has a Summer Bridge program designed to connect high school students to the campus and provide information on getting enrolled, the program was unable to recruit in-person at local high schools due to the impacts of the pandemic. Additionally, there were capacity issues with outreach, recruitment, and marketing of the program. The program had to be canceled in the summer of 2022 due to low enrollment with feedback from students indicating there is also a need to look at program structure and length.

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

to Black or African American students who apply to the college but have yet to enroll.

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

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

✓ Other

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

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

Ideal Structure

✓ 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.

✓ 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.

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

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

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

MiraCosta College has an Commitment Statement and a Diversity, Equity, and Inclusion Statement (Board Policy 3400) that outlines a commitment to a racially just campus climate where students experience a sense of

belonging and where diverse cultures and identities are welcomed, nurtured, and validated. An ideal structure includes dedicated spaces for historically marginalized and disproportionately impacted students with embedded culturally relevant support services and programming. Providing for dedicated space such as a Black Resource Center also presents an opportunity to centralize supports around Black or African American students including supporting the Umoja and Summer Bridge programs and focusing on increasing student enrollment.

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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.

Action

Action Steps *

- 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

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

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.

Completed Transfer-Level Math & English

Black or African American

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 *

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.

Structure Evaluation

Current Structure

✓ 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.

Culturally relevant and sustaining pedagogies and contextualized learning are identified as best practices, but there are limited professional development and learning opportunities available at the college.

The implementation of AB705 has presented the need to ensure that students taking their first level of college-level math have the appropriate knowledge to be successful in the course.

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

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

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

✓ Other

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

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

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

Ideal Structure

✓ 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.

The ideal structure includes opportunities for faculty to explore ways to assist students in being prepared for college-level math and English courses and provide support for students to successfully attempt and complete courses. Additionally, there are opportunities for pedagogical dialogue within the Letters and Math departments to share effective teaching methods and implement strategies to improve student success. An ideal structure is also one where all faculty have the opportunity to engage with student equity data and identify instructional strategies that lead to direct impacts on student success and closing equity gaps. There are also intentional efforts to increase professional development and learning opportunities around culturally sustaining pedagogies and contextualized learning across the college and augment current efforts.

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

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

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

✓ Other

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

MiraCosta College has a Commitment Statement and a Diversity, Equity, and Inclusion Statement (Board Policy 3400) that outlines a commitment to a racially just campus climate where students experience a sense of belonging and where diverse cultures and identities are welcomed, nurtured, and validated. An ideal structure includes dedicated spaces for historically marginalized and disproportionately impacted students with embedded culturally relevant support services and programming. Providing for dedicated space such as a Black Resource Center also presents an opportunity to centralize supports for Black or African American students including supporting the Umoja and Summer Bridge programs and focusing on increasing student completion of transfer-level math and English. Additionally, the campus continues its commitment to having diverse faculty that are reflective of our student population (Board Policy 7100, EEO Plan).

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.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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.

Action

Action Steps *

- 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
- expand professional development/learning opportunities focused on culturally responsive and sustaining pedagogies and contextualized learning (aligned with Academic Senate 2022-23 Goal #1)
- explore options to assist students in reviewing prerequisite material for students to be successful in college-level math courses
- increase opportunities for pedagogical dialogue for Letters and Math faculty around strategies to improve student success and share effective teaching methods
- increase opportunities for faculty dialogue around data related to student success and equity with a goal towards pedagogical change tied to increased student success for disproportionately impacted student populations and closing equity gaps (aligned with Academic Senate 2021-22 Goal #2)

Chancellor's Office Supports

Supports Needed

- ✕ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots

✕ Strategic and Operational Communication

Explanation of Supports Needed

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.

Hispanic or Latino

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 *

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.

Structure Evaluation

Current Structure

✓ 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.

Culturally relevant and sustaining pedagogies and contextualized learning are identified as best practices, but there are limited professional development and learning opportunities available at the college.

The implementation of AB705 has presented the need to ensure that students taking their first level of college-level math have the appropriate knowledge to be successful in the course.

✓ 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.

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

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

✓ Other

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

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

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

Ideal Structure

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

The ideal structure includes opportunities for faculty to explore ways to assist students in being prepared for college-level math and English courses and provide support for students to successfully attempt and complete courses. Additionally, there are opportunities for pedagogical dialogue within the Letters and Math departments to share effective teaching methods and implement strategies to improve student success. An ideal structure is also one where all faculty have the opportunity to engage with student equity data and identify instructional strategies that lead to direct impacts on student success and closing equity gaps. There are also intentional efforts to increase professional development and learning opportunities around culturally sustaining pedagogies and contextualized learning across the college and augment current efforts.

✓ 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 eliminating “friction points” and increasing completion of a certificate, degree, and/or transfer for all first-time-to-college Hispanic or Latinx students. Additionally, since the college was awarded a Title V grant, the program will have alignment with the goals outlined in the grant towards both increasing inclusion and closing equity gaps.

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

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

✓ Other

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

MiraCosta College is a Hispanic Serving Institution and has a Commitment Statement and a Diversity, Equity, and Inclusion Statement (Board Policy 3400) that outlines a commitment to a racially just campus climate where students experience a sense of belonging and where diverse cultures and identities are welcomed, nurtured, and validated. An ideal structure includes dedicated spaces for historically marginalized and disproportionately impacted students with embedded culturally relevant support services and programming. Providing for dedicated space such as a La Raza Center also presents an opportunity to centralize supports for Hispanic or Latinx students including the PUENTE program and focusing on increasing student completion of transfer-level math and English. Additionally, the campus continues its commitment to having diverse faculty that are reflective of our student population (Board Policy 7100, EEO Plan).

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.

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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.

Action

Action Steps *

- 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
- explore options to assist students in reviewing prerequisite material for students to be successful in college-level math courses

- increase opportunities for pedagogical dialogue for Letters and Math faculty around strategies to improve student success and share effective teaching methods
- expand professional development/learning opportunities focused on culturally responsive and sustaining pedagogies and contextualized learning (aligned with Academic Senate 2022-23 Goal #1)
- increase opportunities for faculty dialogue around data related to student success and equity with a goal towards pedagogical change tied to increased student success for disproportionately impacted student populations and closing equity gaps (aligned with Academic Senate 2021-22 Goal #2)

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

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.

Native Hawaiian or other Pacific Islander

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 *

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.

Structure Evaluation

Current Structure

✓ 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.

Culturally relevant and sustaining pedagogies and contextualized learning are identified as best practices, but there are limited professional development and learning opportunities available at the college.

The implementation of AB705 has presented the need to ensure that students taking their first level of college-level math have the appropriate knowledge to be successful in the course.

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

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

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

✓ Other

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

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

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

Ideal Structure

✓ Instruction

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

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

The ideal structure includes opportunities for faculty to explore ways to assist students in being prepared for college-level math and English courses and provide support for students to successfully attempt and complete courses. Additionally, there are opportunities for pedagogical dialogue within the Letters and Math departments to share effective teaching methods and implement strategies to improve student success. An ideal structure is also one where all faculty have the opportunity to engage with student equity data and identify instructional strategies that lead to direct impacts on student success and closing equity gaps. There are also intentional efforts to increase professional development and learning opportunities around culturally sustaining pedagogies and contextualized learning across the college and augment current efforts.

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

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

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

✓ Other

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

MiraCosta College has a Commitment Statement and a Diversity, Equity, and Inclusion Statement (Board Policy 3400) that outlines a commitment to a racially just campus climate where students experience a sense of belonging and where diverse cultures and identities are welcomed, nurtured, and validated. An ideal structure includes dedicated spaces for historically marginalized and disproportionately impacted students with embedded culturally relevant support services and programming. Providing for dedicated space for the Mana program also presents an opportunity to centralize supports for Native Hawaiian or Pacific Islander students and focusing on increasing student completion of transfer-level math and English. Additionally, the campus continues its commitment to having diverse faculty that are reflective of our student population (Board Policy 7100, EEO Plan).

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.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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.

Action

Action Steps *

- 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
- explore options to assist students in reviewing prerequisite material for students to be successful in college-level math courses
- increase opportunities for pedagogical dialogue for Letters and Math faculty around strategies to improve student success and share effective teaching methods
- expand professional development/learning opportunities focused on culturally responsive and sustaining pedagogies and contextualized learning (aligned with Academic Senate 2022-23 Goal #1)
- increase opportunities for faculty dialogue around data related to student success and equity with a goal towards pedagogical change tied to increased student success for disproportionately impacted student populations and closing equity gaps (aligned with Academic Senate 2021-22 Goal #2)

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

Not Entered

Adult Learners (age 25+)

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 *

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.

Structure Evaluation

Current Structure

✓ 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.

The implementation of AB705 has presented the need to ensure that students taking their first level of college-level math have the appropriate knowledge to be successful in the course.

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

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

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

✓ Other

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

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

Ideal Structure

✓ 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.

The ideal structure includes opportunities for faculty to explore ways to assist students in being prepared for college-level math and English courses and provide support for students to successfully attempt and complete courses. Additionally, there are opportunities for pedagogical dialogue within the Letters and Math departments to share effective teaching methods and implement strategies to improve student success. An ideal structure is also one where all faculty have the opportunity to engage with student equity data and identify instructional strategies that lead to direct impacts on student success and closing equity gaps. There are also intentional efforts to increase professional development and learning opportunities around culturally sustaining pedagogies and contextualized learning across the college and augment current efforts.

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

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

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

✓ Other

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

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

Structure Evaluation: Necessary Transformation to Reach Ideal**Necessary Transformation to Reach Ideal ***

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.

Action

Action Steps *

- 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
- create professional development/learning opportunities focused on culturally responsive and sustaining pedagogy
- explore options to assist students in reviewing prerequisite material for students to be successful in college-level math courses
- increase opportunities for pedagogical dialogue for Letters and Math faculty around strategies to improve student success and share effective teaching methods
- expand professional development/learning opportunities focused on culturally responsive and sustaining pedagogies and contextualized learning (aligned with Academic Senate 2022-23 Goal #1)
- increase opportunities for faculty dialogue around data related to student success and equity with a goal towards pedagogical change tied to increased student success for disproportionately impacted student populations and closing equity gaps (aligned with Academic Senate 2021-22 Goal #2)

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

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.

Persistence: First Primary Term to Secondary Term

Male

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 *

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.

Structure Evaluation

Current Structure

✕ Instruction

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

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

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

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

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

✓ Other

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

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

Ideal Structure

✗ Instruction

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

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

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

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

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

✓ Other

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

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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.

Action

Action Steps *

- 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

Chancellor's Office Supports**Supports Needed**

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

Explanation of Supports Needed

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.

Adult Learners (age 25+)**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 *

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.

Structure Evaluation**Current Structure**

✗ Instruction

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

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

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

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

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

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

✓ Other

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

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

Ideal Structure

✗ Instruction

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

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

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

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

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

✓ Other

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

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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.

Action

Action Steps *

- 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

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

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.

Transfer

Hispanic or Latino

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 *

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.

Structure Evaluation

Current Structure

✓ 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.

An ideal structure is also one where all faculty have the opportunity to engage with student equity data and identify instructional strategies that lead to direct impacts on student success and closing equity gaps. There are also intentional efforts to increase professional development and learning opportunities around culturally sustaining pedagogies and contextualized learning across the college and augment current efforts.

✓ 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.

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

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

✓ Other

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

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

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

Ideal Structure

✓ 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.

✓ 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 eliminating "friction points" and increasing completion of a certificate, degree, and/or transfer for all first-time-to-college Hispanic or Latinx students.

Additionally, since the college was awarded a Title V grant, the program will have alignment with the goals outlined in the grant towards both increasing inclusion and closing equity gaps.

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

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

✓ Other

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

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

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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.

Action

Action Steps *

- create a La Raza Center to provide centralized support and inclusive spaces for Hispanic or Latinx students
- continue to implement Guided Pathways essential practices that close equity gaps in implementing the ACP Student Success Team case management model as outlined in the Guided Pathways Scale of Adoption Assessment
- engage in a “year of servingness” dedicated to exploring the college’s responsibility to serving Hispanic or Latinx students with work to embed "servingness" into the college's culture, policies, and practices
- pursue the creation of an additional ASE program focused on Hispanic or Latinx student completion of transfer-level math and English and overall completion of a certificate and/or degree and ensure that needs are reflected across stakeholder departments in the upcoming program review and resource allocation cycles
- assess current PUENTE program capacities and identify additional strategies to support and potentially expand the program
- upgrade myEdPlan to ensure that plans are accessible and incorporate transfer credit
- continue to implement Guided Pathways essential practices and a case management model as part of the ACP Student Success Team effort as outlined in the Guided Pathways Scale of Adoption Assessment
- update the “Understanding the Gap” document inclusive of disaggregated data on Hispanic or Latinx students and plan a corresponding campus forum
- expand professional development/learning opportunities focused on culturally responsive and sustaining pedagogies and contextualized learning (aligned with Academic Senate 2022-23 Goal #1)
- increase opportunities for faculty dialogue around data related to student success and equity with a goal towards pedagogical change tied to increased student success for disproportionately impacted student populations and closing equity gaps (aligned with Academic Senate 2021-22 Goal #2)

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

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.

Completion

Male

Areas of Completion

Areas of Completion *

- ✕ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

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 *

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.

Structure Evaluation

Current Structure

✗ Instruction

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

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

There are gaps in critical momentum points for Male students that highlight the need for intentional first year supports to ensure that students persist through to completion. While there are efforts to close gaps for Male students that have shown success including A2MEND, PUENTE Hombre Circulo, HUBU, and the Athletics Men of Color initiative, there is a need for an intentional effort to ensure that ALL incoming Male students are connected to and aware of supports at the college and encouraged to develop a comprehensive student education plan with a counselor in their first year.

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

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

✓ Other

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

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

Ideal Structure

✓ Instruction

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

An ideal structure is also one where all faculty have the opportunity to engage with student equity data and identify instructional strategies that lead to direct impacts on student success and closing equity gaps. There are also intentional efforts to increase professional development and learning opportunities around culturally sustaining pedagogies and contextualized learning across the college and augment current efforts.

✓ 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.

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

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

✓ Other

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

In 2021, MiraCosta College leadership began working with the Institute for the Future to work in a more comprehensive way to build futures-thinking capacity in our organization and long-term planning with a focus on

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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.

Action

Action Steps *

- 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
- expand professional development/learning opportunities focused on culturally responsive and sustaining pedagogies and contextualized learning (aligned with Academic Senate 2022-23 Goal #1)
- increase opportunities for faculty dialogue around data related to student success and equity with a goal towards pedagogical change tied to increased student success for disproportionately impacted student populations and closing equity gaps (aligned with Academic Senate 2021-22 Goal #2)

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

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.

Hispanic or Latino

Areas of Completion

Areas of Completion *

- ✕ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

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 *

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.

Structure Evaluation

Current Structure

✗ Instruction

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

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

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

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

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

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

✓ Other

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

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

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

Ideal Structure

✓ Instruction

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

An ideal structure is also one where all faculty have the opportunity to engage with student equity data and identify instructional strategies that lead to direct impacts on student success and closing equity gaps. There are also intentional efforts to increase professional development and learning opportunities around culturally sustaining pedagogies and contextualized learning across the college and augment current efforts.

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

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

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

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

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

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

✓ Other

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

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

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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.

Action

Action Steps *

- 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
- expand professional development/learning opportunities focused on culturally responsive and sustaining pedagogies and contextualized learning (aligned with Academic Senate 2022-23 Goal #1)
- increase opportunities for faculty dialogue around data related to student success and equity with a goal towards pedagogical change tied to increased student success for disproportionately impacted student populations and closing equity gaps (aligned with Academic Senate 2021-22 Goal #2)

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation

- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- ✓ Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

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.

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

2. Guided Pathways

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

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.

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.

4. Financial Aid

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

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

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.

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

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).

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

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.

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.

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 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.

6. Zero-Textbook Cost

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

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.

7. LGBTQ+ Supports

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

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.

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.

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.

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.

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.

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.



California
Community
Colleges

NOVA
PLAN. INVEST. TRACK.

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	Kris Peck, Student Accessibility Services
Daniel Ante-Contreras, Letters	Beth Powell, Mathematics
Claudia Flores, Child Development	Theresa Bolaños, Chemistry
Denée Pescarmona, VP Instruction	Tracy Williams, Theater Arts
Alexis Tucker Sade, Anthropology	Julie Cord, Adult High School
Stacey Hull, Biology	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 GE's 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.

Sabbatical Leave Report (Fall 2022)

(to be completed upon return from sabbatical leave and returning to full service in Fall 2022; you must complete as described below)

Email *

sdavis@miracosta.edu

PART I - Signature Page

An electronic copy of the signature page with your signature is to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately via email. Download and print the Signature page here.

<https://drive.google.com/file/d/1prXfgN2882dp4eX2eMwcfxCloi9zO8zN/view?usp=sharing>

Name *

Sean Davis

Department *

Sociology

Date Submitted: *

MM DD YYYY

09 / 23 / 2022

Academic school year in which leave was taken: *

☒ 2021/2022

☐ 2022/2023

Semester in which leave was taken. *

(Do not include any unbanking as part of a sabbatical leave)

☐ Fall

☒ Spring

☐ Full-year

Check the type of sabbatical leave: *

☐ Advanced Academic Studies, or

☒ Self-directed studies

PART II - Restatement of Sabbatical Leave Application.

COPY and PASTE original Sabbatical Leave abstract that was submitted with your application here:

*

This sabbatical will be used to write an Open Educational Resource (OER) textbook for SOC130 - Introduction to Gender Studies. This course is offered twice a year (once in Fall and again in Spring). Currently, there is a lack of quality OER textbooks for this type of course. Offering an OER textbook for our students will have many benefits, including reducing costs for students, having congruency with the course content and instruction, and students will engage in activities, assignments, and projects that are relevant and directly tied to the main text used in the course. Additionally, I will develop a Canvas course shell that fully integrates the OER textbook and instructor-developed supplemental materials (videos, activities, podcasts, assignments, etc.). To support these efforts, I will take courses in Gender and Sexualities Studies, a class on developing accessible course materials, and a class on teaching and course design - all of which will contribute to the development of the textbook and Canvas course shell, respectively. Additional aspects of the self-directed study and professional learning include reviewing books, documentaries, journal articles, and other academic materials on Gender and Sexualities Studies. Finally, I will research and study strategies for writing and developing engaging open-source textbooks.

PART III - Completion of Objectives, Description of Activities.

OBJECTIVE #1: *

a) Copy and paste objective from application.

Research and take short-term courses on Gender and Sexualities Studies and write a draft of an Open Educational Resource (OER) textbook for my SOC130 - Introduction to Gender Studies Course

*

b) State the means by which you accomplished objective #1 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

Objective #1 was completed by conducting a comprehensive review of four Open Courses offered by MIT - Sexual and Gender Identities (Undergraduate - WGS.110K), Gender, Sexuality, and Society (Undergraduate - 21A.231J), Gender (Graduate - 21H.983, and the Psychology of Gender (Undergraduate - 9.57J). All of these courses helped me produce content and material in the draft of my OER textbook / Canvas course. I have provided the Sabbatical Leave Committee with a spreadsheet documenting the time invested in reviewing these courses.

*

c)Indicate the total number of hours dedicated in the accomplishment of objective #1:

441.5

OBJECTIVE #2 (if applicable):

a) Copy and paste objective from application (if applicable)

Develop materials and assessments, research effective course design and accessibility, and create a Canvas course shell for SOC130 - Introduction to Gender Studies

b) State the means by which you accomplished objective #2 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

This objective was accomplish by reviewing two CVC-OEI courses - Introduction to Course Design and Creating Accessible Course Content and implementing the lessons an strategies learned in the course shell for the OER textbook. Further, much of the time spent working was dedicated to developing/recording/editing the three primary components of the OER textbook - a series seven blogs, seven podcast episodes, and seven video lectures. Finally, much of the sabbatical was spent designing and developing assignments/activities/projects, creating banners/other images, and constructing a complete course in Canvas - the Learning Management System that serves the platforms for the OER textbook. I have provided the Sabbatical Leave Committee (SLC) with a spreadsheet documenting the time invested the aforementioned activities. Additionally, the SLC can access the OER textbook draft Canvas shell for further review of evidence that demonstrates fulfillment of objective #2.

c)Indicate the total number of hours dedicated in the accomplishment of objective #2 (if applicable):

251

OBJECTIVE #3 (if applicable):

a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #3 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c)Indicate the total number of hours dedicated in the accomplishment of objective #3 (if applicable):

OBJECTIVE #4 (if applicable):

a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #4 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c) Indicate the total number of hours dedicated in the accomplishment of objective #4 (if applicable):

PART IV. - Contribution to District

In this section the individual who has concluded his/her sabbatical leave will restate and elaborate upon how the sabbatical activities contribute to the District by addressing the following:

*

a. Explain how the study or project contributed to the professional development of the applicant.

This project contributed to my professional development by allowing me to take time to learn from others in my discipline for the purpose of staying current in my field. I also improved my online instruction and course design by learning more about developing accessible course materials. The courses in online teaching and learning helped me understand and implement the latest research and theory on course design and online instruction. Writing an OER textbook enhanced my teaching by providing a stronger sense of congruency between my course materials and instruction. Developing the Canvas course that fully integrates my textbook allows me to teach a course that is adaptive and responsive to students' needs and changes in the discipline by having the flexibility to revise and update both the textbook and Canvas course as needed. The multi-media format of the OER textbook (including self-produced podcast episodes and video lectures) allows me to provide a learning experience that reflects Universal Design for Learning Principles (UDL) principles including equitable use, flexibility in use, simple and intuitive use, and perceptible information.

★

b. Explain the anticipated short- and/or long-term benefits of your project on the following groups: students, department, college, and/or community. As appropriate, include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity, and inclusion.

Students - Students will benefit from the cost savings that an OER textbook provides. They will also benefit from taking a course with the author and content creator of their textbook and other course materials. Further, students will have the opportunity to take a class with a Canvas course that is completely aligned with the discipline content presented. Students will have improved support from their instructor since all materials for the course have been developed by the instructor.

Department - The Sociology Department benefits from me learning more about the OER textbook writing process. I will report back to my department about the experience and offer any guidance I can on how to develop such materials. I have recently been appointed the discipline liaison for Sociology for the ASCCC (Academic Senate of the California Community Colleges) Open Educational Resources Initiative allowing more professional learning and networking opportunities in the area of Open Educational Resources. Additionally, the department will benefit from my gained knowledge and experience in developing accessible course materials and improved skills and knowledge in course design. I will offer workshops for both departmental full-time and associate faculty on accessibility basics and course design. I am now better equipped to develop, revise, and/or assess SLOs and PSLOs for the course (Introduction to Gender Studies) and the associated Associate Degree for Transfer (Social Justice Studies - Gender Studies). I co-authored the course (SOC130) and authored the degree (Social Justice Studies - Gender Studies) so I am excited to contribute to strengthening both through applying what I have learned while completing this sabbatical project.

College - The college benefits from having one more OER course offering. I will offer FLEX workshops on my experiences with both writing an OER textbook and integrating the textbook and instructor-developed supplemental materials into Canvas. During the Fall 2022 Flex week, I spoke about my experiences while participating on a panel of fellow OER faculty practitioners. In future workshop offerings, I will engage colleagues on the topics of accessibility basics and course design.

Community - The community benefits from having an instructor who is the author of the textbook for the course they offer. The LGBTQIA+ community and those of gender minority populations will benefit from a stronger course offering at a zero-material cost in a course that specifically speaks to their lived experiences, heritages, and histories. The promotion of diversity, equity, and inclusion is inherent in this project. The project's main objective is to develop an OER textbook that will ease the burden of course-related material costs for students. The content of the textbook and course is focused on providing justice to gender minorities

through educating students and the community on the history, contemporary social issues, struggles, and contributions of individuals and groups of various gender identities.

PART V. Documentation.

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report. If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.

* Additional Sabbatical Leave Activities may not be counted toward the 576 hours that were originally approved.

Sum total of hours completed for approved activities:

*

692.5

Link to Google folder with documentation files: *

Please enter the shareable link to your table of hours or, if applicable, to a shareable folder with other documentation such as transcripts, appendices, etc... Make sure the shareable link is set to "view." Press either the enter key or space bar after each link.

Documentation has been reviewed by a Sabbatical Leave Committee task force.

Do you want to share your documentation or keep it private? *

- ☐ Yes, please share my documentation with the public.
- ☒ No, please keep my documentation private for copyright purposes.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

This form was created inside of MiraCosta College.

Google Forms

Sabbatical Leave Report (Fall 2022)

(to be completed upon return from sabbatical leave and returning to full service in Fall 2022; you must complete as described below)

Email *

bhoskins@miracosta.edu

PART I - Signature Page

An electronic copy of the signature page with your signature is to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately via email. Download and print the Signature page here.

<https://drive.google.com/file/d/1prXfgN2882dp4eX2eMwcfxCloi9zO8zN/view?usp=sharing>

Name *

Bruce C. Hoskins

Department *

Sociology

Date Submitted: *

MM DD YYYY

09 / 05 / 2022

Academic school year in which leave was taken: *

☒ 2021/2022

☐ 2022/2023

Semester in which leave was taken. *

(Do not include any unbanking as part of a sabbatical leave)

☐ Fall

☐ Spring

☒ Full-year

Check the type of sabbatical leave: *

☐ Advanced Academic Studies, or

☒ Self-directed studies

PART II - Restatement of Sabbatical Leave Application.

COPY and PASTE original Sabbatical Leave abstract that was submitted with your application here:

*

I will complete a comprehensive update on the zero-cost Introduction to Sociology textbook that I wrote 6 years ago, Sociology in Praxis. I will also update/create/develop zero-cost instructor materials to benefit my department and the students we serve.

PART III - Completion of Objectives, Description of Activities.

OBJECTIVE #1: *

a) Copy and paste objective from application.

Comprehensive update of Sociology in Praxis

★

b) State the means by which you accomplished objective #1 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

I consulted with professors who use my book (Michael Arce, Shawntae Mitchum, Edwina Williams, and Denise Nealon) to ask what I could do differently/better for the update. Universally, they told me that I needed to overhaul Chapter 8; Sex, Gender, and Sexuality because everything, including the terms, were outdated. Denise helped with a term-by-term rewrite of the chapter and helped my add terms, e.g. intersex and non-binary.

It has been over, 5 years since the first edition and I was overwhelmed about how much the world had changed. Therefore, it did not surprise me that the second universal critique was to include videos regarding COVID 19, Black Lives Matter and the overturning of Roe v. Wade. I curated videos from students over the last 5 years because of a media analysis assignment that I have. Each chapter had at least 50 videos that I collected over the years and I am using them to create curriculum for instructors of all levels.

I am currently in the process of updating my website. It took me way longer to update/outline/record/post the videos that I added to my textbook and so I have not been able to do as much in this area as I was hoping.

★

c) Indicate the total number of hours dedicated in the accomplishment of objective #1:

496

OBJECTIVE #2 (if applicable):

a) Copy and paste objective from application (if applicable)

Update/create/develop zero-cost instructor materials

b) State the means by which you accomplished objective #2 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

I have spent the most time creating/editing/eliminating multiple choice questions for the textbook. This has been a more tedious process than I anticipated because I did not think about eliminating/updating a video could affect the multiple choice questions that I already had. Honestly, I had to relearn Canvas and I have been furiously updating/adding these questions in my Canvas shell. I am using this academic year to vet the questions with my classes and anticipate being able to share it by the end of Spring 2023.

I took my videos up a notch by learning Filmora to add text, pictures, and short video clips to my videos. Relearning Wordpress was not fun. My brain does not deal with computer related tasks very well, but I am happy with the overall look and functionality of my website. I am still adding content and will be moving things around to make it even more effective.

c)Indicate the total number of hours dedicated in the accomplishment of objective #2 (if applicable):

192

OBJECTIVE #3 (if applicable):

a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #3 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c)Indicate the total number of hours dedicated in the accomplishment of objective #3 (if applicable):

OBJECTIVE #4 (if applicable):

a) Copy and paste objective from application (if applicable)

b) State the means by which you accomplished objective #4 and provide a description of any materials that you produced/courses completed in the fulfillment of the objective;

c) Indicate the total number of hours dedicated in the accomplishment of objective #4 (if applicable):

PART IV. - Contribution to District

In this section the individual who has concluded his/her sabbatical leave will restate and elaborate upon how the sabbatical activities contribute to the District by addressing the following:

*

a. Explain how the study or project contributed to the professional development of the applicant.

Updating my textbook was as difficult as writing it the first time because of how much the world changed and shifted over just this last year. Keeping track of the social affects of COVID 19 was difficult in and of itself, however, the verdicts concerning many Black people that were killed by the police, #StopAsianHate, the anti-Critical Race Theory (CRT) movement, lead to increased activity from white supremacist to the point were #civilwar was trending on news media. The Russian/Ukraine War caused even more social upheaval. And if that were not enough, Roe v. Wade was overturned. Dealing with these social problems is a far more serious than anything that I had to do, however, my process for deciding what to put into my textbook was shaken down to its core on numerous occasions. Recording videos while dealing with these social issues on a personal and professional-level extended the video making process way longer than I had anticipated. Because I was dealing with all of these social issues while recording, I found myself giving way too much detail in each video extending the time from 3-4 minutes to 10-12 minutes. I had to remake a lot of videos because of my desire to stay focused in each video, but that was difficult to say the least.

Maybe the most important thing that I learned in this entire process is that the person I am in the book is different that the person that I am in class, and that is ok. The book needs to be more direct, concise, and less edgy to communicate to a broader audience. In my classroom I build relationships and community and that allows me to push the edges of how I interact with students in that setting.

Besides having to relearn YouTube and WordPress, I learned how to edit videos with Filmora and have produced a higher quality instructional video. The website and instructional materials are a work in progress, but I am happy with what I have been able to accomplish in this last year.

★

b. Explain the anticipated short- and/or long-term benefits of your project on the following groups: students, department, college, and/or community. As appropriate, include specific information on SLOs, PSLOs, Core Competencies and/or equity, diversity, and inclusion.

The economic benefits of this zero-cost textbook are direct and immediate in the short term and will only grow for our students in the long term as more instructors in my department adopt this text. The focus of my textbook also directly addresses core competency, "intercultural competence and respect for diverse perspectives."

The zero-cost textbook addresses income-equity by giving ALL students immediate access to vital course materials by the first day of class. Research tells us that not being able to afford the textbook is one of the main factors that inhibits student success. Second, after implementing my textbook and subsequent instructional materials, I have been able to completely close the equity gap for Black students, while significantly raising the achievement levels of ALL other racial groups in my introduction to sociology classes.

The zero-cost textbook addresses diversity and inclusion by centering race/ethnicity and/or sex/gender/sexuality in every example/video/poem in the book. In this comprehensive update, I plan on adding substantial sections regarding the Black Lives Matter and Anti-Mask movements in chapter 2, Black Transgender people in chapter 8, and how distance education has disproportionately affected those in poverty in chapter 10, and experiencing the global pandemic while Black and Latinx in chapter 12.

PART V. Documentation.

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report. If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.

* Additional Sabbatical Leave Activities may not be counted toward the 576 hours that were originally approved.

Sum total of hours completed for approved activities: *

688

Link to Google folder with documentation files: *

Please enter the shareable link to your table of hours or, if applicable, to a shareable folder with other documentation such as transcripts, appendices, etc... Make sure the shareable link is set to "view." Press either the enter key or space bar after each link.

Documentation has been reviewed by a Sabbatical Leave Committee task force.

Do you want to share your documentation or keep it private? *

- ☐ Yes, please share my documentation with the public.
- ☒ No, please keep my documentation private for copyright purposes.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

This form was created inside of MiraCosta College.

Google Forms



President

Virginia "Ginni" May
Sacramento City College

Vice President

Cheryl Aschenbach
Lassen College

Secretary

LaTonya Parker
Moreno Valley College

Treasurer

Michelle Bean
Rio Hondo College

Area A Representative

Stephanie Curry
Reedley College

Area B Representative

Karen Chow
De Anza College

Area C Representative

Erik Reese
Moorpark College

Area D Representative

Manuel Vélez
San Diego Mesa College

North Representative

Christopher Howerton
Woodland College

North Representative

Eric Wada
Folsom Lake College

South Representative

Amber Gillis
Compton College

South Representative

Robert L. Stewart Jr.
Los Angeles Southwest College

At-large Representative

Carrie Roberson
Butte College

At-large Representative

Juan Arzola
College of the Sequoias

Executive Director

Krystinne Mica

Exemplary Program Award

The Academic Senate for California Community Colleges (ASCCC) is pleased to announce the call for nominations for the Exemplary Program Award. Sponsored annually by the Foundation for California Community Colleges, the Board of Governors established the Exemplary Program Award in 1991 to recognize outstanding community college programs.

The California Community College system is the largest public higher education system in the country, enrolling over 1.8 million students. The theme for the 2022-23 Exemplary Program Award is: **Walk a Mile in Someone Else's Shoes: An Ethnic Studies Approach to California Community Colleges Curriculum**. Excellence in this area will be demonstrated by understanding the experiences, challenges, and thought processes of students, and the promotion of efforts to teach ethnic studies centered on African American, Chicano/Latino, Asian American, and Native American courses which enable students to learn about their own stories.

Basic Information

- The 2022-2023 award theme is: ***Walk a Mile in Someone Else's Shoes: An Ethnic Studies Approach to California Community Colleges Curriculum***
- Each college or district may nominate one program.
- Up to two California community college programs will receive cash awards of \$4,000
- Up to four California community college programs will receive honorable mention plaques.
- **Completed applications must be received by the ASCCC office by 11:59 p.m. on November 6, 2022.**

Applications must be submitted via the [online portal](#) along with a copy of the signatures page and supporting letter. You will receive a notification via the online portal once your application has been received.

Exemplary Program Award recipients are selected from throughout the state with no more than two from any single ASCCC area. Recipients will be notified when the selection process is completed. A minimum of three nominations statewide must be received for the selection process to proceed. The selection committee will complete the review process by early December. Winners of this prestigious award will be honored at the January 2023 Board of Governors' meeting. Please contact the ASCCC office with any questions.

Sincerely,

Krystinne Mica, executive director

Enclosures:

[Signatures Page](#)

Exemplary Program Award Rubric 22-23

Exemplary Program Award – Rubric (22-23) Name of College and Program _____

- Indicators of Overall Program Success (0-5 points)
- Evidence Showing Need and Innovation (0-5 points)
- Demonstrated Collaboration (0-5 points)
- Evidence of Program Supporting Your College's Mission Statement (0-5 points)
- How This Program Could Be a Model for Other CCs (0-5 points)

Total points 25

	0	1	2	3	4	5
a. Indicators of Overall Program Success	Not present	Cites positive program attributes but lacks supporting detail Too vague	Indicators of program success cursorily cited Quality and/or quantity of data is insufficient	Sufficient number of indicators of program success cited Quantitative OR qualitative data is present but ambiguous	Significant indicators of program success cited. Detailed and substantive quantitative AND qualitative evidence	Exemplary evidence demonstrating indicators of program successes. Program demonstrates inclusion, diversity, equity, anti-racism and accessibility (IDEAA).
b. Evidence Showing Need and Innovation	Not present	Cites program uniqueness but lacks supporting detail Too vague	Evidence of innovation cursorily cited	Evidence of innovation clearly cited Evidence shows that program is innovative in addressing a recognized need	Evidence of innovation clearly cited Evidence shows that program researched need, planned an innovative intervention, and successfully implemented it	Exemplary evidence shows that program researched need of inclusion, diversity, equity, anti-racism and accessibility (IDEAA)
c. Demonstrated Collaboration	Not present	Cites program collaboration but lacks supporting detail	Evidence of collaboration cursorily cited	Evidence shows collaboration is expanding within existing working	Evidence shows new collaboration formed within the college or with community	Exemplary Evidence of engagement in multiple



		Too vague		relationships at the college or with community partners	partners where none existed before the program	organizations including community partners with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA)
d. Evidence of Program Supporting Your College's Mission Statement	Not present	Cites evidence supporting mission statement but lacks supporting detail Too vague	Evidence supporting mission statement cursorily cited	Evidence shows program supports elements of mission statement by clearly connecting program to one or more area of the statement	Evidence shows program supports elements of mission statement by clearly connecting program to one or more area AND being included in college planning (such as program review, master plan, accreditation, etc.)	Exemplary evidence for program directly supporting several aspects of the CCC mission with evidence of inclusion, diversity, equity, anti-racism and accessibility (IDEAA).
e. How This Program Could Be a Model for Other CCs	Not present	Cites positive program attributes but lacks supporting detail Too vague	Discussion of how this program could be a CC model is cursorily addressed Too costly or boutique to replicate	Discussion of how this program could be a CC model is addressed accurately Moderate cost or challenge to replicate	Detailed discussion of how to replicate this program at other colleges. Moderate to no cost	Exemplary evidence of resources to replicate this program at other colleges with inclusion, diversity, equity, anti-racism and accessibility (IDEAA).

ASCCC Exemplary Program Award Application 2022-23

Applicant: Omar Jimenez, Interim Student Services Coordinator - Student Equity

Program: Social Justice and Equity Center Internship Program

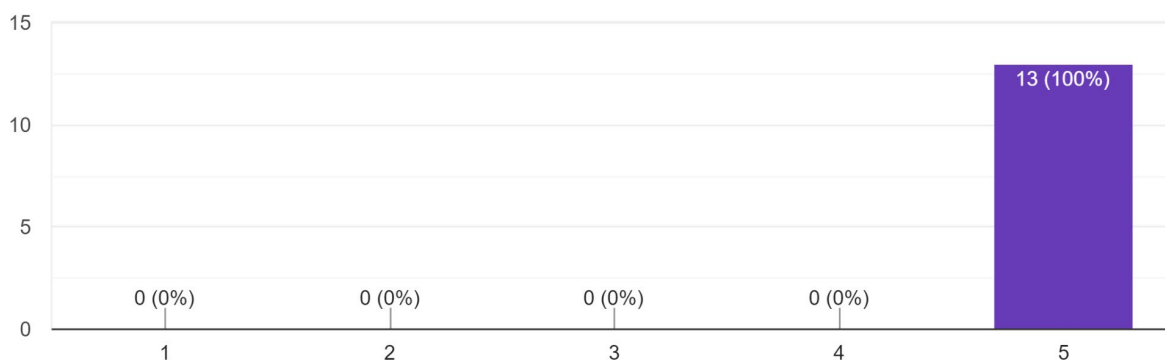
Describe the indicators of overall program success (Limit 200 Words)

Based on a survey of students who attended SJEC events:

- 100% of students felt welcomed, represented on campus, and given a sense of community, which made them want to continue their education at MiraCosta and know how to connect with their academic and career pathway (ACP) for support and resources.
- 92.3% of agreed or strongly agreed that they had an increased understanding of identity and inequity through the study of social justice and equity topics on the historical, cultural, political, and/or social experiences of marginalized communities, and felt more capable to recognize and critique local, national, or global conditions that enable, perpetuate and/or challenge social injustice and inequity.
- 100% of students agreed or strongly agreed that they were provided a space for dialogue where they could share their opinions or experience.
- 84.6% of students learned more about how their interests could connect to selecting a major and career path

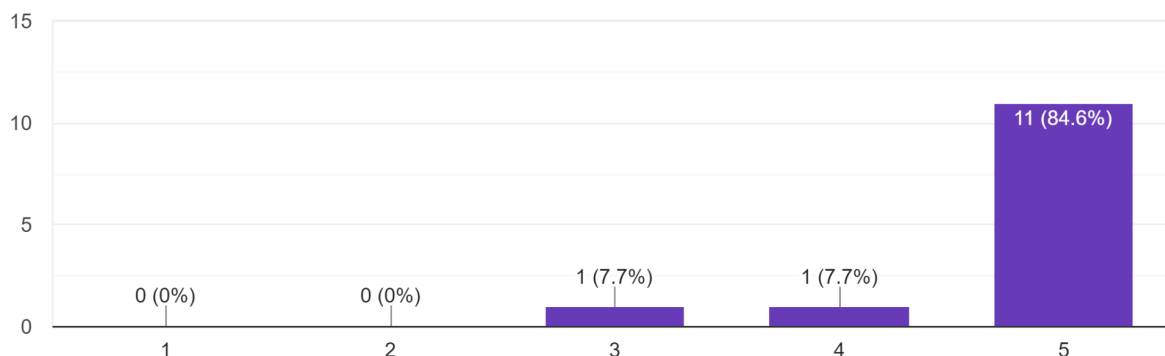
Events like these make me want to continue my education at MiraCosta.

13 responses



This event increased my understanding of identity and inequity through the study of social justice and equity topics on the historical, cultural, polit.../or social experiences of marginalized communities.

13 responses



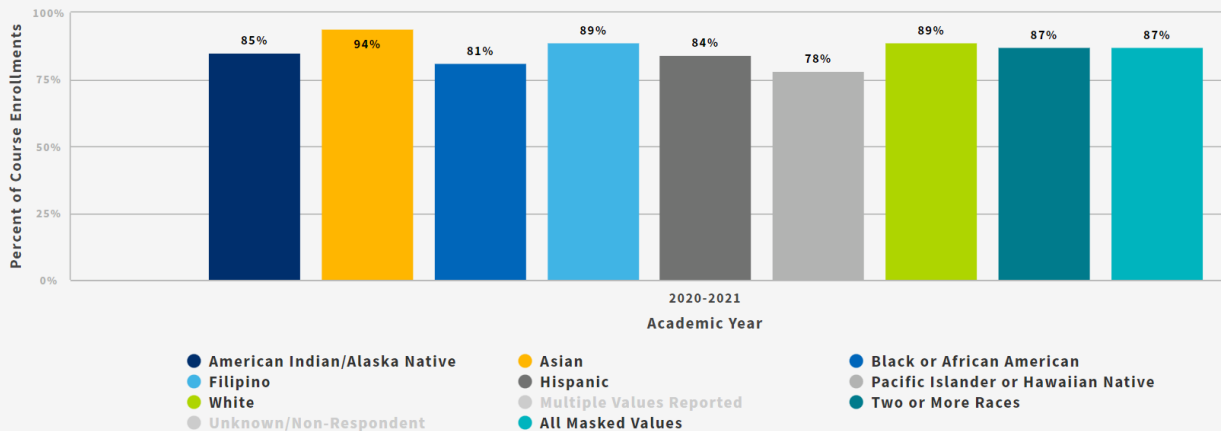
Describe the identified need for the program and the innovative solution that was implemented (Limit 200 Words):

In response to these success and retention challenges, SJEC revamped their Internship program to provide culturally relevant programming.

- Evidence shows that the feeling of being welcomed and represented on campus programming leads to higher success and retention rates for Chicanos/Latinos/Hispanic Males (Tinto, 1993; Wood, Williams, 2013; Harris, Wood, 2013).
- The SJEC Internship program accepted 8 interns, all of whom identify as being Latinx/Chicanx, Pacific Islander, or students of color.
- The SJEC Interns released a series of online campaigns that focuses on Hispanic/Latinx/Chicanx culture, heritage, and historical figures who have made major contributions to society with one post being shared over 60 times.
- The SJEC Interns released a speaker series focusing on Latinx voices where community member, immigrant advocate, and award-winning author Erica Alfaro spoke to students about her professional career and struggles of being a first gen, single mother college student.
- The SJEC Interns focused on highlighting Chicanx/Latinx culture and heritage while also providing a space where students could have constructive dialogue and learn about other cultures.
- California Community Colleges Chancellor's Office reported that in 2021-2022, Hispanic, Black/African American, Pacific Islander/Hawaiian Native, and American Indian/Alaskan Native students are 5% to 11% less likely to succeed in courses than their White counterparts, and 10% to 16% less likely to succeed than Asian students.

Course Success Rate

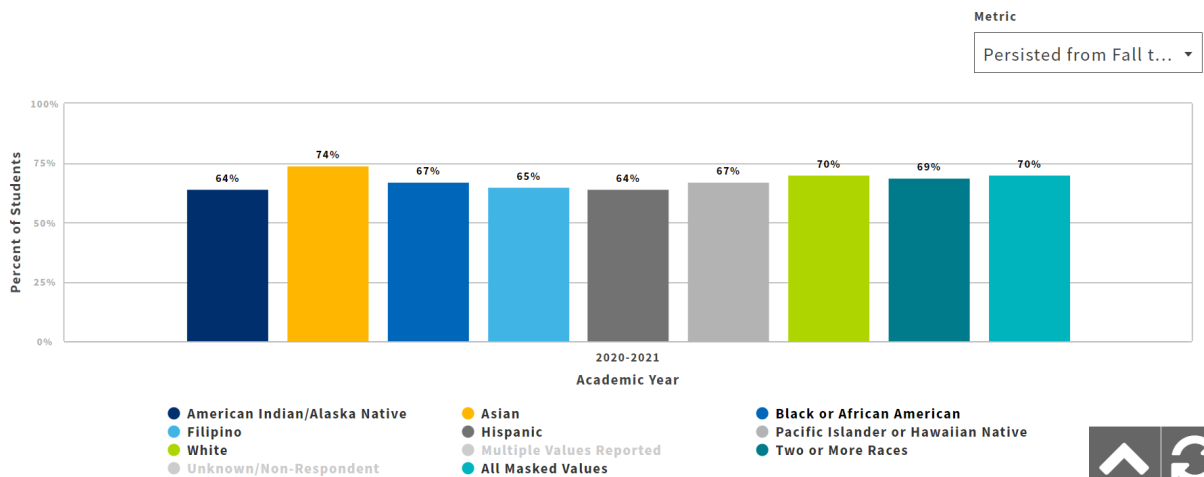
Among enrollments by students in selected student journey, the course success rate in the selected year



- California Community Colleges Chancellor's Office reported that in 2021-2022 MiraCosta College had a lower persistence rate for Hispanic, Black/African American, Pacific Islander/Hawaiian Native, and American Indian/Alaskan Native students when compared to White and Asian students.

Persisted from Fall to Spring

Among students in selected student journey, the proportion who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution



- The MiraCosta 2020 Climate Survey Report found that a majority of students were feeling a lack of dialogue in current programming and a lack of diversity.

Qualitative comment analyses

Three hundred four Student respondents elaborated on the effect of institutional actions on campus climate at MiraCosta College. Two themes emerged from Student respondents: more dialogue and diversity approach.

More Dialogue. One theme that emerged from Student respondents related to institutional actions was more space for dialogue. One respondent shared, “There needs to be more open dialogue between students and administrators to provide more learning opportunities such as more courses representative of the student demographic. Incorporating required culturally competent coursework on the different plans to transfer would have students integrate themselves into classrooms on subjects not relevant to them before while providing them with a better understanding of the society around them. Administration should also provide a safe space for part-time faculty and staff to address issues or their own personal input about how to improve the academic environment without the fear of them potentially losing their job.” Another respondent added, “I would like to see more cross-cultural inclusion on campus. I am white but I feel unwelcome going to Latinx Leadership or events for a different ethnicity than me. I understand that these spaces aren’t meant for me, but I’d like to be able to communicate with and learn from different groups on campus in order to be a better ally and just a better person.” Other

[1]

The SJEC revamped its internship program to offer positions to students with financial needs and from minority communities. The Internship program focuses on increasing a student’s early professional development, teaches them how to conduct effective research, and lead culturally relevant and appropriate programming district wide. The SJEC also began its collaboration with Academic Career and Pathways to offer culturally relevant programming while connecting each event with a student’s choice of major or career path with a speaker/workshop series. We also launched a series of standalone online campaigns as part of our History and Heritage Programming where we highlight individuals that have had a major impact in the areas of our ACPs. One post was shared over 60 times which supports our mission of being a central location where students, staff, faculty, and our community can come to for topics in social justice and equity.

Explain how the program collaborates with other programs on campus or within the community (Limit 200 Words):

SJEC created, promoted, and coordinated:

- A series of guest speakers from local Native Tribes, including an all Native women panel, moderated and led by SJEC Interns in collaboration with Native American/Alaskan Native (NDN) Committee and the VP of Student Services.
- A Chicax/Latinx event which brought community advocate Erica Alfaro, in collaboration with ACPs, Health Services, and the Career Center.
- A collaboration with the Pilipinx American Committee to host and moderate an all Pilipinx American STEM panel with professionals from across the country.
- With the Chief IDEAA Officer, Classified Senate, Academic Senate, and Student Equity to roll out the *Beyond the Land Acknowledgement* certificate series by Megan Red Shirt-Shaw to better serve our Native student population.

SPEAK OUT E-Courses

ALL COURSES SIGN IN GET STARTED NOW

Land acknowledgements have become a powerful introduction to convocations, graduations, meetings, conferences, and more. Despite the intent, institutions must challenge themselves to move away from performative acts, and move into commitments of real transformative change. In this e-course you will gain actionable ideas and concepts for how to move beyond a performative land acknowledgement and towards genuine relationships with Native community members. Megan Red Shirt-Shaw discusses her research into how education institutions received their land and the steps institutions can take for land-based reparations including returning institutional land back to Native nations or if this is not possible, providing free higher education to Native students whose traditional homelands the institution sits upon.

What You'll Gain

- Ideas for how your campus or organization can move beyond performative land acknowledgements.
- Exploration of how to engage with Native communities on and around your campus or organization and support Native students and youth.
- Ideas for developing a more comprehensive land, life, labor acknowledgement for your campus or community.

[2]

A recent example is the work that has been done with the Native American and Alaskan Native American (NDN) Committee that doubled its size of committee members who identify as being Native American/American Indian. The SJEC is also coordinating a joint effort between Academic Senate, Classified Senate, Student Equity, VP of Student Services, and the new Chief IDEA Office to offer a district-wide professional development certificate program that challenges participants to think beyond doing land acknowledgments and how to truly support our Native American community. 100 certificates will be offered in Fall 2022 with the possibility of offering more certificates in Spring 2023. The SJEC is also collaborating with Classified employees and faculty from counseling, Child Development department, and the Chemistry department to offer robust programming around Native American/American Indian history, culture, and

heritage. Another new collaboration the SJEC created is its speaker/workshop series with ACPs. By internationally offering culturally relevant programming that is connected to a student's major or career path, the SJEC and ACP collaboration allows a student to hear from Black, Latinx, Pilipinx-American, or LGBTQIA+ voices in careers such as careers in STEM, authors, advocates, or higher education.

Describe how the program supports the principles of your college's mission statement (Limit 200 Words):

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.

[3]

- The SJEC Internship fosters an environment where interns learn to lead workshops, program culturally relevant events, and gain professional development.
- Interns develop programming for History and Heritage Months where culture is at the forefront and where they strive to create a caring and equitable environment for minoritized communities.
- Interns provide life-long learning opportunities by connecting their events to real world experiences and assist in connecting their academic experiences to career pathways.
- Interns work with faculty to offer supplemental programming to their curriculum to tie lectures and readings with immersive programming experiences.



Explain how this program can be a model for other community colleges addressing such issues as costs and replication (Limit 200 Words):

Low Cost Program

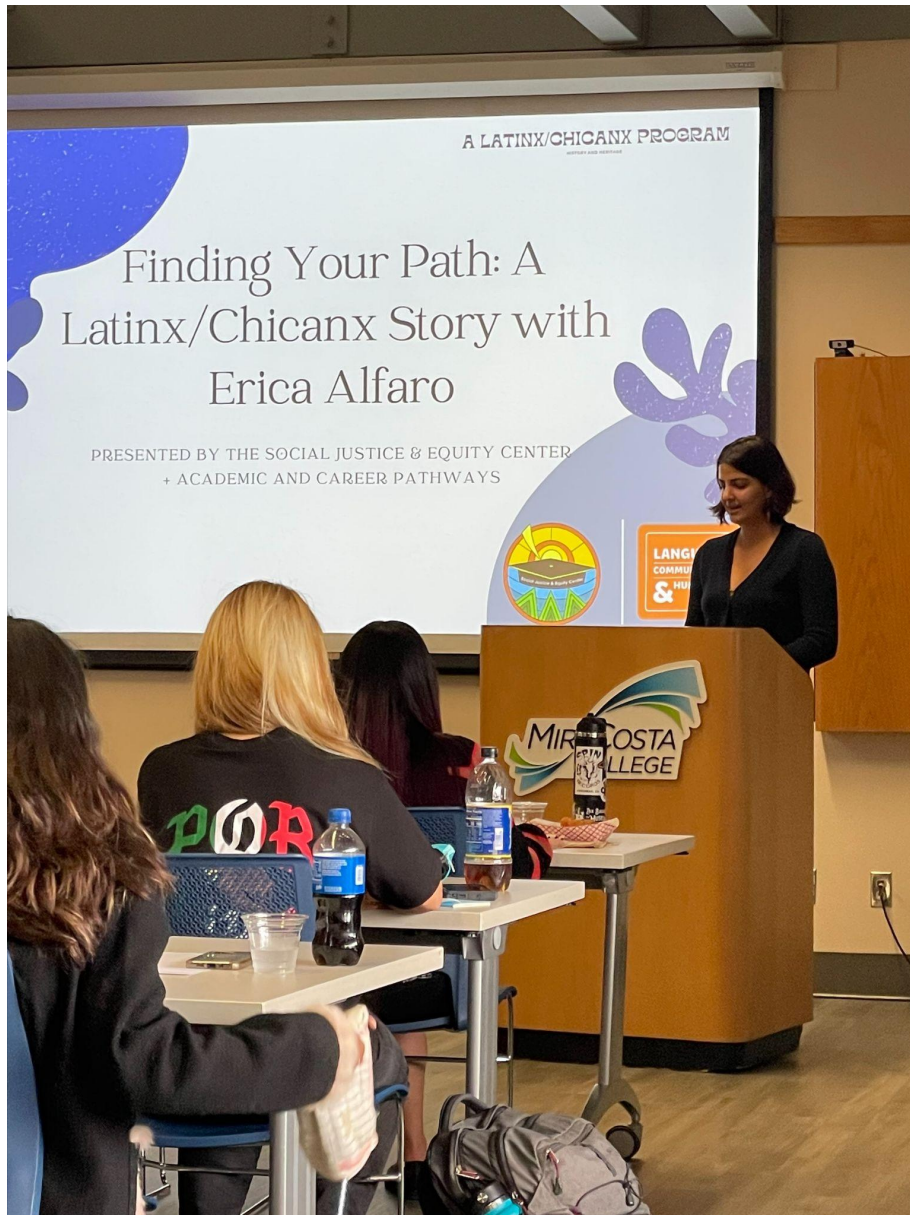
- 6/7 interns are fully funded through Federal Work Study
- Program budgets are \$1,000 or less per event or use faculty and staff at little to no cost.
- Reached out to community members for donations and to administrators for financial support.

Student Professional Development

- Interns attend a weekly meeting where their programming progress is shared .
- Interns participate in professional development experiences covering topics such as Importance of doing Social Justice and Equity Work, Tips for Public Speaking, and Importance of being Friendly and Approachable.
- Interns team up with a faculty advisor to complete a 1-3 credit internship.
- Career Center is invited to offer resume building and interviewing workshops to help transfer internship experience into job opportunities or transfer applications.

Student lead, staff and faculty informed

- Each intern is required to lead an event to increase their programming planning experience and public speaking skills while being guided by a staff or faculty member.
- Interns collaborate with cultures outside of their own to learn how to properly represent a culture and understand the difference between culture appropriation and culture appreciation.



MIRACOSTA COMMUNITY COLLEGE DISTRICT

2022 INTEGRATED PLANNING MANUAL

TBA, 2022



MISSION STATEMENT AND INSTITUTIONAL GOALS

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)

Introduction	4
Integrated Planning Model.....	5
Mission Statement.....	7
Long-Term Planning Framework	8
Institutional Program Review	10
Resource Allocation	12
Plan Implementation.....	16
Assessment of Progress on Institutional Goals.....	17
Assessment of the Planning Processes.....	18
Appendix	19

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.



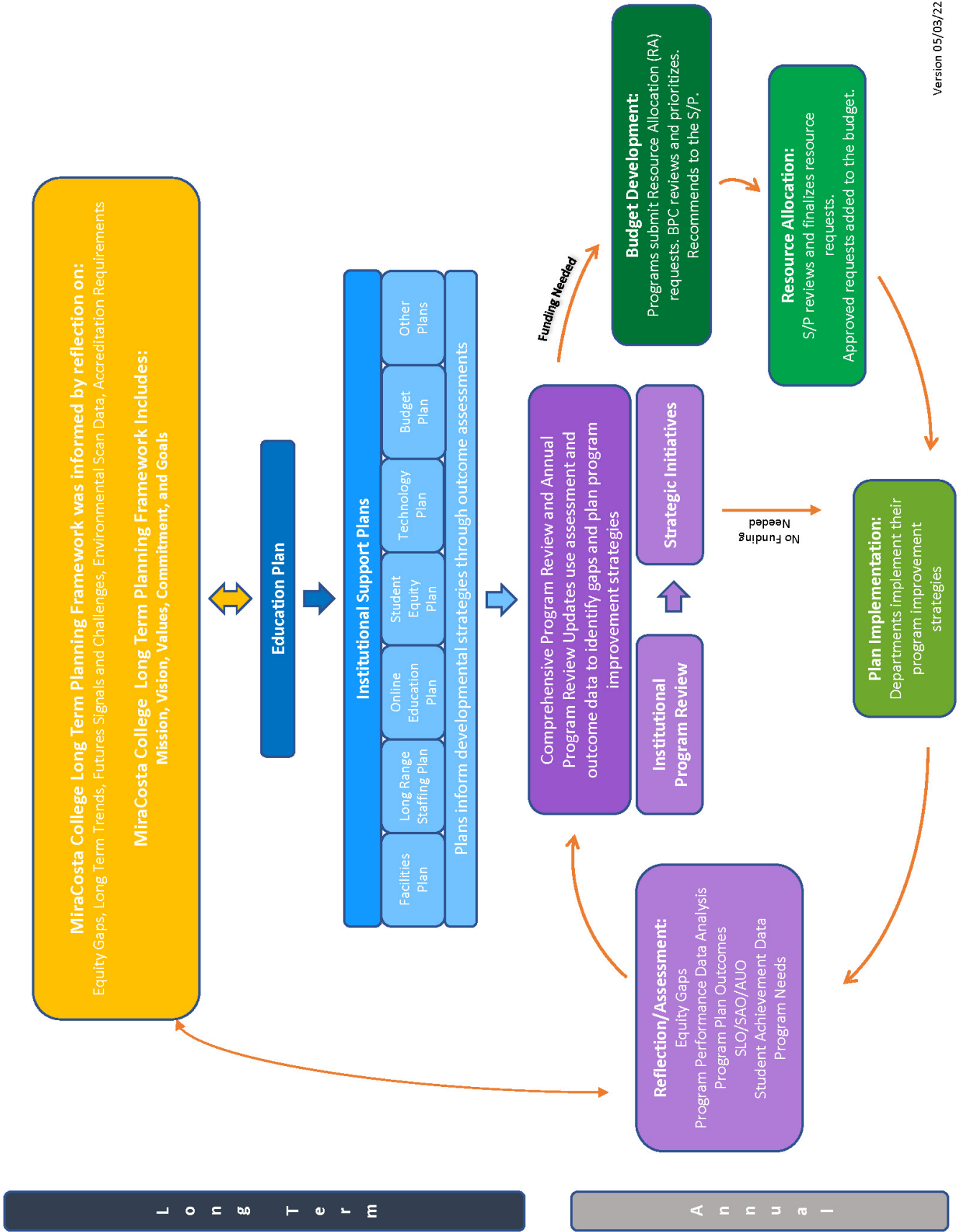
Once resources are allocated, the district implements its plans.



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



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.

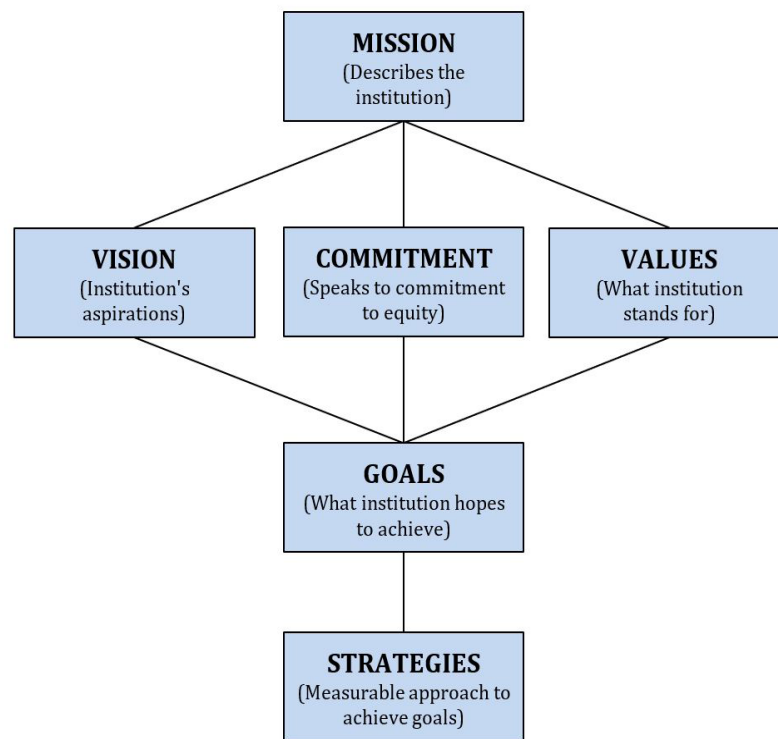
MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities. The Accrediting Commission for Community and Junior Colleges (ACCJC) standard most 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 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.
- ▶ Standard III.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, including 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

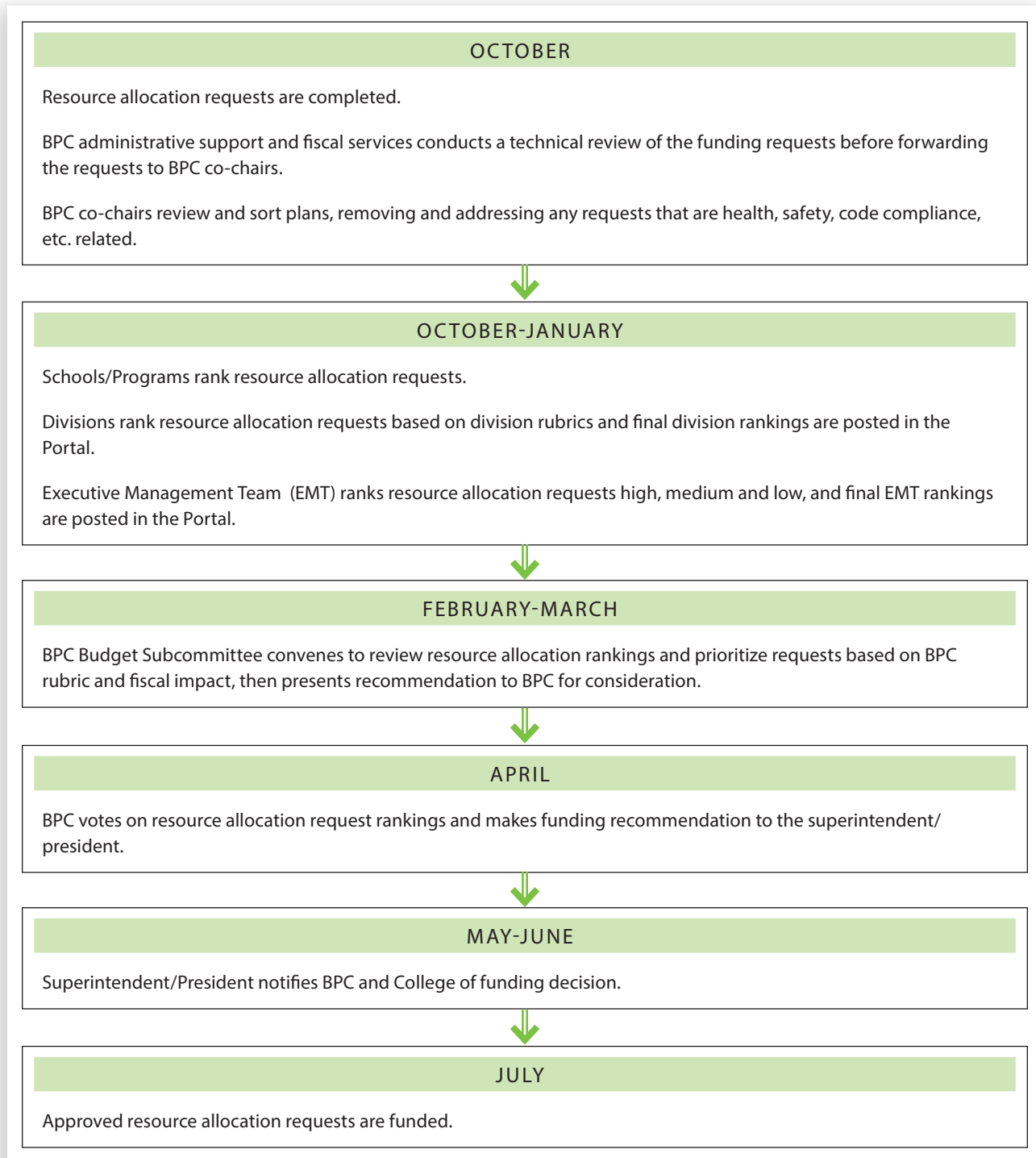
There are two annual assessments related to resource allocation:

- ▶ 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



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.



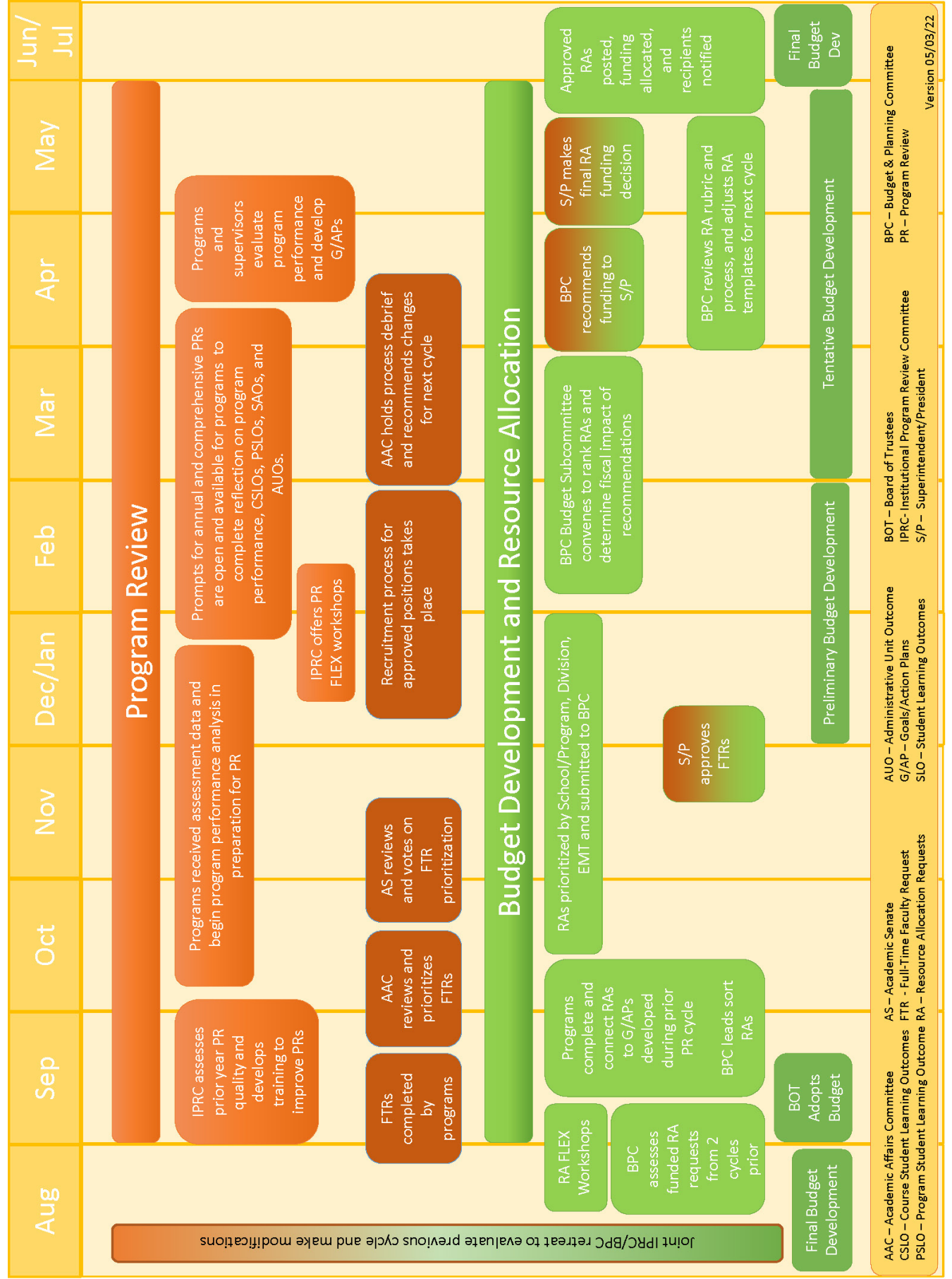
NOVEMBER

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

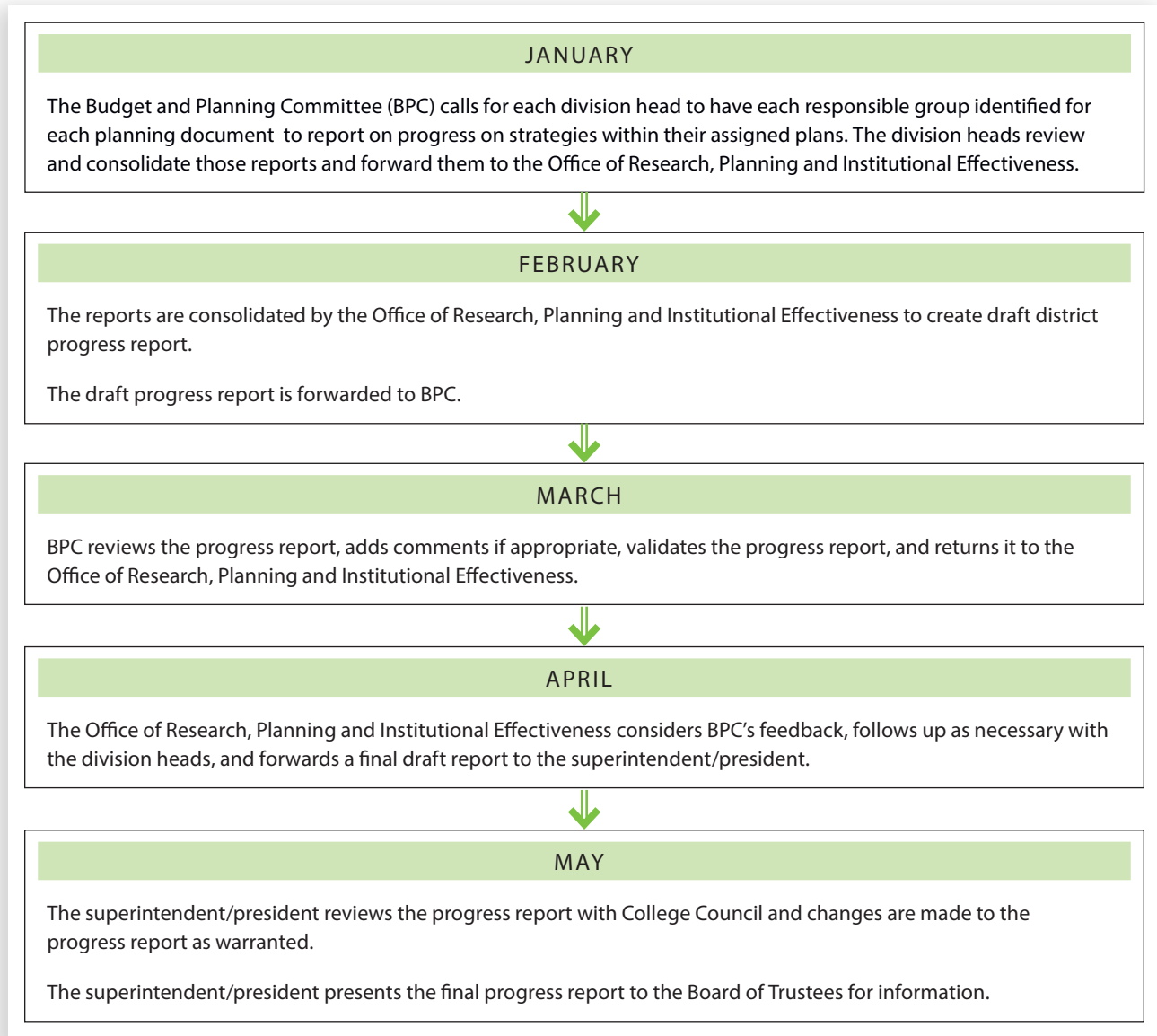
In the long-term planning framework, a group is assigned responsibility for developing strategies in each of the College's planning documents. The assignment of a responsible group is essential for accountability. This assignment means that the group has unique responsibilities to launch and oversee 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



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 student 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 aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution 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 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.

► 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

► www.miracosta.edu

Community Learning Center
1831 Mission Avenue, Oceanside, CA 92058
► P 760.795.8710 ► F 760.795.8730

Oceanside Campus
1 Barnard Drive, Oceanside, CA 92056
► P 760.757.2121 ► F 760.795.6609

San Elijo Campus
3333 Manchester Avenue, Cardiff, CA 92007
► P 760.944.4449 ► F 760.634.7875