VIII. APPENDIX A: CURRENT INSTRUCTIONAL AND EDUCATIONAL SUPPORT STRATEGIES ADDRESSING INSTITUTIONAL GOALS

The following tables include instructional and/or educational support strategies that are being deployed to support the institutional goals outlined in the 2020-26 Long-Term Planning Framework for MiraCosta College. They are listed alphabetically by department, program, committee or group. These strategies are either currently in place at the time of writing of this plan or will be implemented over the next one to two years.

Department/Program/ Committee/Group	Strategy	Other plan(s) containing strategy
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.		

Academic and Career Pathways (ACP) Success Teams	• Implement, scale, and institutionalize holistic, high-touch student support through ACP Success Teams to close equity gaps for first-time to college Black/African American, Latinx, and Adult student populations. Specifically:
	  o Provide intentional First Year experience to assist students with career and education planning.
	  o Provide intentional community connections and points of contact and support for students throughout their educational journey to increase persistence and completion.
	  o Identify permanent staffing solutions for ACP Success Teams
	  o Monitor which program every student is in and how far along the student is toward completing the program requirements.	

Administrative Services/BPC	• Redesigned resource allocations to enhanced student success and close equity gaps by including equity metric in the resource allocation scoring rubric • Assist in the development and approval of grants targeted to improve student success and community needs • Implementation of Planet Bids and Workday that will provide greater access to college contracts for S/HUBE entities	

Co-Curricular Learning Opportunities and Holistic Student Success (Student Affairs)	• **Campus Assessment, Resources, and Education (CARE) program:** Focused on student basic needs by:
	  o Embracing a holistic and seamless approach to student learning and success;
	  o Connection to community resources in the areas of childcare, food, employment, financial, health/medical, housing, legal aid, mental health, technology, and transportation;	

	o Building connections for students with community organizations to ensure there is a "warm handoff" to ensure their long-term personal and academic success. • **Athletics & Intramural Sports:** Intercollegiate Athletics team, Club Sports, and Intramurals; Student Success Team focused on the personal and academic success of Student Athletes, particularly those who are disproportionately impacted. • **All Student Affairs Departments:** Intentional hiring practices to ensure that we hire faculty, staff, and administrators who reflect the diversity of the student population with the intention to create community and ultimately close the equity gap	
Counseling Support Services (Academic Counseling, EOPS, DSPS, Transfer Center)	• Provide advising and counseling services to MiraCosta's service area including outreach and advising/counseling services to local high schools. • Provide targeted interventions and counseling services for students who are disproportionately impacted, first-generation to college, and/or low-income to connect with students early and often, provide career and educational planning, identify barriers and provide resources and solutions, and provide a regular contact for students throughout their time at the college.	
Dual Enrollment	• In collaboration with local high school districts, develop and implement intentionally structured dual enrollment pathways for historically marginalized high school student populations to increase access and create a college-going culture. • Use data to guide conversations with local K-12 leaders to refocus dual enrollment course offerings and recruitment efforts on equity. • Enhance student success in dual enrollment through embedded tutoring, dedicated counseling, and peer mentorship resources. • Embed career and college planning resources for high school students taking dual enrollment program.	
Enter the Path Workgroup	• Implement comprehensive intake for all new, incoming students to identify student needs early on and connect students to resources as necessary. • Develop differentiated orientations/onboarding experiences for students. • Expand resources and deepen career planning experiences for students in their first year through self-exploration using the Career Coach tool, career counseling sessions, career spot videos, instructor videos, etc.	
Facilities	Designing, constructing and upgrading facilities to ensure equitable access, enhanced student success and closing	

	equity gaps by creating spaces for community and community building • Creating academic hub spaces, tutoring areas and group study areas • Designing of the Equity Village • Creating space for student art and other items that will provide a sense of community and reflect the diverse population of MiraCosta College • Completion of architectural barrier removal projects such as path of travel improvements, ADA parking and EV stations, creation of lactation rooms, and Gender Inclusive restrooms	
Guided Pathways Implementation	• Clearly map programs for students by providing semester-by-semester course sequences that lead to specific transfer and career goals. Create and promote academic maps for different student populations (day students, evening students, part-time, working adults, etc.). • Explore student case management and advising processes and implement a technology solution for proactive student advising and early alert to provide just-in-time support. • Help students complete "gateway" Math and English courses in their first year and provide support to DI populations. • Implement student-centered course scheduling 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.	
Institutional Program Review	• IPRC regularly reviews the Program Review prompts to ensure that Program Reviews align with the College's mission, vision, values, goals, and commitments. • As part of the Program Review process, authors are asked to identify equity gaps in their data and to provide goals and action plans aimed at reducing or closing gaps.	

International Education Advisory Committee	• Increase student access to and participation in International Education through Virtual International Exchanges (VIE) and short-term Study Abroad
	  o Ongoing monitoring and implementation of strategies to address equity gaps
	  o Expand outreach and communication with students (develop a presence in Engage with a badging system, and co-curricular transcript)
	• Fundraise to support scholarships and programming (payroll giving is already in place)	

Library	• Implement and sustain late evening and weekend online reference instruction hours to contribute to	

	student success, especially among working adults and student parents. • Increase access to technology through semester long check outs of laptops and hotspots • Increase availability of library resources, as well as other departments' resources, to students through smart lockers/vending machines • Continue to expand online resources (ebooks, e-journals, specialized resources and streaming media) for increased & equitable access to high quality information sources. • Provide targeted outreach to DI populations.	
Online Education	Current Online Ed Plan: • Establish online education programs and resources within a comprehensive web-based environment. • Engage students in effective supports for success in online education. Planned: • Identify and promote online and/or zero-cost program pathways that the college commits to offering in a meaningful, consistent manner. • Informed by data, continuously innovate, evaluate, and increase effectiveness of online student support resources and services, especially in support of disproportionately impacted student populations. • Research the impacts of adoption of Open Educational Resources (OER) and Zero Textbook Cost (ZTC) course materials at MiraCosta.	Online Education Plan
Outcomes Assessment Committee	• Focus on developing and assessing student learning outcomes that promote equity in the classroom and within student support services.	
STEM Learning Center	• Expanding hours for online services to include late night and weekend hours; allowing more access for students having childcare and transportation issues to meet students where they are. This includes balancing support for on-campus and online student demand. • Creating and implementing the Spark program for students impacted by AB-705, which allows students in math/science classes to have a supportive place to learn study tips, best practices for success in STEM courses, and review pre-requisite knowledge and skills in a supportive environment with in-person interventions from Learning Coaches. • Expand Embedded Tutoring for first-level math courses and first course in sciences as well. These create stronger community experiences as students have a direct connection to other support services as well as additional support inside the class. • Merging the spaces and staff in STEM and MLC to provide more access to tutors and provide	

	opportunities for those in multiple subjects to assist students in more than one center.	
Strong Workforce Program	- Develop learning resources and support for career education students fluent in languages other than English - Increase alignment of career education programs to industry-recognized certifications and accreditation, including capstone certifications and credit for prior learning assessment - Expand career education student ambassador program to sustainably represent each career education program and our diverse student population. - Support developing more and better career education pathways in traditionally underserved communities from high school to MCC - Proactively outreach to disproportionately impacted populations to retain in career education pathways	
Student Equity Department	In addition to the charge of implementing goals identified in the 2019-2022 Student Equity Plan, the department focuses on creating community and raising awareness around the experiences of marginalized groups through planning of monthly history and heritage month activities	
Supplemental Instruction	For historically difficult courses: - Provides students the opportunity to work with a peer facilitator in group study sessions - Students build study skills, understand difficult course concepts and create a community with their peers outside of class. - Supplemental Instruction Leaders develop session plans geared toward group collaboration and active learning for all students in the course. - The Supplemental Instruction Leaders are mentored by an experienced SI Leader and also their faculty members to help create open and inviting learning environments for their students. - SI Leaders build rapport with students that helps them recommend additional support services so students can achieve academic success. - The SI Program works closely with the Learning Centers and sometimes share student staff that work as both tutors and SI Leaders. This is very helpful to students as they can find their SI Leader/tutor in multiple instructional areas and further build their network of support.	
Transitions Program	Students impacted by incarceration are given access to resources unique to their experiences so they can achieve their personal and educational goals. The program is a member of the Rising Scholars Network, an initiative of California's community colleges aimed	

	at increasing higher education access and success for incarcerated and formerly incarcerated students.	
Tutoring & Academic Support Center (TASC)	• Our outreach extended to include ASE programs via an embedded tutoring (ET) intervention specifically for Umoja, MANA, and Puente programs. This ET intervention enhanced our efforts to increase Black/African-American, Asian Pacific Islander, and Latinx student populations utilizing academic support services. Courses targeted were in Counseling and Sociology. • ET has also expanded to Career Education disciplines where DI populations reside (CSIT-Cybersecurity, Media Arts Technology, Design). • Our emerging Academic Success Coaching program continues to evolve as we provide services that unpack the "hidden curriculum" and help students transition to a comprehensive college identity. • Academic Success Coaching (ASC) is now integrated into the peer mentor component of Success Teams within the Academic & Career Pathways organizational structure focused on re-designing the student experience. Collaboration amongst multiple members of the Success Teams enables a stronger outreach and retention component of ACP vision. • The initial stage of implementing ASC at the Community Learning Center-non-credit courses is underway. This implementation will connect coaches within the classroom experience via mini workshop modules designed to assist students with the classroom environment and mastering college success skills.	
Various	• **Academic Success and Equity Programs:** Support Academic Success and Equity Programs (ASE) that include MANA, Puente, RAFFY, and Umoja geared towards providing tailored interventions and culturally relevant services for Native Hawaiian/Pacific Islander, Latinx (Hispanic), former Foster Youth, and African American students. • **Outreach, Enrollment, and Retention Activities:** Continue to support outreach, enrollment, and retention strategies for DI students to increase access to the campus and success. MiraCosta has worked with K12 partners to increase the college-going culture in its service area, particularly for high schools with student populations reflecting our DI populations. Strategies include early access to the college and support services for students transitioning from high school to college and increasing co-curricular opportunities for students that enhance inclusion and cross-cultural competence. • **Continue to implement AB705:** In order to promote math and English completion and ensure equitable outcomes, first-in-sequence and transfer-level courses	Student Equity Plan (2019-2022)

	in these foundational disciplines will utilize an embedded tutoring model.	
Writing Center	• Expanding hours for online services to include late night and weekend hours; allowing more access for students having childcare and transportation issues to meet students where they are. This includes balancing support for on-campus and online student demand. • Provide Embedded Tutoring for English courses required transfer-level courses. This service increases the likelihood that students will use the Writing Center; data shows that this intervention as well as use of the WC increase student success, especially for several DI populations.	

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.		
Department/Program/ Committee/Group	Strategy	Other plan(s) containing strategy
Academic and Career Pathways (ACP) Success Teams	• In partnership with WBL Engage industry and community partners into ACP career fairs, panels, and other events to help students make informed major and career choices.	
Co-Curricular Learning Opportunities and Holistic Student Success (Student Affairs)	**Student Conduct:** Through an educational student conduct process, students will: • Understand the role of the Standards of Student Conduct in supporting our campus community, which values diversity, equity, and inclusion; • Increase their knowledge of their specific rights and responsibilities as students; • Gain tools, knowledge, and/or skills to support future behavioral choices that align with their goals; • Articulate the impact of their behavior on others from an equity-minded perspective.	
Dual Enrollment	• Partner with local employers and K-12 districts to create and promote STEM pathways that students, especially DI students, can access through dual enrollment participation.	
Facilities	• Using a collaborative process, design, construct and upgrade facilities to meet identified external community that provide workforce solutions, prepare students to be active global citizens, and provide opportunities for cultural educational enrichment. o Create/enhance space on campuses that support collaboration between the College, the community, local schools, businesses and industry and provides opportunities for collaboration, community building, and cultural enrichment such as the enhanced Board Room o Newly constructed and/or renovated CTE/WD facilities support programs that are business and industry-relevant and responsive to local workforce needs o Strong workforce computer lab, Health and Wellness Hub, Chemistry-Biotechnology Building	
Guided Pathways Implementation	• Provide information to students on regional labor market needs for specific careers, for which our academic programs prepare students. Implement and market the Career Coach tool to allow students explore careers and labor market data on their own.	
International Education Advisory Committee	• Establish and maintain International partnerships with other institutions	

	• Promote further faculty exchange through Fulbright Scholars or other programs
	• Foster Intercultural Competence and other competencies needed for global workforce
	   o Expand co-curricular programming
	   o Explore virtual business exchange
	   o Pursue local internships with international businesses	

Library	• Partner with outside entities to create culturally enriching library displays.	
Outcomes Assessment Committee	• Facilitate the alignment of student learning outcomes to core competencies in order to provide students with 21st Century skills necessary for success in the global workplace.	
Strong Workforce	• Establish paid internship opportunities within the community • Develop and improve career education programs, especially in entrepreneurship, computer science, cybersecurity, biotechnology, engineering technology, and supply chain management, meeting in-demand, high-wage careers in north San Diego county	
Student Equity Department	• The Social Justice and Equity Center provides space for students to engage the greater community to advocate for access to and success within higher education while promoting a more understanding and welcoming campus culture for socially marginalized groups and peoples, with the ultimate objective of creating social justice and equity in our communities.	

Various	• **Outreach, Enrollment, and Retention Activities (also listed under a different goal)** Strategies include:
	   o early access to the college and support services for students transitioning from high school to college and
	   o increasing co-curricular opportunities for students that enhance inclusion and cross-cultural competence.
		Student Equity Plan 2019-22

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.		
Department/Program/ Committee/Group	**Strategy**	**Other plan(s) containing strategy**
Co-Curricular Learning Opportunities and Holistic Student Success (Student Affairs)	• **Student Life & Leadership Department:** Student Club and Organization involvement; Associated Student Government; Chariot News Media; Phi Theta Kappa (Honor Society); Emerging Leaders Institute; Assessment of AAC&U Core Competencies for Student Leadership programs (e.g. Competencies such as Teamwork, Oral Communication, Written Communication, etc.); Co-curricular Transcripts, including events and training in the areas of: Cultural Awareness, Cultural Responsiveness & Cultural Humility through Identity Development; Civic Engagement & Advocacy; Service & Community; Personal Development; Critical and Creative Thinking & Expression • **Health Services:** Provide medical and mental health services needed to keep students on the path to their personal and academic success; students can meet with a nurse, nurse practitioner, and/or mental health counselors; mental health counseling is available to students for individual, relationship, family, and group counseling; workshop series aimed at aiding students in strengthening their learning environment by focusing on personal and professional strategies to help them grow and succeed in college; Peer Educator program focused on bringing classroom learning and real world experience by providing intentional professional development for students interested in the mental health or social work profession.	
Contextualized Teaching and Learning Program	• Teaching in the context of careers helps instructors intentionally create curriculum that increases visibility and engagement with community partners such as industry, non-profits, government, etc. • Instructional partnership with Service Learning program for community engagement and employment opportunities • Instructional partnership with Internship program for work experience • Instructional partnership with Work Based Learning initiative through a Community of Practice that engages faculty with student services that have formal ties to the community • Instructional partnership with Virtual International Exchange program that provides opportunities within courses for remote learning in a global context	

	• Instructional partnership with Honors Scholar Program that provides real world undergraduate research and conference presentation opportunities • Professional development for teaching in the context of equity, work based learning, and careers through workshops and communities of practice • Learning Communities - Development of an inclusive educational environment that promotes deeper and richer learning through cohort enrollment, integrated curriculum, and strong partnerships between instruction and student services.	
Dual Enrollment	• Provide professional development to faculty teaching dual enrollment courses with the focus on equity, culturally inclusive pedagogy, and approaches to teach high school population.	
Enter the Path workgroup	• Provide professional development to instructional and counseling faculty on equity-minded career planning; develop ready-to-use resources on possible career lessons that can be embedded in the classroom.	
Facilities	Design, construct and improve facilities to create/enhance the teaching and learning environment, support co-curricular activities, and are flexible enough to respond to the needs of a changing world • Ensure early and consistent involvement of a diverse group of internal and external stakeholders and subject matter experts throughout the design process for all construction and remodel projects on each campus	
Guided Pathways Implementation	• Review and better align program learning outcomes with employment and further education. Offer professional development to faculty to support such review. • Collaboratively review CCSSE results related to student engagement and design professional learning for faculty and staff based on survey findings. • Expand the integration of applied learning opportunities into ACPs and applicable coursework within each major. Work with Instructional Faculty Liaisons to engage more faculty into this work.	
Human Resources	Student Success and Equity (draft strategy) • Support 3-5 year implementation and sustainability plan • Respond to Campus Climate Survey • Enhance and increase professional development DEI programs for all employees that are responsive to a changing world	
Institutional Program Review	• Provide ongoing professional development opportunities to enhance the robust reflection of a Program Review.	

	• Identify Program Reviews that can serve as models to other programs. • With the collaboration of Budgeting Planning and Outcomes Assessment, identify areas of strength and areas of improvement in Program Reviews.	
International Education Advisory Committee	• Expand and increase the impact of international education across the curriculum o Establish a Program Coordinator position to oversee implementation of VIEs, Study Abroad, faculty development, and completion of International Education Committee goals o Support ongoing faculty development in international education through participation in conferences including the Community Colleges for International Development (CCID), California Colleges for International Education (CCIE) o Provide virtual international exchanges (VIE) at a scale that allows for wide engagement and participation o Provide resources and guidance to faculty seeking to develop short-term study abroad programs o Expand co-curricular activity opportunities for students and faculty (VIEs, speakers, programs, etc.)	
Library	• Increase information literacy awareness institution wide. • Increase diversity, equity, & inclusion (DEI) materials in the collection. Create online guides to reflect DEI themes (eg/ Dia de los Muertos and Veterans guides are recent examples).	
Online Education	Current Online Ed Plan: • Enhance support and clarify procedures for faculty involved in online education. Planned: • In partnership with the Academic Senate, C3 Teaching & Learning Center, PDP, and academic departments, continue to support faculty teaching online through: o Hiring the instructional designer position approved through program review in 2020 o Identifying and promoting innovative and effective practices for equity-minded online instruction o Providing an array of support options (workshops, resources, peer mentors, PROJECT certification programs, etc) for faculty to use the MiraCosta Online Class Quality Guidelines when designing, teaching, and enhancing online classes to improve student equity and success o Collaborating on faculty and student support initiatives for online education within specific	Online Education Plan

	disciplines, departments, ACPs, student equity programs, etc. o Updating and effectively deploying the MiraCosta DE Handbook as a key resource for faculty teaching online • Continually assess the effectiveness of MiraCosta's online education technology environment, and make enhancements as needed. Establish guidance for evaluating, selecting, and implementing online education technologies, at any level from institution-wide to faculty/course-specific. • Identify, promote, and support promising and effective practices for faculty when implementing OER/ZTC resources.	
Outcomes Assessment Committee	• Expand recruitment of faculty across disciplines and student services professionals to support and encourage participation in the core competency assessments. • Develop and streamline the reporting process for core competency assessments so that data can be easily input and disaggregated. • Provide ongoing professional development opportunities to promote transparency in teaching and learning. • Provide ongoing professional development opportunities to develop equity-minded and culturally relevant outcomes and assessments.	
PADEI, DeqCC HR, Equity, Pres. Office	Convocation Sessions Fostering Equity: • Dr. Pedro Noguero • Dr. Veronica Keiffer-Lewis	

PADEI, HR, Equity, Academic Senate, Pres. Office	• Academic Senate - passed a resolution to Support the Development of an Ethnic Studies Department on February 19, 2020, that directed the following work:
	   o Support the creation of a faculty led workgroup that will develop a plan to create an Ethnic Studies program that is sustainable.
	• Academic Senate - passed a resolution on Black Lives Matter and Call to Action on June 25, 2020, that directed the following work:
	   o Work with Administration to create a Student Conduct and Police Advisory Committee
	   o Commitment to reviewing policies and practices within its purview through a race-conscious and anti-racist lens.
	   o Establish the Cultural Curriculum Collective, a professional learning program that focuses on data and helps transform faculty pedagogy, syllabi, and course materials through an equity framework. Faculty also develop culturally relevant resources.	

	o Work with Courses and Programs to review degree and graduation requirements through an equity and anti-racist framework. • Collaboratively selected books for campus wide reading and discussion. Provided books to employees and hosted 4 separate discussion/learning events on: o Sentipensante - Dr. Laura Rendon o So you Want to Talk About Race? Ijeoma Oluo o How to be an Antiracist-Ibram X. Kendi	
Professional Development Program (PDP), TREC, and DEqCC	• Explore the possibility of developing a faculty mentor program to address candidate needs: onboarding, navigating the tenure review process, creating relationships that cultivate a sense of belonging, developing culturally responsive teaching practices, and encouraging sustainable habits to promote a healthy career.	
Service Learning	• Service learning is a form of experiential education that partners academic instruction with community service. Students learn through participation in thoughtfully organized service activities that are course relevant and meet actual community needs.	
STEM Learning Center	• Required training for tutors includes components relating to equity and cultural competence, as well as understanding microaggressions, communication styles, and a connection with the Black Community Ally Training. The goal is to have a learning environment that is welcoming and safe for all students. • The STEMLC will promote connections between our supported courses and additional opportunities for undergraduate research, workshops and special events, and job opportunities both at MCC and outside.	
Strong Workforce	• Promote professional development in culturally relevant teaching and learning practices for career education programs • Support ongoing instructional design improvement in career education programs for improved online learning • Develop a sustainable model of work-based and contextualized learning opportunities across all disciplines, including professional development, coordinated learning activities, communities of practice, and colleague-to-colleague support	
Student Equity Department	• The Social Justice and Equity Center through several programming efforts, provides opportunities for faculty to present interactive workshops around issues related to social justice and equity. This strategy provides additional learning environments beyond the classroom on critical and contemporary issues related to social justice and equity.	

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Supplemental Instruction	• SI Leaders participate in training that includes collaboration strategies, group learning techniques, Socratic methods of facilitation and how to work with their faculty member to encourage student participation in SI sessions.	
Tutoring & Academic Support Center (TASC)	• CRLA International Tutor Certification Training is the foundation that all tutors receive throughout the academic year. Embedded within this training are new modules that attend to cultural proficiency/humility in an online environment. Professional development opportunities are focused on Student Equity program activities. Specific conferences and organizations (ACTLA) integrating anti-racism structures and tutoring/learning assistance are made available to all employed tutors/coaches. • Graduate interns provide leadership and mentoring for tutors as well as program development. • Academic Success Coaches receive additional training utilizing empathic practices that develop student resiliency, identity, and excellence.	
Various	• **Equity-focused and scaled Guided Pathways framework:** Using leading indicators based on guided pathways momentum points, continue to proactively design and deploy key components of a guided pathways framework with a particular focus on areas where students are not progressing in their academic journey and on scaling the practices to ensure that all students in disproportionately impacted groups are supported. • **Culturally sustaining pedagogy in the classroom:** Create intentional opportunities to integrate cultural perspectives into the learning experiences. Research shows that culture is central to not only communication and receipt of information, but also in shaping learning. Utilizing Student Equity categorical funds and partnering with other grants to intentionally create professional development opportunities for MiraCosta community members to attend equity related conferences and trainings to increase learning around culturally sustained pedagogies and contextualized learning. • **Academic Success and Equity Programs (also listed under a different goal):** ASE programs provide dedicated counseling, learning communities, culturally relevant curriculum and connection to instructional faculty, and critical skills in the areas of financial literacy, time management, coping skills, and educational planning.	Student Equity Plan 2019-22
Writing Center	• The WC in integrating antiracism into its hiring practices, training processes, and mission statement as demonstrable ways of increasing equity. This includes	

	creating WC Insiders which offers ASE faculty and their students insights into WC hiring to demystify the process. For training, it includes practice in responding to microaggressions as staff build rhetorical resources they can use while working with student writers. • The Letters faculty and Writing Center cooperatively run a community of practice for faculty so that embedded tutors can be integrated into writing courses in ways that build community in the classroom. This has included sharing resources to reduce linguistic bias as well as creating new ways of embedded tutoring to work in asynchronous environments. • Peer writing consultants provide and engage in multimedia presentations through the Southern California Writing Centers Association Showcase. This deepens learning as well as connecting MCC students with many public and private transfer institutions. • Learning coaches engage in conferences in a variety of ways which allow them to both learn and present about ways of building equity, reducing master narratives through self-reflection and innovation, and maintaining currency in the fields of writing and tutoring.	

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.		
Department/Program/ Committee/Group	Strategy	Other plan(s) containing strategy
Administrative Services/BPC	• Improved transparency regarding resource allocation process by communicating at each step of the resource request prioritization process • Allocating college resources to support scheduled maintenance and instructional materials needs when funding was not provided by state	
Dual enrollment	• Identify resources for robust support of the Dual Enrollment program.	

Advancement, Communication, and Public Information	• Help the institution stay focused on community needs, advocacy, and telling the story of the College and its successes:
	  o Increase interaction between the community and the College
	  o Enhance story telling about the College and student success
	  o Build support for the students and the College	

Facilities	• Purposeful allocation of resources, making strategic investments in technology and facilities, and developing sustainable design practices to create a supportive, financially responsible, and environmentally conscious learning environment
	  o College projects meet LEED Silver building certification at a minimum, and are designed to reduced environmental impact and meet the sustainability goals of the college
	  o Total Cost of ownership is factored into the design and specification process for each project to reduce ongoing operational costs
	  o Building technology and infrastructure meet the current programmatic requirements and are designed to be flexible to meet evolving needs	

Human Resources	• Balancing Online and On-campus working and learning for the future (draft strategy)
	  o Enhance online learning and technology endeavors (online certifications)
	  o Provide for the future of learning and working through a flexible, balanced work environment
	• Safe Campus
	• Academic Impressions
	• Participate in the California Community College Equity Leadership Alliance in collaboration with the USC Race & Equity Center
	• Leadership Development through USC -Estela Bensimon
	• Student Access (draft strategy)	

	o Invest in new programs: ethnic studies, economic recovery and workforce development programs o Invest in existing instructional programs to expand as needed: automotive, biomanufacturing, health care (short and medium term), and noncredit vocational o Support enrollment management plan and educational master plan • Student Success and Equity (draft strategy) o Support 3-5 year implementation and sustainability plan o Increase DEI staffing through recruitment, retention, and development strategies	
Futures Thinking and Planning	• Build capacity and tools across the District in order to maintain a futures focus and build a futures community	
Institutional Program Review	• Enhance resources that will assist in the execution of the Program Review process. • Create and implement the new process for academic and nonacademic program review validation. • Create a new Program Review handbook that correlates with Campus Labs. • Provide ongoing Campus Labs tutorial videos. • Provide an ongoing academic year Program Review timeline. • Program Reviews that can serve as models to others. • IPRC has volunteered mentors to support our Program Review authors.	
International Education Advisory Committee	• Increase virtual opportunities as a sustainable method to foster wide access to international education experiences • Maintain a vibrant and self-sustaining international student program	
Learning Centers	• The Learning Centers are integrating spaces at all branch campuses to provide a consistent source of support for students. This model can be more sustainable and allow for additional collaboration between permanent and temporary staff to build their skills and abilities related to student support.	
Online Education	Current Online Ed Plan: • Ensure Online Education is in compliance with external regulations. Planned: • Implement processes to ensure compliance with regulations related to state authorization to offer distance education to residents of other states. • Enhance resources and support to help faculty develop online courses that comply with accessibility regulations.	Online Education Plan
Strong Workforce	• Expand computer lab space for computer science and computer systems and information technology courses	

	• Support expansion of research and planning resources for improved evidence-based decision-making • Expand internal stakeholder knowledge of career education pathways that lead to in-demand, high-wage careers for better advising of students	
Supplemental Instruction	• The SI Program recruits MiraCosta College students to become SI Leaders. Faculty who work with the SI program recommend their own students to work with them in future semesters. • Further, SI Leaders have the opportunity to transition into SI Mentors. The SI Mentors help new and returning SI Leaders develop in their roles as facilitators and also help the Program Supervisor develop training for the SI Leader team. • SI Leaders and Mentors have also been provided opportunities to attend and present at local conferences which helps in their professional development at MiraCosta and beyond.	
Tutoring & Academic Support Center (TASC)	• Learning coaches, Administrative support, classified para-professionals, and Faculty reside across the district virtually and on-ground to deliver competent and holistic service delivery.	