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AGENDA

- I. Call to Order
- II. Roll Call
- III. 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.
- IV. Changes to Agenda Order
- V. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of September 3, 2021
- VI. Reports
 - A. Academic Senate President – *Lara*
 - B. College Superintendent/President – *Cooke*
 - C. Classified Senate – *Phillips*
 - D. Associated Student Government – *Siebelink*
 - E. Redesigning the Student Experience – *Ha*
- VII. Old Business
 - A. Approve AY 2022-23 Academic Calendar – *Bonds*

Description: AAC has forwarded two options for the 2022-23 MCC Academic Calendar to consideration, as requested by the body at the last meeting. Option A (previously presented) rearranges flex days to avoid having hanging "Mondays" / "Fridays." In particular, it features an earlier start date for fall flex week, shortened flex weeks in fall and spring, and flex days during the week of Thanksgiving. Option B is a more "traditional" option, which has converted one finals day into an instruction day to account for the appropriate number of days/hours. This discussion will be the 3rd read. AS is asked to approve one of the options presented.
 - B. Local AS Goal Setting – *Lara*

Description: The AS body will discuss creating SMARTER goals: Specific, Measurable, Achievable, Relevant, Timebound, and have an Evaluation mechanism. Conversation will continue from the AS retreat and previous meeting. Senators will further refine goals in small groups and present formalized goals for adoption at the next AS meeting.
- VIII. Information / Discussion
 - A. Updated Draft of the Educational Master Plan (EMP) – *Tarman, Hill (9:50am Time Certain)*

Description: An updated draft of the EMP, which incorporates the new College goals from the long-term planning framework with a focus on establishing strategic and action-oriented theses, will be provided to Academic Senate for input.

IX. Senator Reports

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

X. 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). Meetings will 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.



UNOFFICIAL MINUTES

I. Call to Order

Academic Senate President, Luke Lara, respectfully acknowledged that the meeting is being held on the traditional territory and homelands of the Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among the Ipai and Kumeyaay people. In addition, we want to pay respect to elders, both past and present, the respected keepers of history, culture, wisdom, and knowledge. The meeting was called to order at **9:01am**.

II. Roll Call

Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Yessenia Balcazar, Sunny Cooke (ex-officio), Karla Cordero, Zulema Diaz, Jim Julius, Himgauri Kulkarni, Luke Lara (President), Delores Loedel, Tyrone Nagai, Gilbert Neri, Brian Page, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (President-elect), Krista Warren

Others present: David Bonds, Nery Chapeton-Lamas, Sean Davis, Erica Duran, Jonathan Fohrman, Scott Fallstrom, Maria Figueroa, Anne Fleming, Jacqueline Gomez, Mary Gross, Thao Ha, Steven Moreno-Terrill, Shannon Myers, Al Nyman, Jessica Perez-Corona, Ingrid Phillips, Beth Powell, Jeanine Sepulveda, John Siebelink (ASG representative), John Thomford

III. Persons Wishing to Address the Senate

Alicia Lopez spoke to provide a status update on AS' resolution on the support of the development of an Ethnic Studies program. She shared that there is a need to develop a genuine Ethnic Studies Department with discipline experts, noting two classes have already been approved for CSU GE Area F (Ethnic Studies). The Ethnic Studies workgroup is now working on a faculty hiring request for one Ethnic Studies full-time faculty member.

Mary Gross, Carl Banks, and Jeanine Sepulveda shared their insights about the academic calendar. Their concerns focused on the direct impact the changes could have on student equity, enrollment, and success which could be detrimental to college completion. It could negatively impact enrollment and places extra stress on associate faculty, full-time faculty, and classified professionals. Concerns were also expressed about Thanksgiving week and the short time between the end of summer and fall Flex week. This is also a concern for classified professionals who use that time to get ready for the fall semester. It was also asked there be more collaboration between AS and CS.

MSU (Warren / Safaralian) to extend public comment by ten minutes.

Jessica Perez-Corona and Anne Fleming expressed their concerns as classified employees regarding the academic calendar when it comes to recruiting, hiring, and training classified professionals and students. The Writing Center relies on the non-instructional time and flex week to engage in the foundational training of peer writing consultants.

Erica Duran expressed her full support for an ES program. She also echoed the many concerns about the 22-23 academic calendar noting noncredit faculty, as well as concerns of a possible significant decrease in enrollment due to this early start of the calendar.

IV. Changes to Agenda Order

Old Business items A. and B. will be pushed back by 10 or 15 minutes.

V. Consent Calendar

A. Approve Minutes of the Regular Meeting of August 13, 2021

B. Approve Minutes of the Retreat on August 13, 2021

C. Ratify Updates to Faculty Committee Assignments AY '21-'22

D. Ratify Faculty Appointments to Statewide Committees/Workgroups AY '21-'22

The consent calendar items A through C are approved by unanimous consent.

Item D. Ratify Faculty Appointments to Statewide Committees/Workgroups AY '21-'22 was pulled from the consent calendar for discussion.

MSU (Warren / Bairstow) to approve consent item D, Ratify Faculty Appointments to Statewide committees/Workgroups AY '21-'22.

It was asked why this item appeared on the Consent Calendar. AS President, Lara, noted that the ASCCC president appoints faculty to the statewide committees in consultation with the local AS president. All faculty are welcome to volunteer to serve on statewide committees by applying at www.ASCCC.org. This item did appear on the calendar last fall.

VI. Reports

A. Academic Senate President

AS President, Luke Lara, submitted a written report with the agenda. He wanted to acknowledge the heartbreak of war and natural disasters and those trying to escape the horrors of what is going on in Afghanistan, as well as, the victims of hurricane Ida. He shared that AS has scholarships given to students each year and regularly receive thank you letters. Sophia Gonzales and Kari Brayall sent their heartfelt thanks for their scholarships.

B. College Superintendent/President

Superintendent/President, Sunny Cooke, submitted a written report with the agenda. She also thanked Jonathan Fohrman for stepping up to lead the Instructional Division until the new VPI, Dennee Pescarmona, starts on September 27th. The ACCJC Accreditation process begins now. About 50 people will undergo training on 9/13. The college will take a tri-chair role approach to the four standards. A reminder was given to those instructors who teach on ground to be sure that the students on their rosters denoted with a red mark by their name are cleared to enter class each session. These students have vaccine exemptions and are required to do a Covid test each week. If they do not show clearance, they are to leave the class session until they receive clearance. There has been a significant increase in fraudulent students across the state and nation. Identity theft is involved and financial aid fraud is being attempted. Please be sure that if there are signs that a student is not really in your class to engage, raise that issue. Signs include, failure to attend, failure to participate, and submission of off-topic assignments. Contact A&R with questions and for assistance. Emergency aid to students will begin just after census day. Students will receive money within a week or two. If you know of students in need, submit a CARE referral form and the CARE department will determine what kind of assistance might be needed.

C. Classified Senate

CS Vice President, Ingrid Phillips shared that CS has completed and filled all their committee assignments. They are actively soliciting applicants for the Leadership Program. Faculty are also encouraged to participate.

D. Associated Student Government

ASG Executive VP, John Siebelink, noted ASG is conducting interviews to fill senator and students at large positions. At their meeting of last Friday, they recommended nine students to be appointed to the full ASG. They passed unanimously. Several students were sworn in at that time and others will be sworn in next Friday. ASG will be fully staffed at that time.

E. Redesigning the Student Experience

Faculty Lead, Thao Ha, submitted a written report with the agenda.

VII. Old Business

A. AY 2022-23 Academic Calendar

AAC has forwarded a 2022-23 MCC Academic Calendar option for consideration. This option rearranges flex days to avoid having hanging "Mondays" / "Fridays." In particular, it features an earlier start date for fall flex week, shortened flex weeks in fall and spring, and flex days during the week of Thanksgiving. Note – this version is corrected to reflect 176 days on contract, instead of 177 days: one day of finals is eliminated to account for the extra day that was presented on 8/13/21. This discussion will be the 2nd read of three total. Nine senators shared concerns and questions from constituents that reflected those expressed during public comment at the beginning of this meeting. Discussion ensued around student and faculty impacts, whether the changes being proposed are driven by student success, and if we should consider a compressed calendar as a long-term solution. Dr. Cooke clarified that the District has the obligation to negotiate the impacts of changes to the calendar. For future calendars, it was asked to consider a more inclusive approach to developing the calendar with a committee that invites the voices of

unions, employee groups, students, faculty, and administrators (e.g., AP4010). AS President, Lara, took an informal poll to assess whether this calendar as presented would be approved, and there was no support. He asked Bonds to have AAC bring forward another option, a more traditional calendar for the next AS meeting. He also directed Bonds to have AAC broaden the membership of the calendar taskforce and work with administration to begin exploring a compressed calendar.

B. Local AS Goal Setting

The AS members began discussing and creating SMARTER goals: Specific, Measurable, Achievable, Relevant, Time bound, and have an Evaluation mechanism. This conversation began at the AS retreat. AS members broke up into three groups in breakout rooms to discuss three broad goal themes: Communication, led by Luke Lara; Teaching and Learning, led by Leila Safaralian; and Engagement, led by Robin Allyn. It was asked that the three groups present a rough draft to report out at 11am. Lara, Safaralian, and Allyn each gave a brief report of what was discussed in their breakout rooms. Between now and the next regular AS meeting goals will continue to be refined.

VIII. Information / Discussion

A. Academic Outcomes Assessment Committee (OAC) Handbook – Fall 2021

Jonathan Fohrman presented on behalf of OAC Chair, Shannon Myers. The Fall 2021 Outcomes Assessment Committee Handbook was presented to Academic Senate.

It was noted that it had been a while since the handbook was updated. It was worked on during the last two years. It is now more streamlined, more relevant, provides more resources, and was looked at with an equity lens. Discussing ensued around Associate Faculty participation in the SLO evaluation and assessment process, and on the need for student service learning outcome examples. They are hoping that as colleagues engage in the learning outcomes process they will bring recommendations to OAC to evaluate.

IX. Senator Reports

Faculty were encouraged to become a member of Faculty Associate of California Community Colleges ([FACCC](#)) for only \$7/month for AF and \$21/month for full-time faculty. FACCC provides weekly updates about their advocacy work for professional work as faculty as well as, advocacy from faculty unions. Bairstow reminded faculty to inform students of the resources and benefits available to them. Allyn announced that there are two committees looking for faculty to join; DEqCC and the Faculty Awards Committee. Reach out to Allyn if interested. Balcazar advised that EOPS is still accepting students. Applications are available online through the student SURF account. Students will benefit from the \$300 book voucher and faculty support. Julius stated that almost 500 students attended his student orientation in the first two weeks of the semester. He asked that faculty recommend their students attend. Many students are still brand new to online learning and need the help. Ramirez noted there is still a great need for access to technology. There have been over 500 technology requests and there is still a limit to what can be done for students. Students need the technology and the right tools to be set up for success. There are students who are struggling to remain in class. Cordero gave praise to Zulema Diaz for her workshop and loved practicing normalizing conversations for self-care and having those conversations with students. It is important to continue the conversations about mental health and to check in with students and yourselves. Safaralian acknowledged the Bookstore for doing an amazing job to support students. They have been a great partner in this hard time. The new manager of the bookstore is Cara Michalk at c.michalk@follett.com. As well, Kimberly Holmes at kholmes@miracosta.edu can be reached for questions. The Bookstore phone number is 760-795-6630.

X. Adjournment – The meeting adjourned at 11:27am.



AS President's Report on 9/17/21 – Luke Lara

1. At College Council, we have created a Policy and Procedure Assessment Schematic (see attached) for all groups that review and recommend changes to APs and BPs. We adopted this assessment schematic from Sacramento City College and over several College Council meetings, we adapted it to our institutional needs and value system. This is meant to provide an equity-minded structured and systemic evaluation of BPs and APs at every step of the process as they migrate from author to committees and up to College Council and finally to the Board. The schematic has 5 steps to evaluate policies and procedures. All AS Subcommittees and authors of BPs/APs are requested to make brief notes in the portal of any changes that are related to this schematic. (See image below.) College Council will evaluate the utility of this schematic next fall.
2. The ASCCC is aware of concerns at local colleges regarding the potential ending of the Brown Act allowances that the governor created with his executive order N29-20 at the start of the pandemic last spring. They have been in conversations with the Chancellor's Office, including the Chancellor's Office legal counsel, as well as legislators and the governor's office, about the need to extend these exceptions. There is legislation that is headed to the Governor's desk (AB 361; Robert Rivas, 2021, as of 10 September 2021) that would allow the current allowances to be maintained during a declared state of emergency. **This bill was amended to go into effect immediately if signed.** ASCCC will continue to update the field as more information becomes available. I have been in contact with AS Subcommittee chairs and have requested that they have a back-up plan of securing campus rooms for meetings starting in October.
3. This is National Hispanic Serving Institution Week (September 13 – 19, 2021). MiraCosta College is a proud Hispanic Serving Institution. Several faculty members have organized events. Puente professors Sinar Lomeli and Violeta Sanchez are presenting PUENTE 101 workshop to highlight the 32 years of transfer excellence at MiraCosta College. Also, professors Maria Figueroa, Jim Sullivan, and myself have created a learning community this fall called the La Cultura Cura Series: Chicanx / Latinx Learning Circles to frame equity-minded practices and culturally relevant pedagogy within the context of our HSI status. Both PDP Coordinator, Denise Stephenson, and Superintendent/President, Cooke sent out emails on Monday with several Flex eligible educational and engaging activities related to celebrating and understanding our HSI status.
4. Congratulations to math professor Zika Perovic who mentored a team of students to win Second Place for the 2021 American Mathematical Association of Two-Year Colleges Student Research League Competition.

COLLEGE POLICIES & PROCEDURES ASSESSMENT

Use steps 1–5 to evaluate policies & procedures.

1



AUDIENCE

Who is this for?

- Students?
- Employees?
- Community?

2



PURPOSE

What is this doing
or what is this
supposed to be
doing?

3



EQUITABLE IMPACT

Consider who might benefit
from this or who has already
benefited from this.

Consider who might NOT
benefit from this.

5



RECOMMENDATION

1. Keep?
 - a. Can it be more accessible?
 - b. Should it live elsewhere?
2. Change?
 - a. Repeat steps 1–5.

4



REQUIREMENT

Does some governing body
(ACCJC, CCCCC,
MiraCosta CCD, USDOE),
Title 5, or government code
require the college
to have this?



2022 - 2023 Academic Calendar

OPTION A - Flex Week during Thanksgiving

June 2022

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

Summer school could begin on 6/6 so it ends on 7/29
and impact for high school students

August 2022

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15+1 16+1 16+1 16+1 15 15+1
82 16 17 17 17 15

165 Instructional days

10 Flex days

1 All college

176 Total

Time Added Fridays-No time blocks
Friday classes submitted as daily class attendance

January 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15+1 16+1 16+1 16+1 15+1 15
83 16 17 17 17 16

26th is half/half

Begin both semesters on Saturday to get the 16 Saturdays for labs
Saturday classes could start on the 21st

The 17th has options but this is the only 4-day
weekend option

Time Added Saturdays-No time blocks
Saturday classes submitted as daily class attendance

2022 - 2023 Academic Calendar

OPTION B - Friday during fall finals is a regular day of instruction

June 2022

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

Summer school could begin on 6/6 so it ends on 7/29
aid impact for high school students

August 2022

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

82	15+1	16	16+1	17	16+1	15	15+1
	16	17	17	16	16		

Time Added Fridays-No time blocks
Friday classes submitted as daily class attendance

165 instructional days
10 flex days
1 All college
176 On Contract

January 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023

S	M	T	W	Th	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023

S	M	T	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15	15+1	16	16+1	16+1	16+1	15+1	15
16	16	17	17	17	16		

26th is hal/half
Time Added Saturdays-No time blocks
Saturday classes submitted as daily class attendance

Friday classes could start on the 21st

The 17th has options but this is the only 4-day weekend option

4
5



MiraCosta Community College District

Educational Master Plan Update

Fall 2021

Executive Summary

To be completed at the end of preparation.

DRAFT

I. INTRODUCTION

MiraCosta College recently developed a framework to guide its long-term planning efforts. The framework outlines the College's guiding statements related to mission, vision, values and commitment as well as the 2020-2026 planning goals for the institution. It also provides for the incorporation of strategies within individual college-wide planning documents rather than a separate strategic plan. MiraCosta College's Educational Master Plan is one such college-wide planning document, the most recent version of which expired in 2020.

This document serves as an update to that Educational Master Plan. It outlines the instructional and educational support strategies that are currently in place or planned in the near term to help the College move forward in achieving its long-term planning goals. It also outlines the planning strategies that can be deployed by the college to adapt to ever changing conditions within the world of community colleges and higher education in general.

II. OVERVIEW OF THE DISTRICT

MiraCosta College opened in 1934 as the Oceanside-Carlsbad Junior College with approximately 120 students and 20 faculty members. While initially part of the Oceanside-Carlsbad Union High School District, the College separated in 1960 and in 1965 adopted the name MiraCosta College. The MiraCosta Community College District (MCCD) lies along the southern California coast between Orange County on the north and San Diego to the south. It includes the cities of Oceanside, Carlsbad, Encinitas, Solana Beach, and Del Mar; the community of Rancho Santa Fe; and portions of Carmel Valley and U.S. Marine Corps base Camp Pendleton. The College continued to grow during the latter part of the 20th century and now, well into the 21st century, MiraCosta College employs 2,520 faculty, staff and administrators, and serves over 15,000 credit and noncredit students.

The College offers instructional programs at four locations in Oceanside and Carlsbad: the Oceanside and San Elijo campuses offer comprehensive career education and transfer programs; the Community Learning Center offers robust general noncredit, adult high school, English as Second Language and short-term vocational programs; and the Technology and Career Institute (TCI) that offers short-term, not-for-credit and career training programs. In addition, in 2017, MiraCosta became one of only 15 colleges in California to offer a bachelor's degree when it introduced its Biomanufacturing program.

MiraCosta College is a designated Hispanic-Serving Institution and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. It also holds accreditations for its various nursing programs and is approved

by the California Department of Education for the training of veterans under the provisions of the G.I. Bill of Regulations.

III. INSTITUTIONAL GUIDING STATEMENTS

1. Mission

The mission of the College describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement.

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.

2. Vision

The vision of the College is a statement of an organization's overarching aspirations of what it hopes to achieve or to become.

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

3. Commitment

The College developed a statement to articulate its commitment to equity, including the populations most impacted.

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.

4. Values

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

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

IV. DATA SUMMARY, PROJECTIONS AND TRENDS

MiraCosta College places great importance on the use of quantitative and qualitative data for collaborative planning and decision making. Regular and intentional review of data can lead to the development of effective strategies and the deployment of evidence-based practices, as well as the evaluation of those practices with an eye toward continuous improvement. In addition, the College recognizes the importance of engaging in futures thinking in order to build a just, equitable and sustainable educational environment.

A. Data Summary

For the preparation of this plan, data were reviewed in categories related to the community, the college, its students and its employees. Below are some key data points that will impact, or be impacted by, the instructional programming of MiraCosta College.

1. Community

- **MiraCosta's service area is getting older.** By 2035, there is anticipated to be an increase in populations over the age of 50, but a decrease in populations with age ranges of 18 to 19 and 25 to 29. Between 2010 and 2019, there has been a 12.3% growth in the population (from 384,084 to 418,554 residents); however, the population of older residents (50+ years old) has grown by 22.4% (from 118,329 to 144,847 residents) while the under 18 population has decreased by 1.2% (from 92,178 to 91,708 residents) in the same timeframe.
- **MiraCosta's service area is becoming more diverse.** By 2050, the MiraCosta service area is expected to be more diverse (with increases in Latinx and Asian/Pacific Islander populations). For example, between 2010 and 2019, the proportion of white residents has declined from 68% to 62%, whereas the

proportion of Latinx residents has increased slightly from 18% to 19% and the proportion of Asian/Pacific Islander residents has increased from 9% to 13%.

- **Geographically, there are age, race/ethnicity and educational attainment variations within the service area.** Age categories are consistent across all of the MiraCosta service area, with the exception of the Oceanside/Camp Pendleton area which has approximately double (11%) the average percentage (7%) of the population in the 20-24 age range in 2019. While White residents make up the dominant proportion of the population (73% to 78%) in the coastal services areas (e.g., Carlsbad, Encinitas, Cardiff), Latinx students constitute from 36% to 43% of the population from northern coastal and inland services areas (e.g., Oceanside, Vista, San Marcos). In the coastal regions south of Oceanside, at least 60% of the adult population possess a bachelor's degree or higher. In Oceanside and inland portions of the service area, 44-47% of the adult population have an educational attainment of a high school diploma or some college, but no degree, while 13-17% of adults have less than a high school diploma.

2. Student Demographics

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

- **Credit enrollment peaked in 2015-16 and has declined in recent years.** While credit enrollment was declining pre-COVID-19, in 2019-20 it dropped by 4.1%. The 4% drop mirrors an expected drop due to a dearth of recession-era (2008) births, one that is expected to increase to as much as 16% between 2025 and 2029.
- **Non-credit enrollment has fluctuated slightly.** Overall noncredit enrollment has seen minor fluctuations and increased slightly between fall 2011 and fall 2019 (from 11,159 to 11,706). In a snapshot taken of its member institutions in 2020 by the American Association of Community Colleges, they found that 47 percent of students enrolled in fall 2018 were in non-credit bearing courses.
- **The gap between the percentage of White and Latinx students has closed over the past seven years.** In 2019-20, White students represented 38.9% of the student population and Latinx students represented 38.1%.
- **The percentage of students by admit type has remained stable over the past seven years (2012 to 2018).** While the percentage of high school graduates increased slightly from fall 2013 to fall 2019, the percentage of first-time students, continuing students, returning students and transfer students has remained largely the same.
- **The enrollment of part-time students decreased and full-time students increased from fall 2013 to fall 2019.** While the enrollment of part-time students declined from 67.1% to 62.2% from fall 2013 through fall 2019, the

percentage of full-time students (defined as a minimum of 12 units) increased from 33.0% to 37.8% during the same time frame.

3. Student Success

- **Overall course retention rates for first-time in college (FTIC) students have remained consistent over time but equity gaps exist.** Overall course retention rates over the past seven years have ranged from 82.8% to 85.8%. Black/African American students experience the lowest average course retention rates (79.8%) while Asian students demonstrate retention rates of 89.8%. Younger students (18-24 years old) experience higher average course retention rates (85.3%) than students 41 years and older (less than 80%).
- **Equity gaps exist for FTIC students in course success rates.** Females succeed in first year courses at rates three to five percentage points higher than their male counterparts. Asian students demonstrate consistently higher average levels of first year course success (79.5%) while Black/African American students have lower average course success rates (56.5%). Similar to course retention, younger students (under the age of 18) are successful in first year courses 77% of the time, while students over the age of 50 experience the lowest rates (51.7%).
- **As with course retention and success, fall-to-fall persistence rates remain fairly consistent over time, but equity gaps exist.** In 2019-20, Asian students persisted from fall to fall at a rate of 73.5% while White and Latinx students persisted at rates of 63.8% and 58.7%, respectively. Black/African American students persisted at a rate of 45.6%.
- **The overall number of awards granted has increased since 2013-14.** While the number of high school diplomas has remained steady over the past seven years, the numbers of degrees and certificates have seen fairly steady gains. In 2019-20, a total of 2,141 degrees and 2,075 certificates were awarded. This represents a percent growth of 62% for degrees and 45% for certificates.
- **The percentage of students earning degrees and certificates has also increased over time.** The percentage of first-time, credit students receiving a degree or certificate within three years of their first fall term increased from 15.7% in 2013-14 to 19.5% in 2017-18. In addition, MiraCosta awarded its first ever bachelor's degrees to 22 students in 2019-20.
- **MiraCosta Allied Health students are highly successful in passing their certification exams.** Between 2013-14 and 2019-20, Licensed Vocational Nursing (LVN) students had a 100% pass rate on their board certification exams. Nursing and Certified Nursing Assistant students had an average pass rate over the same period of 97%.

4. Employee Demographics

- **The number of full-time faculty has increased over the past five years, and they are slightly more diverse.** The number of full-time faculty increased by 15.7% from fall 2015 to fall 2019. The diversity of the faculty has changed

over the past five years (fall 2015 to fall 2019) with Latinx (20.4%) and Asian (8.7%) faculty increasing by two percent each, while White faculty (59.7%) decreased by four percent. Thirty-six percent of the faculty are over the age of 44 and 54.9% identified as female.

- **The majority of associate faculty are older and female.** In fall 2019, 56.3% of associate faculty were 45 or older and those who identified as females made up 63.6%. The percentage of White faculty declined over the past five years by three percent (66.5%), while Latinx faculty have increased by two percent (15.2%).
- **More than half of classified staff employees are female, white and over the age of 44.** While 52.8% of classified staff are White, the percentage of Latinx classified employees has increased over the past five years (fall 2015 to fall 2019) from 23.8% to 30.0%. In fall 2019, 50.3% of classified employees were over the age of 44 and 62.5% identified as female.
- **The majority of administrators are over the age of 45 and identify as female.** In fall 2019, 75.1% percent of administrators were over the age of 45 and 59.4% identified as female. The percent of Latinx administrators has increased over the past five years (fall 2015 to fall 2019) to 15.6% while the percentage of White administrators has decreased from 68.0% to 62.5% during the same period.

5. Labor Market and Program Alignment

- **Healthcare-related occupations are projected to grow faster than other occupations in San Diego County.** Healthcare support occupations are projected to increase 28.0% by 2029. During that same timeframe, healthcare practitioners and technical occupations are projected to grow at a rate of 15.0%.
- **A diverse array of College CE programs have employment rates that exceed regional and state rates.** The CE programs with the top employment rates range from 65.0 to 76.0 percent and seven of the top ten programs exceed regional and statewide highs. These programs cover a wide range of disciplines including technical theater, design, biotechnology, CSIT:Business Information, Business Administration and Management, Commercial Dance, and Music Technology.
- **MiraCosta's top 20 career education programs prepare students for living wage jobs.** Of the top 20 career education programs at MiraCosta College, half of them pay living wages upon entry and all of them have average earnings that are above a living wage (defined as providing necessities for one adult and one child without relying on public assistance). Seven of the top ten programs in terms of total completions (Business Administration and Management, Child Development, Biotechnology and Medical Administrative Professional, Nursing, Business Marketing and Sale, and Automotive Technology) all showed positive change in available jobs between 2016 and 2019.

- **Enrollment and completion demographics for the top 20 career education programs mirror overall college demographics.** Enrollments and completions into the top 20 career education programs largely reflect the overall demographics of the college with respect to race/ethnicity and gender. This points to equitable access and success in those top programs which will also lead in large part, as stated above, to living wage jobs. In 2019-20, across the demographic categories of race/ethnicity, gender, and socioeconomic status, 80 to 100 percent of all completions in the top 20 career education programs were linked to jobs requiring less than a bachelor's degree but leading to a living wage.

B. Enrollment Projections

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

Locally, enrollment projections based on San Diego Association of Governments (SANDAG) population forecasts and MiraCosta average participation rates show a decrease in student headcount from 2020 to 2025 and flat growth from 2025 to 2030. Utilizing a combination of MiraCosta College enrollment data for service area zip codes, SANDAG population estimates, and SANDAG population forecasts, student headcount would be expected to decrease by 1.6% from 2020 to 2025 and then level out from (-0.1%) 2025 to 2030. These declines are driven by lower population forecasts for those between the ages of 18-29 years, which comprise nearly three-fourths of the student headcount.

C. Other Relevant Trends in Higher Education

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

- Higher education institutions will need to find new funding avenues as budget cuts for public colleges deepen with declining enrollments.
- The costs of higher education will become a more visible barrier with transparent pricing available at other institutions.
- Online learning will constitute a larger part of the higher education pie but will continue to experience growing pains and perpetuate inequities related to such things as device availability and broadband access.

- The need for student crisis support will continue to escalate. Mental health challenges for students have only escalated during the pandemic and include increased consideration of suicide, increased substance abuse and other mental health stressors such as food and housing insecurity and unemployment.
- Diversity, equity, and inclusion initiatives are becoming a priority in organizations. These initiatives will influence recruiting and hiring practices, individual and organizational behaviors, and communication.
- Learners will no longer follow a single fixed path for learning. Educational institutions will need to provide flexible options that are timely and meet the needs of the working learner.
- Greater emphasis will be placed on closing the skills gap. One solution, competency-based education, is anticipated to continue slow and steady growth as technology changes the ways and rates in which people learn.
- Baby boomers aren't retiring, but instead are choosing semi-retirement. This means that job turnover from one generation to the next may be delayed.
- There will be increased competition across higher education to meet student expectations, including: availability of, and access to, online courses amongst community colleges and other higher education institutions; universities encroaching in more traditional community college spaces (i.e., offering associate degrees and workforce skill building); transitions of for-profit institutions to non-profit; increases in online education service providers; and new forms of credentials from non-educational entities (e.g., Google and IBM).
- Greater emphasis will be placed on retraining and lifelong learning as the U.S. workforce tries to stay competitive in the global marketplace and respond to technological changes. Students need to be entrepreneurial and resilient, with the ability reinvent themselves and their careers multiple times in their lives.
- There will be an increased demand for technology and data science skills. Education will be impacted by technology trends such as: access to high-speed networks, predictive analytics, virtual 3-D simulations, game theory, augmented reality, blockchain, artificial intelligence, cloud computing, and continued movement toward online educational resources.
- There will be continued pressure on sustainable practices and reducing environmental impacts.

V. INSTRUCTIONAL AND EDUCATIONAL SUPPORT STRATEGIES ADDRESSING INSTITUTIONAL GOALS

The MiraCosta College Long-Term Planning Framework document outlines four goals that were selected by the College for a sustained focus from 2020-2026. Each of the goals includes a broad statement in bold, along with intentional action phrases that can be addressed with more specific strategies within this and other college plans.

Numerous areas of the College have developed instructional and educational support strategies that are aligned with the goals of the Long-Term Planning Framework and are

either current or will be deployed within the next one to two years. Listed below are just a few samples of these strategies as they relate to the specific action phrases of the long-term planning goals. The complete list of strategies can be found in Appendix A.

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

... meet students where they are

- 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. (Counseling Support Services)
- 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. (Enter the Path Workgroup)
- Expanding hours for online services to include late night and weekend hours; allowing more access for students having childcare and transportation issues. (STEM Learning Center)

... create community

- Academic and Career Pathways (ACP) Success Teams will provide intentional community connections and points of contact and support for students throughout their educational journey to increase persistence and completion. (ACP Success Teams)
- Building connections for students with community organizations to ensure there is a “warm handoff” to ensure their long-term personal and academic success. (Campus Assessment, Resources, and Education [CARE] Program)
- 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. (Athletics & Intramural Sports)

... dismantle systems of inequity

- 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. (Guided Pathways)
- Increase alignment of career education programs to industry-recognized certifications and accreditation, including capstone certifications and credit for prior learning assessment. (Strong Workforce)
- Increase DEI staffing through recruitment, retention, and development strategies (Human Resources)
- 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. (Institutional Program Review)
- Implementation of Academic Success Coaching (ASC) at the Community Learning Center for noncredit courses will connect coaches within the classroom experience via mini workshop modules designed to assist students with the classroom environment and mastering college success skills. (Tutoring & Academic Support Center [TASC])

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

... provide workforce solutions

- 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. (Dual Enrollment)
- Provide paid internship opportunities with the community. (Strong Workforce)
- 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. (Outcomes Assessment Committee)

... prepare students to be active global citizens

- Foster Intercultural Competence and other competencies needed for global workforce (International Education Advisory Committee)
- 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. (Student Conduct)
- Increase co-curricular opportunities for students that enhance inclusion and cross-cultural competence. (Outreach, Enrollment and Retention)

... provide opportunities for cultural enrichment

- 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. (Student Equity Department)
- 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 (Facilities)

GOAL 3: MiraCosta College will foster academic excellence by:

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

- 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. (PADEI, HR, Equity, Academic Senate, President's Office)
- Identifying and promoting innovative and effective practices for equity-minded online instruction; 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. (Online Education)

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

- Involve students in clubs and organizations, student government and other activities. (Student Life and Leadership)
- 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. (Service Learning)
- 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. (Contextualized Teaching and Learning Program)
- 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. (Health Services)

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

- Develop and offer sessions that foster equity. Recent examples include convocation sessions with Dr. Pedro Noguero and Dr. Veronica Keiffer-Lewis (PADEI, DeqCC, HR, Equity, President's Office)
- 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. (Writing Center)

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

- 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. (Supplemental Instruction)
- Balancing online and on-campus working and learning for the future. (Human Resources)
- Leadership development through collaboration with University of Southern California Race and Equity Center (Human Resources)

... maintain a sustainable and transparent financial model

- Improved transparency regarding resource allocation process by communicating at each step of the resource request prioritization process (Administrative Services/BPC)

... reduce the environmental impact of our physical resources

- 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 (Facilities)

- 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. (Learning Centers)

VI. FUTURE FOCUS AND ADAPTIVE PLANNING

Traditional strategic planning approaches often depend heavily on past data trends and predictions about the future in order to develop a planning document with static strategies. In reality, the world in general, and the higher education community specifically, are rapidly changing.

A. Future Focus

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

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

Throughout 2021-22, MiraCosta College will be working to develop as a future-focused institution with a series of facilitator and participant trainings to build futures skills. Information from these trainings could be applied directly to MiraCosta's work.

B. Adaptability and Planning

A future focus is essential to planning. As mentioned above, the organization and individuals within it, need to be able to recognize key signals and drivers that may be used to forecast possible future scenarios. Forecasts can be fashioned into maps that can guide strategic planning as the institution works to shape the future. Such maps can be depicted as a two-curve model with the current status quo of the organization depicted on the left side and emerging future forces on the right side. The curves themselves represent the declining activities of the status quo and the nascent or emerging activities an organization can pursue to align with future forces. An example of such a two-curve framework was developed in 2013 as part of the California Community Colleges Doing What Matters for Jobs and the Economy initiative. [This framework](#) resulted in the identification of eight innovation zones and the strategies that had been developed to date to move the CCCs toward those future forces.

During the spring 2022 semester, MiraCosta will be building on the fall futures training by developing a number of two-curve models that may include – but are not limited to – the future of learning, equity, the college, students, higher ed and the community. Once

those curves are developed, they will be included in an appendix in an updated version of this document.

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

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

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

- Regularly collect and review intelligence/data on the College, the community it serves, and the higher education landscape to inform decisions about direction and priorities.
- Ensure that students remain the first priority.
- Maintain a finger on the pulse of technology changes and invest appropriately.
- Remain agile in responding to changing student needs and evolving higher education trends related to the delivery of instruction, services, skill building, and credentialing.
- Regularly review programs and activities to ensure that they align with the institutional mission, values and goals and are achieving the intended outcomes, making adjustments where necessary.

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.

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.		
Department/Program/ Committee/Group	Strategy	Other plan(s) containing strategy
Academic and Career Pathways (ACP) Success Teams	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Provide intentional First Year experience to assist students with career and education planning. Provide intentional community connections and points of contact and support for students throughout their educational journey to increase persistence and completion. Identify permanent staffing solutions for ACP Success Teams Monitor which program every student is in and how far along the student is toward completing the program requirements. 	
Administrative Services/BPC	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Campus Assessment, Resources, and Education (CARE) program: Focused on student basic needs by: <ul style="list-style-type: none"> Embracing a holistic and seamless approach to student learning and success; Connection to community resources in the areas of childcare, food, employment, financial, health/medical, housing, legal aid, mental health, technology, and transportation; 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 	

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	<p>Success Team focused on the personal and academic success of Student Athletes, particularly those who are disproportionately impacted.</p> <ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>Designing, constructing and upgrading facilities to ensure equitable access, enhanced student success and closing equity gaps by creating spaces for community and community building</p> <ul style="list-style-type: none"> • 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 location rooms, and Gender Inclusive restrooms 	

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Guided Pathways Implementation	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Increase student access to and participation in International Education through Virtual International Exchanges (VIE) and short-term Study Abroad <ul style="list-style-type: none"> Ongoing monitoring and implementation of strategies to address equity gaps 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) 	
Online Education	<p><u>Current Online Ed Plan:</u></p> <ul style="list-style-type: none"> Establish online education programs and resources within a comprehensive web-based environment. Engage students in effective supports for success in online education. <p><u>Planned:</u></p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Focus on developing and assessing student learning outcomes that promote equity in the classroom and within student support services. 	

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STEM Learning Center	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>For historically difficult courses:</p> <ul style="list-style-type: none"> 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. SI Leaders develop session plans geared toward group collaboration and active learning for all students in the course. The SI Leaders are mentored by an experienced SI Leader and also their faculty members to help create open and inviting learning environments for their students. 	

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	<ul style="list-style-type: none"> • 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. 	
Tutoring & Academic Support Center (TASC)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	Student Equity Plan (2019-2022)

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	<ul style="list-style-type: none"> • Continue to implement AB705: In order to promote math and English completion and ensure equitable outcomes, first-in-sequence and transfer-level courses in these foundational disciplines will utilize an embedded tutoring model. 	
Writing Center	<ul style="list-style-type: none"> • 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. 	

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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	<ul style="list-style-type: none"> 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)	<p>Student Conduct: Through an educational student conduct process, students will:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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 Newly constructed and/or renovated CTE/WD facilities support programs that are business and industry-relevant and responsive to local workforce needs Strong workforce computer lab, Health and Wellness Hub, Chemistry-Biotechnology Building 	
Guided Pathways Implementation	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Expand co-curricular programming Explore virtual business exchange 	

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	<ul style="list-style-type: none"> ○ Pursue local internships with international businesses 	
Outcomes Assessment Committee	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Outreach, Enrollment, and Retention Activities (also listed under a different goal) Strategies include: <ul style="list-style-type: none"> ○ 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. 	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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>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</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>Student Success and Equity (draft strategy)</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Expand and increase the impact of international education across the curriculum <ul style="list-style-type: none"> Establish a Program Coordinator position to oversee implementation of VIEs, Study Abroad, faculty development, and completion of International Education Committee goals 	

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	<ul style="list-style-type: none"> ○ 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) ○ Provide virtual international exchanges (VIE) at a scale that allows for wide engagement and participation ○ Provide resources and guidance to faculty seeking to develop short-term study abroad programs ○ Expand co-curricular activity opportunities for students and faculty (VIEs, speakers, programs, etc.) 	
Online Education	<p><u>Current Online Ed Plan:</u></p> <ul style="list-style-type: none"> • Enhance support and clarify procedures for faculty involved in online education. <p><u>Planned:</u></p> <ul style="list-style-type: none"> • In partnership with the Academic Senate, C3 Teaching & Learning Center, PDP, and academic departments, continue to support faculty teaching online through: <ul style="list-style-type: none"> ○ Hiring the instructional designer position approved through program review in 2020 ○ Identifying and promoting innovative and effective practices for equity-minded online instruction ○ 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 ○ Collaborating on faculty and student support initiatives for online education within specific disciplines, departments, ACPs, student equity programs, etc. ○ 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. 	Online Education Plan
Outcomes Assessment Committee	<ul style="list-style-type: none"> • 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. 	

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	<ul style="list-style-type: none"> • 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	<p>Convocation Sessions Fostering Equity:</p> <ul style="list-style-type: none"> • Dr. Pedro Noguero • Dr. Veronica Keiffer-Lewis 	
PADEI, HR, Equity, Academic Senate, Pres. Office	<ul style="list-style-type: none"> • Academic Senate - passed a resolution to Support the Development of an Ethnic Studies Department on February 19, 2020, that directed the following work: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Work with Administration to create a Student Conduct and Police Advisory Committee ○ Commitment to reviewing policies and practices within its purview through a race-conscious and anti-racist lens. ○ 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. ○ 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: <ul style="list-style-type: none"> ○ Sentipensante - Dr. Laura Rendon ○ So you Want to Talk About Race? Ijeoma Oluo ○ How to be an Antiracist-Ibram X. Kendi 	
Service Learning	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Promote professional development in culturally relevant teaching and learning practices for career education programs 	

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	
Supplemental Instruction	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	Student Equity Plan 2019-22

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	<ul style="list-style-type: none"> • 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. 	
Writing Center	<ul style="list-style-type: none"> • 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. 	

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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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identify resources for robust support of the Dual Enrollment program. 	
Facilities	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 Total Cost of ownership is factored into the design and specification process for each project to reduce ongoing operational costs Building technology and infrastructure meet the current programmatic requirements and are designed to be flexible to meet evolving needs 	
Human Resources	<ul style="list-style-type: none"> Balancing Online and On-campus working and learning for the future (draft strategy) <ul style="list-style-type: none"> Enhance online learning and technology endeavors (online certifications) Provide for the future of learning and working through a flexible, balanced work environment Safe Campus Academic Impressions Participation in USC Race & Equity Center Leadership Alliance Leadership Development through USC -Estela Bensimon Student Access (draft strategy) <ul style="list-style-type: none"> Invest in new programs: ethnic studies, economic recovery and workforce development programs Invest in existing instructional programs to expand as needed: automotive, biomanufacturing, health care (short and medium term), and noncredit vocational Support enrollment management plan and educational master plan Student Success and Equity (draft strategy) <ul style="list-style-type: none"> Support 3-5 year implementation and sustainability plan Increase DEI staffing through recruitment, retention, and development strategies 	
Institutional Program Review	<ul style="list-style-type: none"> 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. 	

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p><u>Current Online Ed Plan:</u></p> <ul style="list-style-type: none"> • Ensure Online Education is in compliance with external regulations. <p><u>Planned:</u></p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Learning coaches, Administrative support, classified para-professionals, and Faculty reside across the district virtually and on-ground to deliver competent and holistic service delivery. 	