









The campus increased training offerings to focus on marginalized populations and racial justice. Employees across the district have engaged in the Black Community Ally Training, Pride Inclusion Training, Asian Pacific Islander and Desi American Ally Training, UndocuAlly training, Able Allies, and Military Affiliated Ally training. In an effort to embody the district's commitment to creating a racially just campus climate, the campus wide book reads centered on race consciousness and racial justice with keynote speakers brought to campus coupled with discussions. ASE faculty and students provided training for ACP teams on strategies to best serve Black African American, Latinx, and adults.

Activities and programs designed to close equity with

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

Additionally, steps were taken to ensure that gaps did not widen during the pandemic. Resources around student support were shifted to provide additional services and support for programs serving disproportionately impacted and historically



In the fall of      the College completed a Campue



Structural changes are currently in progress with the implementation of the ACP Student Success Teams to shift towards a case management model in serving Black or African American and Hispanic or Latinx students and Adult Learners. In addition, a change to the traditional structure of Summer Bridge is needed to align and incorporate planning with GEAR UP and revamp the program to meet students' current needs and outstanding responsibilities.

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- Increase marketing, outreach, and recruitment for the Summer Bridge program
- Utilize already allocated district funding to identify a Summer Bridge Specialist who can successfully plan for and maintain the program. See district funding





General Operations A&R Parking Campus Policing etc  
Other







awarded a Title V grant the program will have alignment with the goals outlined in the grant towards both increasing inclusion and closing equity gaps

- Budgeting and Administration HR Purchasing Processes etc
- General Operations & Reporting Campus Policy etc
- Other

MiraCosta College is a Hispanic Serving Institution and has a Commitment Statement and a Diversity Equity and Inclusion Statement Board Policy that outlines a commitment to a racially just campus climate where students experience a sense of belonging and where diverse cultures and identities are welcomed nurtured and valued. An ideal structure includes dedicated spaces for historically marginalized and disproportionately impacted students with embedded culturally relevant support services and programming. Providing for dedicated space such as the La Raza Center also presents an opportunity to centralize supports for Hispanic or Latinx students. The PUENTE program and focus on increasing student completion of transfer level math and English. Additionally





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

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

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

#### Institution

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

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

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

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

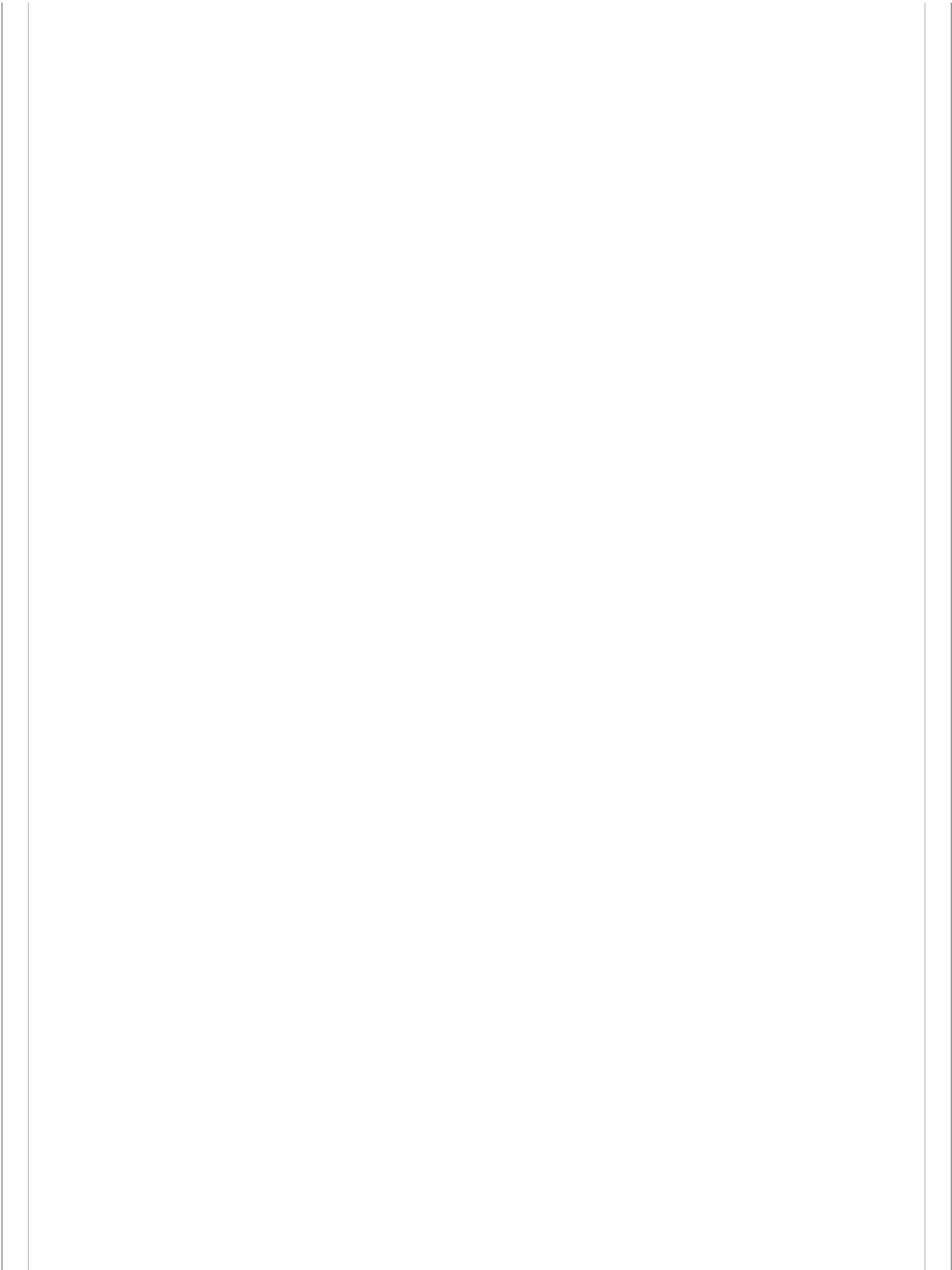
Wraparound Services Counseling Support Programs Textbook Programs etc

Budgeting and Administration HR Purchasing Processes etc

General Operations A&R Parking Campus Policing etc

Other

The timeline for receiving equity data and identifying meaningful goals itself creates a barrier. While several efforts have been underway to close gaps specific to first-time-to-college Native Hawaiian or Pacific Islander students there may still be a need to engage in intentional efforts to survey student experience assess pipeline bottlenecks from K to completion and identify systemic structures at the college that are getting in the way to this data. Additionally please to this sea



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

Field Guidance & Implementation

Technical Assistance Professional Development

Data & Research

Policy & Regulatory Actions

Technology Investments & Tools

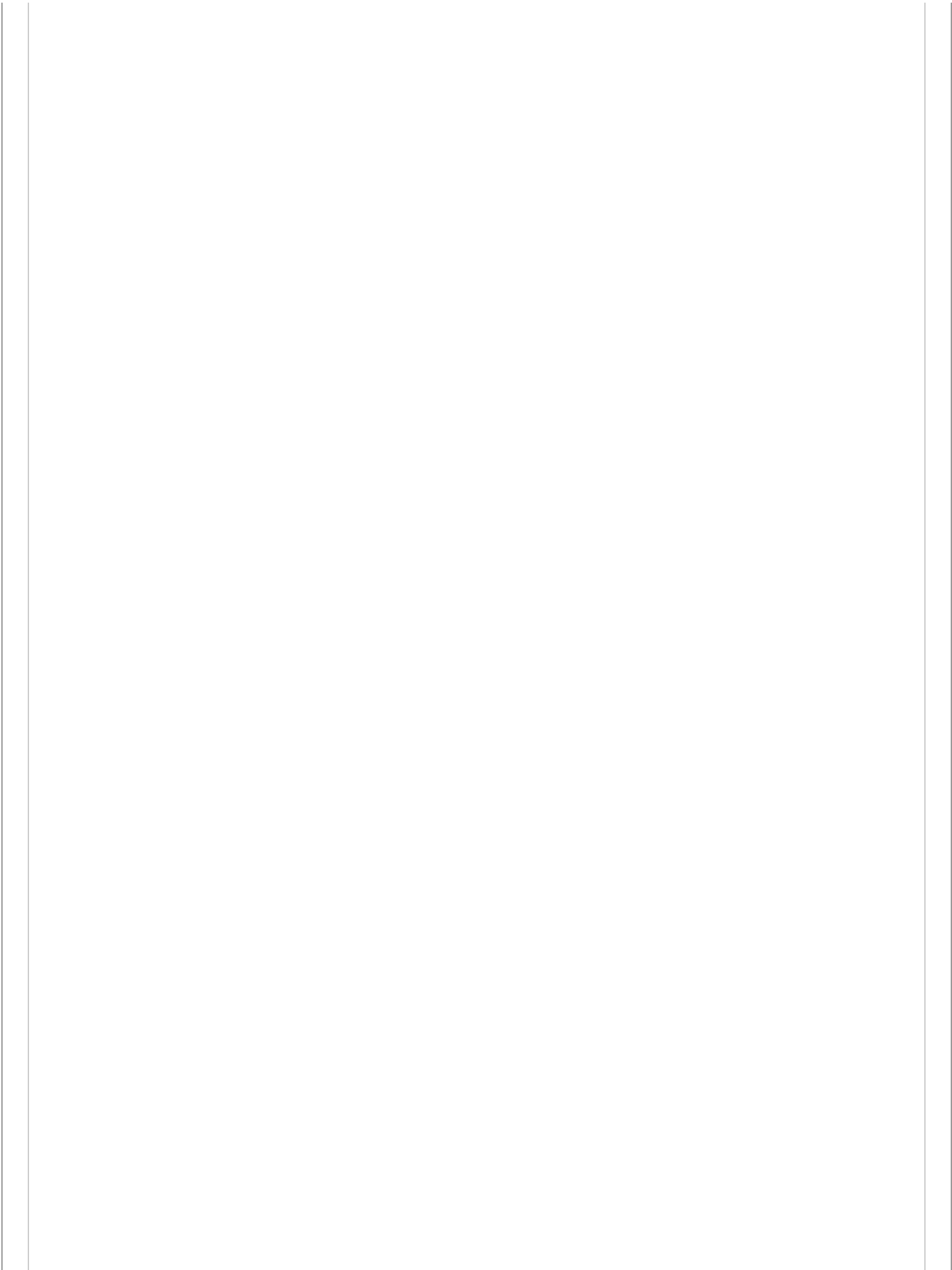
Proof of Concept Pilots

Strategic and Operational Communication

Not Entered

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At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes, and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement local change.





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- expand professional development learning opportunities focused on culturally responsive and sustained pedagogies and contextualized learning aligned with Academic Senate Goal
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Field Guidance & Implementation

Technical Assistance Professional Development

Data & Research

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Technology Investments & Tools

Proof of Concept Pilots

Strategic and Operational Communication

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

At its core the Guided Path

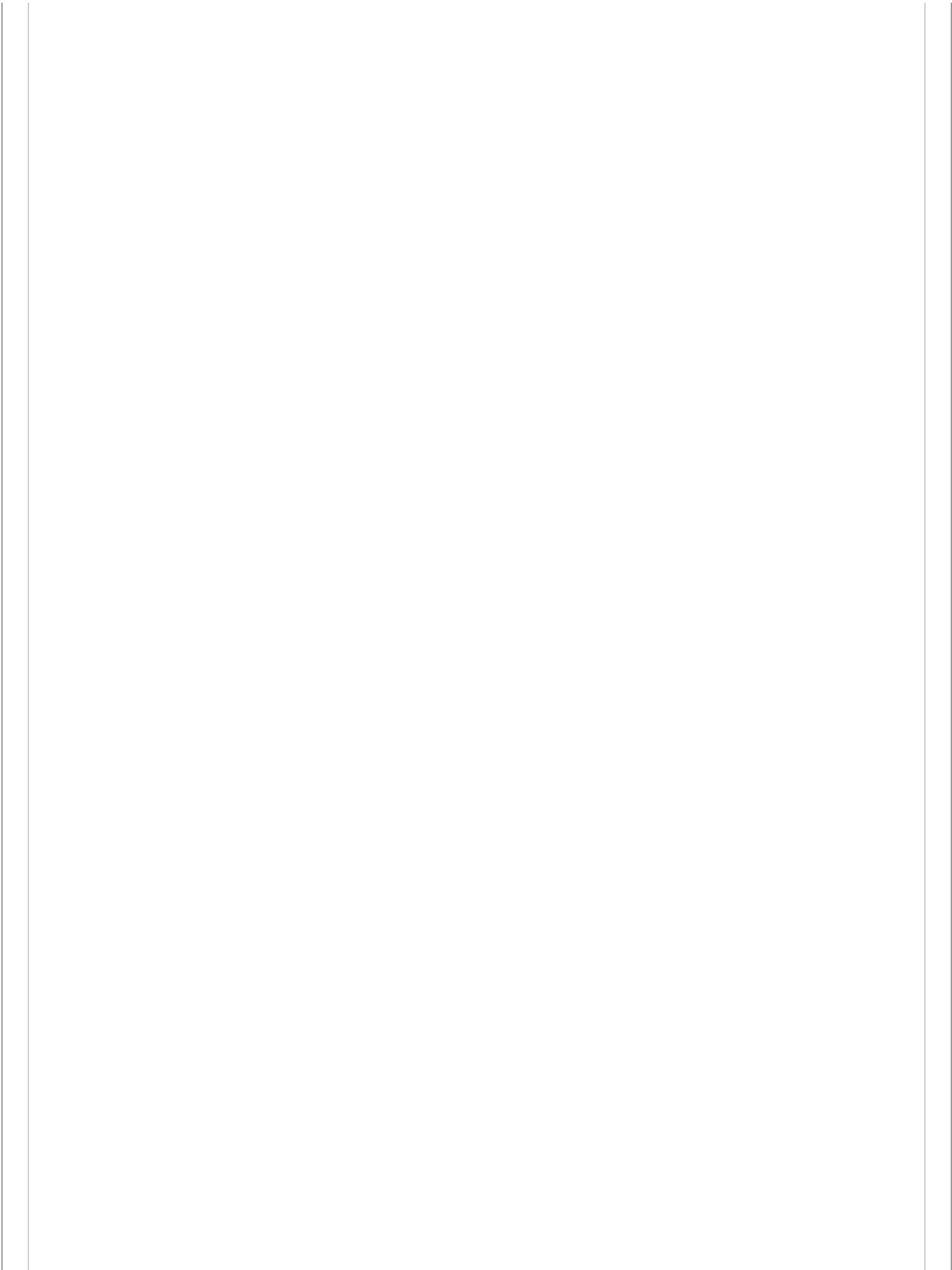


learn ng exper ence and or mpact and reflect on mpacted nst tut onal structures pol c es processes pract ces and culture

Gu ded Pathways data h ghlights that there are gaps n cr t cal momentum po nts along a student s ourney spec f c to Male students that mpact retent on n the f rst year nclud ng complet on of matr culat on earn ng un ts complet on of a comprehens ve student educat on plan and pers st ng from fall to spr ng

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





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



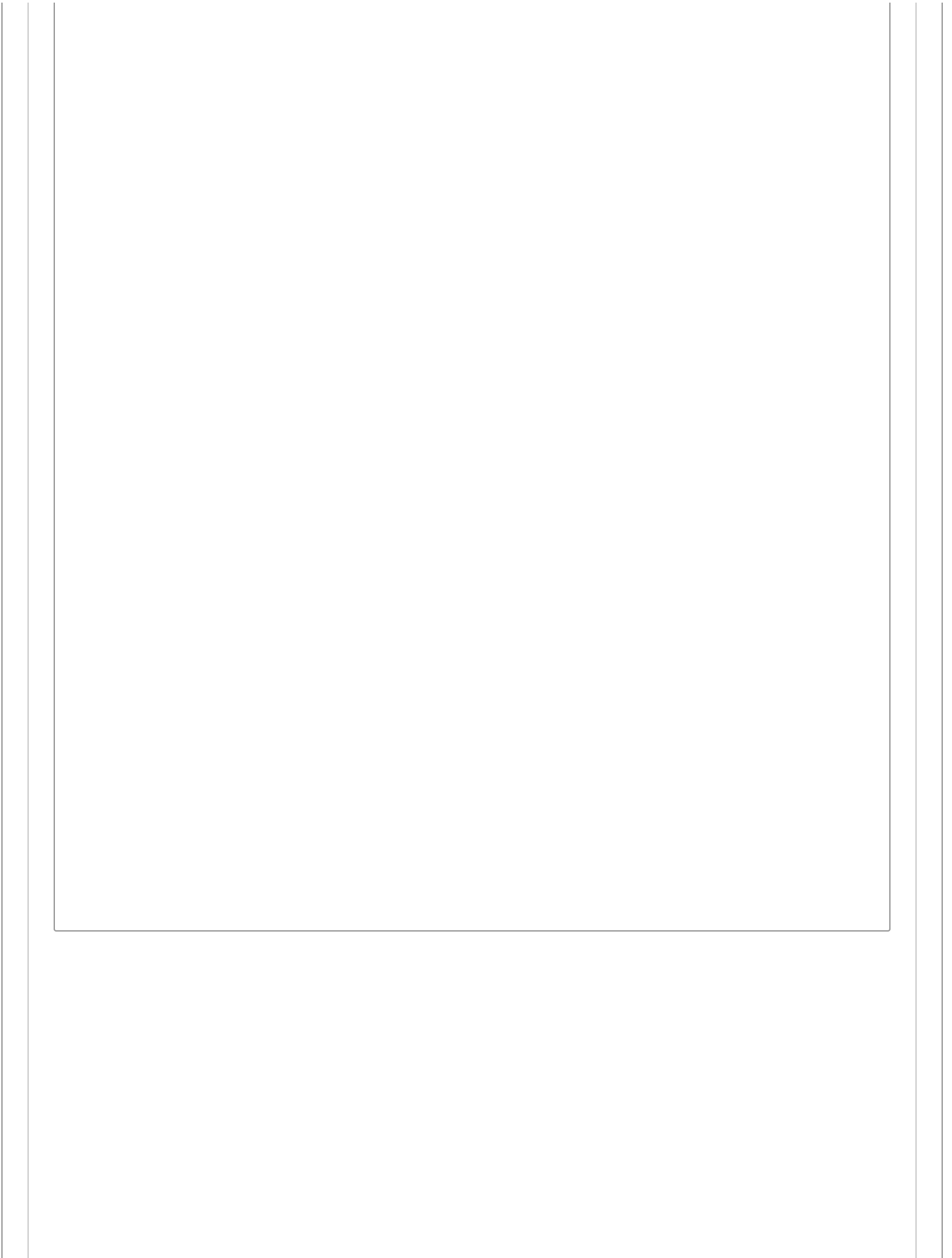






- assess current PUENTE program capacities and identify additional strategies to support and potentially expand the program
- upgrade myEdPlan to ensure that plans are accessible and incorporate transfer credit
- continue to implement Guided Pathways essential practices and a case management model as part of the ACP Student Success Team





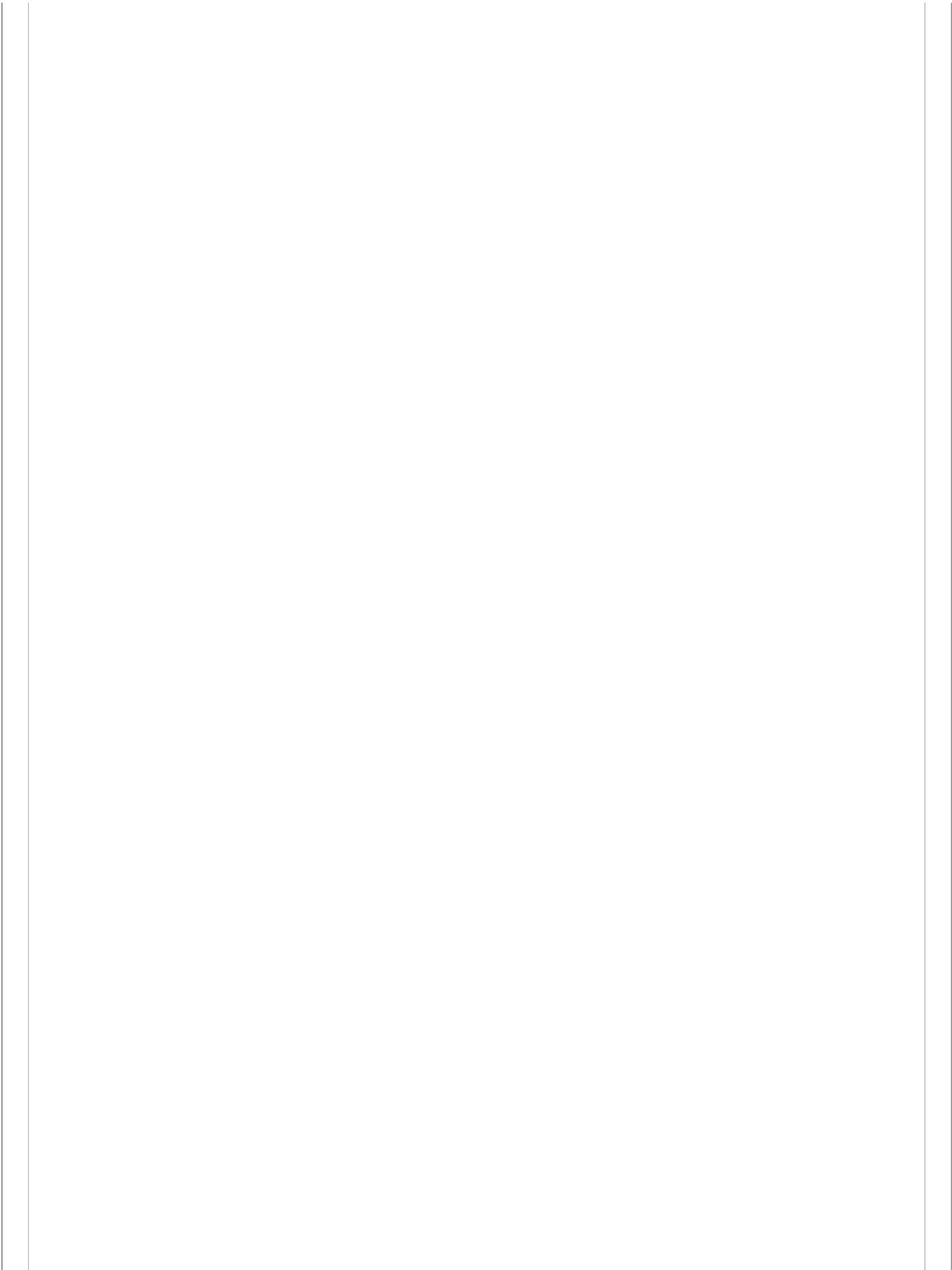
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- continue to support activities and programs geared towards providing spaces of inclusion and support to Male students including A MEND HUBU and PUENTE Hombre Crecimiento and the Athletics Men of Color initiative
- provide professional development on data regarding Male student equity gaps and best practices for connecting services to Male students to be incorporated across support services and embedded into instructional spaces
- utilize myEdPlan data to assess if students are on track each semester coupled with targeted outreach to invite students off track to meet with a counselor and connect students to ongoing support services and resources
- continue to convene the Futures Academy workgroup focused on identifying equity signals to discuss strategies to embed the identified signals into our everyday equity work and long term planning
- update the Understanding the Gap document inclusive of disaggregated data on Male students and plan a corresponding campus forum
- expand the existing Learning Opportunities focused on professional development for faculty and staff



General Operations A&R Parking Campus Policing etc  
Other



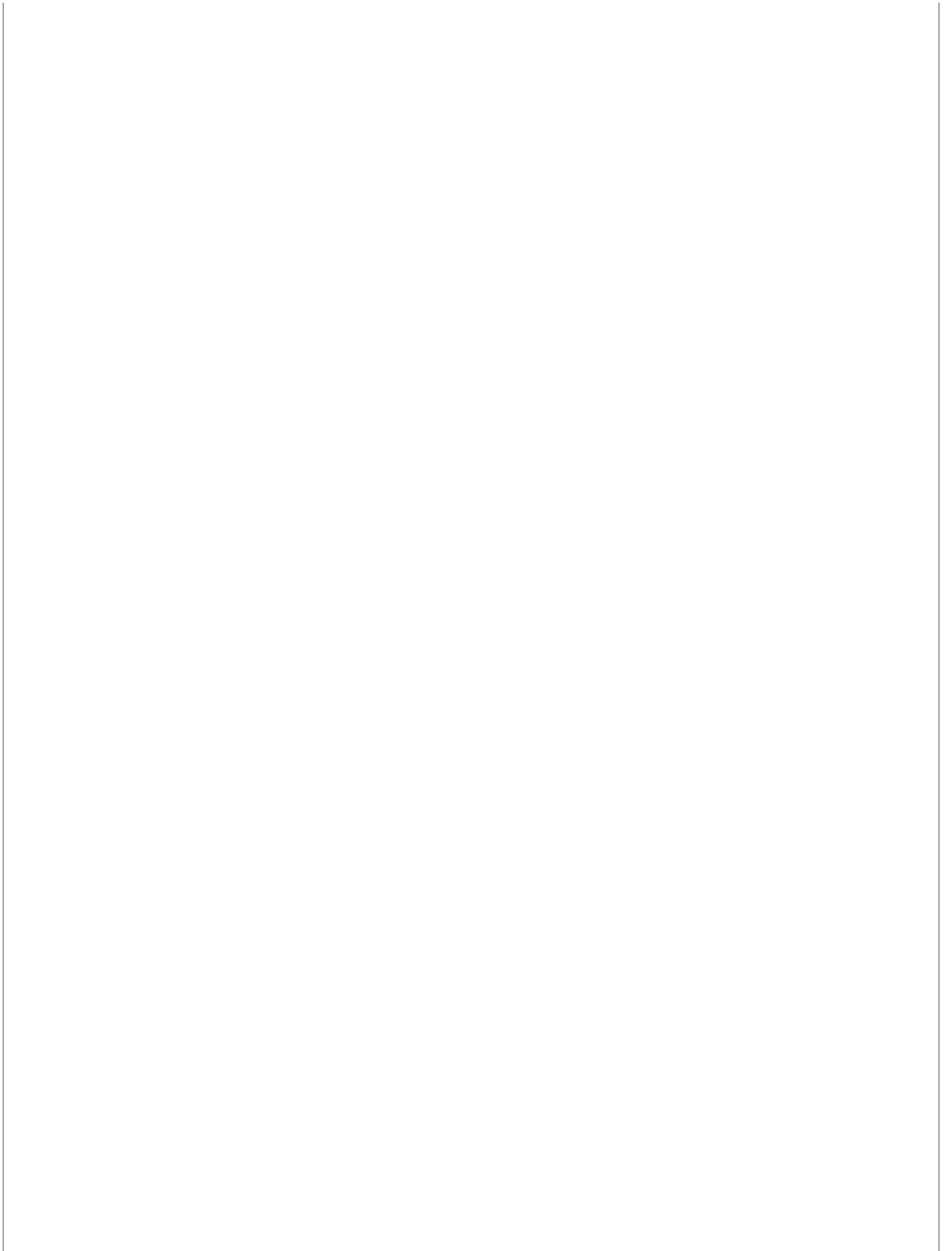
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projects for the past fiscal year included enhancing diversity, equity, and inclusion efforts and the Board of Trustees gave a directive to ensure appropriate staffing to meet the needs of students and the college's success and equity efforts.

The Associated Student Government will be one of the bodies that will have the opportunity to review and provide input on the Student Equity Plan. The college ensures that student voices are captured and centered in equity planning, including annual focus groups with participants in Academic Success and Equity programs, student panels included in professional development trainings, including student voices in key decisions on making regarding facilities for historically marginalized populations, and survey data collected from students participating in Guided Pathways efforts. Additionally, every three years the campus conducts a disproportionately Imhlyte



