

Education Master Plan Extension for 2018-2020

This extension allows the college to rely on the existing Education Master Plan with updates to the priorities which acknowledges the new state mandated directives implemented over the past few years. This additional time allows for integration of both internal and external dynamics in redesigning the institution for student success.

The 2010-2018 Education Master Plan was updated by the Education Action Plan Committee (EAP) during the 2014-2015 Academic Year with new priorities to guide District planning and budget allocation. Since that time, many statewide initiatives have required the development of new planning documents, including Student Equity Plans, the Integrated Plan, Guided Pathways Assessments and Implementation Plans, Online Education Initiative (OEI) plans, and the Vision for Success Goals. Additionally, AB 705 legislation required a rethinking of the Math and English transfer pathways which are at the core of students' degree completion.

The development of these externally required plans coincided with the expiration of the Education Master Plan. Because of the timing, the committee work dedicated to developing these various documents, and the desire to use some of these documents and new structures as cornerstones of a new Education Master Plan, EAP agreed to develop this extension to the Education Master Plan. The Curriculum Committee, EAP, the Planning Budgeting Committee, Academic Senate and the Guided Pathways Leadership Team immersed themselves in meeting these external mandates. The membership on these committees at our small college includes many of the same individuals. In addition to the desire to include these new plans as foundations for the new Education Master Plan, faculty and administrative leadership were spread thinly.

With new plans and processes in place, the EAP is prepared to develop a new Education Master Plan which will acknowledge that the California Community College Chancellor's Office Vision for Success Goals, the Guided Pathways Framework, and the Student Center Funding Formula as integrated initiatives calling for a redesign of the institution. While these are external mandates, Mendocino College has invested considerable time and effort to embrace and incorporate them as a framework for improving student success and closing achievement gaps.

At Mendocino College, faculty, staff and administrators have also been engaged in deep reflection and efforts to apply an equity lens to all our work. The redesign of our institution guided by the Education Master Plan will describe the important equity work accomplished and ensure equity mindedness is at the center for future planning.

Mendocino College is at the early stages of embracing the Guided Pathways framework. Its four pillars—clarify the path, enter the path, stay on the path and ensure learning—and our current self-assessment and implementation plan will inform the Education Master Plan. The Mendocino College Guided Pathways vision and core principles, which guide decision making in this area, will also inform the plan:

Vision--Make the College student-ready to establish equity and social justice for the campus community

Core Principles--

- Visible, Accessible and Clear Information
- Integrated Services
- Educationally Sound Practices

Finally, the Vision for Success Goals asks the College to put student achievement and success at the center of all our work and set goals for specific improvements in course, degree, and labor market success. The goals we developed went through a rigorous process which began in the Education Action Plan Committee and were approved by Academic Senate and the Board of Trustees. The new Education Master Plan will guide the work of the college to lead us to the achievement of those goals.

The new Education Master Plan will be developed in EAP by reflecting on the important redesign accomplished over the past several years. It will summarize that work; identify important opportunities in those areas; and recommend goals for the next 5-10 years.

To guide educational planning, budget allocations, and other planning documents, the priorities defined below were developed in EAP based on the initiatives and frameworks described above. The Priorities have been developed to guide planning for four years and will be cornerstones of the next Education Master Plan.

Education Master Plan Priorities 2018-2022

Equity Imperative: Maintain and strengthen equity-minded student planning and activities to ensure equitable outcomes for our minoritized student population, including providing staff and faculty with culturally responsive professional development training. Professional development activities will include culturally inclusive and culturally relevant pedagogy, cultural competency in student service delivery, comprehending anti-racist practices, and understanding and recognizing racial inequity in education, policy and practice.

Native American Outreach and Support: Increase access to and completion of educational programs at Mendocino College for Native American students. Increase Native American enrollment to reflect demographics in our region and school districts. Identify retention, success, completion, access, and resource barriers that prohibit academic success for Native American students; and create culturally inclusive practices to mitigate racial-equity gaps. Provide professional development to faculty and staff to promote culturally responsive outreach and support to our Native American population, both in and out of the classroom.

Cohort Model: Using the College Assistance Migrant Program (CAMP), First Year Institute (FYI) and Pomo Pathways as models, build and implement one or more additional cohort models that will provide wrap-around services to students, aligning with the four pillars of Guided Pathways. Implement at least one cohort model which will provide outreach, onboarding, counseling, and support services to a racially minoritized student community. Key features may include predictable and thoughtful scheduling of essential, transfer-level curriculum, and well-trained and culturally responsive instructors, which will result in cohort solidarity and student success.

Guided Pathways: Maximize existing technology to provide clear and simple tools for students to access and chart the progress of their educational plans. Create clear equity-minded pathways for students to complete certificates, degrees and transfer pathways. Integrate student services and instruction to support pathways and completion.

Implementation of AB 705: Increase success to and through transfer level Math and English by gathering and analyzing data disaggregated by race and ethnicity, and surveying students; honing guided self-placement practices; and monitoring existing and adapting robust learning support services. Provide professional development for faculty and staff which supports the increased success of students.

Dual Enrollment: Increase the planning and intentionality of dual enrollment, including College and Career Access Pathways (CCAP), Middle College, and traditional dual enrollment offerings with an equity lens. Further develop relationships with and orientations for high school faculty, counselors and principals to offer courses which are organized into educational pathways and are aligned with traditional college offerings. Provide professional development for high school faculty to ensure

equivalent delivery and rigor with on-campus college offerings. Also, develop and implement orientations to dual enrollment for students and parents.

Distance Education: Provide robust professional development in instructional design and accessibility, as well as ongoing and transparent support to all faculty in order to have 75% of our online course be aligned with the OEI Course Design Rubric in 5 years.

CTE: Increase the skilled labor pool in high demand industries. With Strong Workforce Program and other funding, allocate more resources for human capital and economic development. Provide relevant workforce development learning and skill building opportunities at different career stages.

Non-Credit: Explore, create and implement noncredit and low unit short term vocational certificates in areas that meet the industry needs of our community, including partnering with Mendocino Lake Adult Career Education (MLACE)

Transfer Pathways: Increase transfer rates by researching, collaborating and communicating within the College and across educational institutions to identify and meet student and district needs; assuring ADT and UCTP are visible corridors among the network of Guided Pathways; supporting horizontal integration and collaboration between academic disciplines; maintaining responsiveness to state transfer mandates and transfer model curriculum; and utilizing marketing resources for highlighting transfer degree pathways.

Cross-Campus Collaboration: Implement collaborative projects designed to support student learning and engagement. Students will participate in interdisciplinary and multi-department activities to enrich their academic experience. Examples of previous collaborative projects include The Phoenix Project, Earth Week, Major Exploration, and MESA Colloquia.