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AGENDA

- I. Call to Order
- II. Roll Call
- III. Teleconferencing for Meetings
 - A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361 – *Lara*
Description: *The Academic Senate approved resolution R. 2-21 on 10/1/21 to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. To continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. Academic Senate will reconsider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person. This item will be a recurring item until the body determines the circumstances no longer support the findings in R. 2-21. The last ratification was on 03/18/22.*
- IV. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee’s consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of April 1, 2022
 - B. Adopt Report from Academic Affairs Committee (AAC) for AY21-22
 - C. Adopt Report from Courses and Programs Committee (CPC) for AY21-22
 - D. Adopt Report from Equivalency Committee for AY21-22
 - E. Adopt Report from Faculty Awards Committee for AY21-22
 - F. Adopt Report from MiraCosta Online Educators Committee for AY21-22
 - G. Adopt Report from Professional Development Committee for AY21-22
 - H. Adopt Report from Sabbatical Leave Committee for AY21-22
 - I. Adopt Report from Salary Advancement Committee for AY21-22
 - J. Approve one Equivalency Request for ESL (Credit)
 - K. Approve one Equivalency Request for Business
 - L. Approve one Equivalency Request for Ethnic Studies

VII. 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*
- F. Accreditation – *Lara*

VIII. Old Business

- A. Full-time Faculty Retiree List for Emeritus Status Consideration – *Lara*
Description: *Each year, the college President presents to the Academic Senate the names of retiring faculty who meet the qualifications for emeritus status (AP 7280.4). The Senate reviews the information and makes a recommendation to the Board of Trustees.*
- B. Associate Faculty Retiree List for Emeritus Status Consideration – *Lara*
Description: *Each year, the college President presents to the Academic Senate the names of retiring faculty who meet the qualifications for emeritus status (AP 7280.5). The Senate reviews the information and makes a recommendation to the Board of Trustees.*
- C. Credit for Prior Learning Implementation Framework – *Loedel* **[Time certain: 10:00am]**
Description: *At the AS meeting on April 1, 2022, the Credit for Prior Learning (CPL) team consisting of Ben Gamboa, Delores Loedel, and Donny Munshower presented the CPL Implementation Framework. The CPL team is looking for feedback and approval of the document.*

IX. New Business

- A. Adult High School Accreditation Midterm Report – *Makevich* **[Time certain: 9:15am]**
Description: *The accreditation midterm report for the Adult High School is prepared as part of a comprehensive self-evaluation process. This documentation is going for first and second reads to campus constituent groups in April and May. The report is due to the Western Association of Schools and Colleges (WASC) in June. There is no site visit associate with this report.*
- B. Sabbatical Leave Reports – *Meinhold* **[Time certain: 10:25am]**
Description: *Three (3) sabbatical leave reports come to Academic Senate for a first read for returning faculty members Karl Cleveland, Billy Gunn, and Dean Ramos. Sabbatical leave reports are reviewed to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical Leave Reports will be forwarded to the President/Superintendent for approval.*
- C. BP 5055 Student Enrollment Limitations and Priorities – *Bonds* **[Time certain: 10:30am]**
Description: *Replaced “enroll/enrollment” with “register/registration” in the title and throughout the policy. The change in the language is to align with the language used in AB30 Community College: College and Career Access Pathways Partnerships. There has also been a campus-wide effort to move away from the use of enroll/enrollment and move toward register and registration to align with the language used at the high schools.*
- D. AP 5055 Student Enrollment Limitations and Priorities – *Bonds* **[Time certain: 10:35am]**
Description: *The registrar requested updates to the process and terminology. Updated priority groupings to reflect current practice and increased maximum units from 90 to 100 so students in high-unit majors are not penalized. Replaced “enroll/enrollment” with “register/registration” in the title and throughout the procedure to align with the language used in AB30 Community College: College and Career Access Pathways Partnerships and to align with language used at the high schools.*
- E. AP 4235 Credit for Prior Learning – *Bonds* **[Time certain: 10:40am]**
Description: *Updated Credit for Standardized Examinations per articulation officer’s recommended modifications. Credit awarded for the three standardized exams is consistent with the CSU system, so the added language made that alignment more apparent. International Baccalaureate (IB) exam score updated to reflect current practice.*
- F. Academic Calendar – *Bonds* **[Time certain: 10:45am]**
Description: *AAC has forwarded a 2023-24 MCC Academic Calendar option for consideration. This option is more typical of recent calendars. Due to multiple mandated holidays placed on the same day of the week each semester, it is unavoidable to have one day each finals week designated as a fully instructional day.*
- G. AS Goal #4 Taskforce Recommendations – *Allyn, Ramirez*
Description: *The taskforce originally sought to establish physical land acknowledgements on the MiraCosta College campus. After consulting with several American Indian students, faculty and staff at MiraCosta College, and American Indian scholars at Cal State San Marcos and University of San Diego, the goals of the taskforce were re-evaluated.*

H. Governance Manual – *Lara*

Description: College Council, which is composed of representatives of the various governance groups, is recommending changes to the governance manual. Feedback is requested. Highlights include updated language for each governance group and the creation of a new advisory group called the Student Success, Equity, and Guided Pathways Committee.

X. Information/Discussion

A. Technology Master Plan – *Julius, Ludford, Maciel* [Time certain: 9:30am]

Description: *Anthony Maciel, Associate VP and Chief Information Systems Officer of AIS, and consultant, Deborah Ludford, will give this informative presentation to provide a general overview on the current status of the Technology Master Plan, the development process of the revised plan to date, and will include the latest plan draft for the Senate’s review.*

B. Core Competency Assessment Results – *Thomford, Tarman* [Time certain: 11:00am]

Description: *This will be a presentation of the Core Competency Assessment process and results to date. A final draft of the presentation will come back to Academic Senate at a later date.*

C. Diversity, Equity, and Cultural Competency Committee Report – *Sanchez* [Time certain: 10:15am]

Description: *Violeta Sanchez will deliver an oral report on DEqCC’s goals and progress.*

XI. Senator Reports

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

XII. Adjournment

An executive order issued on 3-18-20 by the Governor of California indicated that the requirements for having a physical space for meetings has been waived due to the coronavirus (COVID-19). Further, the passage of AB 361 allows for the continuance of conducting meetings remotely. Therefore, meetings will continue to be held remotely until further notice. The public may observe the meeting and offer public comment. A link for remote viewing or calling in is attached to the agenda.

Therefore, Academic Senate (AS) meetings will be held via Zoom. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 1-800-735-2929 or 1-800-735-2922.

In compliance with Government Code section 54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate’s website at <http://www.miracosta.edu/governance/academicsenate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@miracosta.edu.

Audio recordings of AS meetings are available upon request. Please contact the MiraCosta College AS President’s Office 760-757-2121 x6213 or dadler@miracosta.edu.

**A Resolution of the MiraCosta College Academic Senate:
Authorizing Teleconferencing for Meetings Pursuant to AB 361 (R. 2-21)**

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

- (e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:
 - (B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:

- (e)(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:
 - (A) The legislative body has reconsidered the circumstances of the state of emergency.
 - (B) Any of the following circumstances exist:
 - (i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

NOW THEREFORE, BE IT RESOLVED that the MiraCosta College Academic Senate finds that the Governor's March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the MiraCosta College Academic Senate finds that due to the state of emergency, meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised faculty, staff, students, and the public.



UNOFFICIAL MINUTES

I. Call to Order

Academic Senate President, Luke Lara, respectfully acknowledged that MiraCosta is on the traditional territory of the Luiseño/Payómkawichum people. Today, the meeting place of MiraCosta College and its surrounding areas is still home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders, both present and past, the respected keepers of history, culture, wisdom, and knowledge. The meeting was called to order at 9:02am.

II. Roll Call

Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Zulema Diaz, Jim Julius, Himgauri Kulkarni, Luke Lara (President), Delores Loedel, Gilbert Neri, Brian Page, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (President-elect), Krista Warren

Members absent: Yesenia Balcazar, Sunny Cooke (ex-officio), Karla Cordero, Tyrone Nagai

Others present: David Bonds, Ben Gamboa, Thao Ha, Donny Munshower, Denée Pescarmona, Ingrid Phillips

I. Teleconferencing for Meetings

A. Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361

The Academic Senate considered the circumstances of the state of emergency and determined if the emergency continues to directly impact the ability of members to meet safely in person pursuant to AB 361.

MSU (Safaralian / Allyn) to approve recertifying resolution (R. 2-21) authorizing teleconferencing for meetings pursuant to AB 361.

II. Persons Wishing to Address the Senate

None.

III. Changes to Agenda Order

Will add a time certain for agenda items VIII. 8. A. B. and C. at 9:30am.

IV. Consent Calendar

A. Approve Minutes of the Regular Meeting of March 18, 2022

B. Approve one Equivalency request for Child Development

The Consent Calendar was approved by unanimous consent.

V. Reports

A. Academic Senate President

Academic Senate President, Luke Lara, noted he sent out a call for a new PDP Coordinator and thanked outgoing coordinator, Denise Stephenson, who will be retiring at the end of June. Interest letters are due by the end of business on Friday, April 8th. A call for committees went out to full-time faculty. The call for associate faculty to serve on committees will be sent out in a couple of weeks. The survey is soliciting interest and to understand where faculty will continue or looking to join another committee. The survey is due by April 16th. Next week, an email will go out for office assignments for instructional faculty on the OC and SAN campuses. These do not include non-classroom faculty i.e. librarians, counselors, or faculty at the CLC. This is the Office Derby. All those faculty looking to change at OC or SAN should follow directions in the email. Department chairs hiring new faculty can indicate where they would like them to be placed. There will be a special election for two FT faculty to serve as AS Senators beginning the week of April 4th. Look for an email from John Phillips. The election process will conclude by May 5th.

B. College Superintendent/President

Vice President of Instruction, Denée Pescarmona reported on behalf of Superintendent/President, Sunny Cooke. In reviewing data, EMT met and conferred with colleges up and down the state and it has been determined that MCC will continue to keep masks on inside buildings for the remainder of the semester in the interest of everyone's safety. An all-college announcement will come out today. In two weeks, there will be an all-college webinar on April 14th at 2:30pm and another is tentatively scheduled for May 16th. The Spring Celebration will occur on April 15th at 3pm on the Oceanside Campus and take place near the fountain. April 29th will be an all accreditation SLO party from 9am-3pm with food to reboot and reenergize the work on outcomes assessment. Congratulation to those working on the Adult High School midterm report to come through shared governance. Program reviews are due today.

C. Classified Senate

Classified Senate Vice President, Ingrid Phillips, reported that professional development days held during spring break were a big success. There were 21 workshops, 128 participants, and a total of 544 total workshop attendees. Classified Senate has accepted nominations for the Spotlight Awards and Outstanding Employee of the semester. Awards will be given at the Spring Celebration on April 15th. CS elections are underway and CS is accepting applications for governance committees. At the March CS meeting, they voted to endow the Jim Gonzales "Emerging Leader Scholarship." CS asks that you join in donating to the scholarship in remembrance of Jim. Visit the [Foundation Donation Webpage](#) for details.

D. Associated Student Government

ASG Executive Vice President, John Siebelink, was not present. No report.

E. Redesigning the Student Experience

Faculty Lead, Thao Ha, asked that faculty to consider the role of PDP Coordinator. She talked about the importance of redesigning the student experience. After reading an email from a student who feels that high schools do a better job of career exploration than the college, it is clear that many students need guidance and it is critical work to be done. Academic Maps are supposed to outline the courses students should be taking. They are designed for full-time students but need to be adjusted for part-time students. It is important to give points of momentum, nudges along the way, and note how we can build these milestones along the path. Students on the panel gave the reasons why milestones are important for them. Students still don't know about these maps. Faculty are encouraged to share the information; to put a shout out about pathways, career assignments, maps, etc. For work-based learning assignments and resources, faculty can self-enroll in the WBL course at this URL:

<https://miracosta.instructure.com/enroll/36F8J8>

You have received an email from Christina Sharp regarding an outreach event "Into the Community" to take place on May 14th. There will be two events; one at the Senior Center in Crown Heights and the other at Joe Balderamma Park. They will occur at the same time. Keynote speakers are community members, Erica Alfaro and Jimmy Figueroa. Encourage folks to participate with a table at these events and calling on CE because of available certificates. Goal to say there are short-term opportunities that don't take years and years. Want GE faculty to participate to help convince folks to go that pathway as well. There will be food, music and family fun.

F. Accreditation

Luke Lara no report. They are continuing to draft the report.

VI. Old Business**A. Approve AP 4230 Grading and Academic Record Symbols**

The CCLC template includes the definitions, so the AAC added them to the AP so it is more comprehensive and better aligned with the CCLC template.

MSU (Safaralian / Warren) to approve AP 4230 Grading and Academic Record Symbols as presented.

B. Approve BP 4230 Grading and Academic Record Symbols

The CCLC updated this policy to reflect additions to Title 5 requiring districts to ensure that students' academic records clearly annotate credit earned through examinations, such as IB, CLEP, and AP, as well as for successful completion of other prior learning experiences. (Title 5 Section 55052.5)

MSU (Julius / Loedel) to approve BP 4230 Grading and Academic Record Symbols as presented.

C. Approve BP 4235 Credit for Prior Learning

The CCLC updated this policy to reflect additions to Title 5 requiring districts to grant students credit for

satisfactory completion of International Baccalaureate or College Level Examination Program examinations and requiring districts to ensure that students' academic records clearly annotate credit earned through such examinations. (Title 5 Section 55052.5)

MSU (Julius / Ravanbaksh) to approve BP 4235 Credit for Prior Learning as presented.

D. Approve Applications for Advancement on the Salary Schedule

Twelve (12) faculty members, both full-time and associate, have submitted applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule, based on their continued professional development. The Salary Advancement Committee (SAC) has reviewed the applications and brings them to Academic Senate for approval.

MSU (Safaralian / Page) to approve the coursework for twelve (12) applications for advancement on the salary schedule as presented.

E. Approve Applications for Altering an Approved Proposal

Two (2) faculty members have submitted applications for Altering a previously Approved Proposal. SAC has reviewed the applications and brings them to AS for approval.

MSU (Neri / Bairstow) to approve two (2) applications for altering an approved proposal as presented.

F. Approve AS Goal #2 Taskforce Recommendations

The Academic Senate taskforce for Goal #2 will provide a progress report and recommendations for the Academic Senate to consider scaling faculty data coaching efforts.

MSU (Ravanbaksh / Kulkarni) to approve the AS goal #2 taskforce recommendations as presented.

Safaralian shared her PowerPoint and further explained the recommendations for scaling faculty data coaching efforts. The question was raised about funding. It was noted that VPI Pescarmona is giving support and will be meeting with Safaralian, Stephenson, and Schwartzkopf in April to move forward. The commitment is there to properly compensate after the process is completed, which includes negotiations with bargaining units. It was noted there are several efforts already including strong workforce and the cultural curriculum collective. There is a hunger for this and AF are definitely involved.

VII. New Business

A. Full-time Faculty Retiree List for Emeritus Status Consideration

Each year, the college President presents to the Academic Senate the names of retiring full-time faculty who meet the qualifications for emeritus status ([AP 7280.4](#)). The Senate reviews the information and makes a recommendation to the Board of Trustees. The list will come back for a vote at the next regular meeting of AS.

B. Associate Faculty Retiree List for Emeritus Status Consideration

Each year, the college President presents to the Academic Senate the names of retiring associate faculty who meet the qualifications for emeritus status ([AP 7280.5](#)). The Senate reviews the information and makes a recommendation to the Board of Trustees. The list will come back for a vote at the next regular meeting of AS. It was noted that it is more difficult to know the AF who are retiring. Our AF have made a great effort to inform our faculty about eligibility for emeritus status upon their retirement.

C. Credit for Prior Learning

Delores Loedel, Ben Gamboa, and Donny Munshower presented the Credit for Prior Learning (CPL) Implementation Framework to Academic Senate. They seek feedback from Senators and their constituents by the next Senate meeting when they will be asked for approval of the document. The American Council on Ed (ACE) defines prior learning as skills and knowledge garnered outside of the classroom and notes that it can be obtained through both formal and informal means. CPL occurs when such skills and learning are evaluated and determined to be equivalent to the articulated outcomes of a college course and students are granted course credit. It was noted MCC is already doing CPL for advanced placement, international baccalaureate and more. By expanding its options, it can become an equity game changer. Most students are adult learners and disproportionately impacted students. With CPL we are validating their skills and knowledge and giving them credit for it. There is a need to expand and streamline the CPL program to be easy-to-follow and well marketed. Per the slideshow, shared the framework in four tasks with activities and the timeline. Would like senators to go share this information for feedback. Ask what is missing; look at the groups on the framework; and ask who is interested in

being an earlier adopter of the CPL framework and willing to work with their department to expand CPL at MCC. Discussion ensued around applying CPL to international student experiences.

VIII. Information/Discussion

A. ASCCC Area D Meeting and Resolutions Packet – Lara

The ASCCC Area D meeting was held on Saturday, March 19, 2022. Additional updates to the resolution packet were provided at this meeting for discussion in preparation for the ASCCC spring plenary this month. Hossein Ravanbaksh, Zulema Diaz, and Leila Safaralian, along with Luke Lara attended the Area D meeting which is a preparation meeting for Plenary next week. They spent the morning going over updates and in the afternoon reviewed the resolutions. The packet attached to this agenda identifies new resolutions that were added at the Area D meeting. It was further noted that at the Area meetings, when looking at the resolutions, it is more for clarification but they cannot be debated. Instead, they vote on whether it is worthy of debate at Plenary. Any feedback should be sent to Lara. He will be voting on these at Plenary as a delegate.

IX. Senator Reports

Leila Safaralian suggested faculty inform their students that there will be a Job Fair next Wednesday, April 6th. Zulema Diaz reported that for first time at MCC a Puente student was awarded Academic Medal of Merit.

X. Adjournment

The meeting adjourned at 10:43am.

Academic Affairs Committee Report for the 2021-22 Term

Committee Chair: David Bonds

Fall 2021

September

- The Textbook Affordability subcommittee continued to encourage faculty to adopt and use reduced cost textbooks for their courses.
- AAC discussed the changes to the calendar requested by the Academic Senate. A new “traditional” calendar option was created that satisfied the request. As a result, the 22-23 academic calendar forwarded by AAC in September was approved by AS and the board of trustees.

October

- Our New Business included the discussion of requested updates to the Syllabus Checklist.
- The Academic Affairs Hiring Taskforce read the faculty position requests that were submitted by 9 different departments, and they ranked a total of 10 replacement and growth positions. Each position ranking was accompanied by a rationale based on the AAC Hiring Guide criteria, the departmental hire plan, and the summary RPIE data. The rankings were approved by the Academic Senate and forwarded to Dr. Cooke.
- The Textbook Affordability subcommittee discussed their efforts to receive funds for Zero-Textbook-Cost initiatives.
- We discussed updates and improvements to our SURF system.

November

- Our New Business included the discussion of Administrative Procedures and Board Policy updates for *Grading and Academic Record Symbols*, *Credit for Prior Learning*, and *Advanced Placement Credit*.
- The group working to update the Syllabus Checklist discussed revising the language describing Student Accessibility Services and instructor policies for access.
- Thao Ha and Zhenya Lindstrom gave a presentation on Redesigning the Student Experience and reported on the work going on to promote Guided Pathways.

Spring 2022

February

- We opened discussion of the first draft of the Academic Calendar for the 2023-24 term.
- We reviewed a document created by Cindy Dudley that outlines BP/AP Review Cycle Guidelines, in order to align the efforts by Courses and Programs and Academic Affairs.
- Heidi Willis reported on the SURF taskforce efforts regarding permission numbers for the enrollment page.
- Updated links were addressed by the Syllabus Checklist work group.
- Our New Business included the discussion of Administrative Procedures and Board Policy updates for *Student Enrollment Limitations and Priorities*, *Grade Changes*, *Academic Renewal*, *Experiential Education*, and *Dismissal Disqualification and Readmission*.

March

- AAC began a discussion of the draft document of hiring ranking timeline, and the hiring prioritization guide for the Fall 2022 semester.
- We continued our discussion of the draft of the Academic Calendar for the 2023-24 term.
- The Textbook Affordability subcommittee reported working with Jim Julius on the OERI state project.
- Our New Business included the discussion of Administrative Procedures and Board Policy updates for *Student Enrollment Priorities, Securing of Copyright, Standards of Scholarship, and Credit for Prior Learning.*

April

- We expect to approve the hiring prioritization guide, and the draft timeline for reading and ranking faculty position requests for Fall 22.
- We expect to discuss and vote on the proposed inclusion of cSLOs and Core Competencies as a recommendation in the Syllabus Checklist.
- We expect to discuss and vote on the proposed academic calendar option for the 2023-24 term.
- Our New Business includes the discussion of Administrative Procedures and Board Policy updates for *Course Adds and Drops, and Student Registration Limitations and Priorities.*

Fall 2022

- We are planning to follow our timeline document to read the faculty position requests submitted via Campus Labs and meet to rank the requests with the Hiring Subcommittee.
- For the 2022-23 term, we plan to follow our regular cycle of updating AP's/BP's assigned to the Academic Affairs Committee.

Revisions:

Since AAC is responsible for several AP's & BP's dealing with registration and enrollment, we added Kathy Rodriguez, Director of Admissions and Records, to our group. As I reported last year, the terms of service should be modified to address participation issues. Due to schedule conflicts, AAC members are too often unable to represent import perspectives at meetings. We should consider having "backups" to mitigate this problem. Also, our ASG representation is usually missing.

CPC update to Academic Senate – Spring 2022

CPC has had a great year of carrying out our mission of careful study and open discussion to assure the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures.

For this school year, we have successfully approved the following:

Credit Courses:

New = 21; Modified = 108; Deleted = 15

Credit Programs:

New = 8; Modified = 9; Deleted = 6

Noncredit Courses:

New = 13; Modified = 9; Deleted = 6

Noncredit Programs:

New = 5; Modifications or Deletions = 0

The committee is also currently in the process of completing our regularly scheduled review of any APs/BPs assigned to the committee.

In addition to our curriculum work, the committee has engaged a variety of efforts to support the equity work at the college. We continue to take an active role in exploring how Area F Ethnic Studies requirements at the CSU, and locally, may impact our students and in consultation with articulation officer Joanne Benchop, we have this as a standing item on our agenda. We are also exploring different opportunities to respond to the RSE objectives that are within our purview as the college's curriculum committee. Finally, as we close out the school year, we are in the process of finalizing our next calendar and handbook, and we have some small taskforces looking at CPC's role in professional development for curriculum writers, accreditation, RSE, and more.

The Equivalency Committee does not have non-faculty members, and thus it is not affected by the changes to AS Bylaws.

Our goals for the year were to propose revisions to AP7211.2 (Minimum Qualifications and Equivalency) as needed to align the document with current practice. Most importantly the “Department Chair’s letter of support” for equivalency candidates has some potential for inequitable access based on subjectivity on the part of the DC. Current practice compels the DC (or a discipline expert surrogate) to evaluate the coursework and experience provided by the candidate. Moreover, qualification by eminence is no longer allowed under statewide AS rules, and we also feel that “eminence” cannot be objectively ascertained, and the college as a whole is moving away from slippery areas that might inequitably provide open doors for prospective personnel. We propose the elimination of any reference to “eminence” in the context of Equivalency, while also addressing the needs of colleagues in departments that have historically used eminence to qualify faculty, such as Music and International Languages. We have opened a dialog with these departments regarding some alternative option for qualification of a candidate that lacks a baccalaureate in the field but can otherwise demonstrate competence as an instructor.

The drafting of these proposed changes to the AP are overdue. The Equivalency Committee meets when there are requests to be evaluated. And while we always make quorum, until recently there have not been any meetings in which the full membership has been present to talk about these important issues. But we’re on it now.

And also there have been the usual number of requests for equivalency coming to the committee.

Awards Committee Annual Report

Fall 2021-> Spring 2022

Awards Committee members:

Robin Allyn (Chair), Albert Nyman (AF), Victoria Noddings, Christina Johnson, Allison Perkins

Meeting dates:

Fri 10/8/2021 8:30 AM - 9:30 AM

Fri 11/5/2021 8:00 AM - 9:00 AM

Fri 11/19/2021 7:30 AM - 8:00 AM

Fri 12/10/2021 8:30 AM - 9:30 AM

Wed 1/26/2022 7:30 AM - 8:30 AM

Wed 3/30/2022 7:30 AM - 8:30 AM

Wed 4/27/2022 7:30 AM - 8:30 AM

Achievements and Goals

Nominated Chris Vela Che for the ASCCC Stanback-Stroud Diversity Award

Associate Faculty recognition for years of service (Work is in progress)

Met with HR, specifically Charlie Ng, Hayley Schwartzkopf and Carolyn Sneary over the course of this school year

Given data limitations, the committee is working on a fair system to acknowledge Associate Faculty for their time served at MiraCosta. Goal for completion is Spring 2023.

Need to recruit faculty member to replace Victoria "Vicky" Noddings to retirement for service Fall 2022.

Increase campus participation in nominating colleagues and programs for the awards offered for Fall 2022. Ideas include a Fall flex workshop and partnership with the Writing Center.

Research options on sponsoring awards specific to our Librarians and Counselors (to be discussed at 4/27/2022 meeting)

MiraCosta Online Educators 2021-22 Report for Academic Senate

April 2022

2021-22 Membership: Sam Arenivar, Angela Beltran-Aguilar, Nery Chapeton-Lamas, Eli Clarke, Karl Cleveland (spring), Sean Davis (resource member, fall), Mike Deschamps, Roland Estrella, Shawn Firouzian, James Garcia, Nathan Hamzey (student), Jim Julius (chair), Robert Kelley, Lauren McFall (resource member, spring), Paulino Mendoza, curry mitchell, Pedro Morgado, Pamela Perry, Leola Powers, Eric Robertson, Tanessa Sanchez

Highlighted work and accomplishments from 2021-22

- Set three primary goals for the year, and developed taskforces to work on each. The work for each remains in progress:
 - Develop a guide for departmental leadership for enhancing quality online teaching and learning.
 - Develop a guide for faculty reference when selecting technologies to use for teaching and learning.
 - Draft the core components (goals/objectives/outcomes) for a new 3-year Online Education Plan.
- Based on inequitable and microaggressive interaction that occurred during MOE meetings, decided to rewrite MOE's committee charge and establish norms for interaction that align with the college's commitment to equity and anti-racism. (this work is in progress)
- Engaged campus leaders in dialog about compliance training for online instruction, evaluation issues related to teaching online, and updated tools for student evaluation of instruction.
- Held ongoing discussions and advised the Faculty Director of Online Education about statewide CCC distance education issues including MiraCosta's participation in the CVC Consortium and ongoing CVC initiatives to enhance online class quality within the CCC system.
- Held ongoing discussions and advised the Faculty Director of Online Education about local online education issues such as Hyflex course design and implementation, piloting and sustaining online instruction technologies, use of unofficial online communication tools for classes, incorporating online education into college plans, updating the DE Handbook, updating AP 4105, and compliance with DE regulations.

Anticipated major activities for 2022-23

- Enact new committee practices aligned with the commitment to equity and anti-racism.
- Develop and support actions to enhance faculty understanding of accreditation expectations for online education.
- Provide significant input into the development of a new Online Education Plan for MiraCosta.
- Continue to monitor and advise AS and faculty about ongoing statewide DE resources and issues, especially MiraCosta's involvement with the CVC Consortium.

AY 21-22 PDP Report to Academic Senate

During AY 21-22, the Professional Development Program (PDP) subcommittee of the Academic Senate has focused on working collaboratively with other AS subcommittees within its purview of faculty professional learning, procuring, promoting, and facilitating PD opportunities especially during calendar-designated flex days with over 140 sessions were offered. Plans to improve flex calendar useability include adding categories and the DEqCC endorsement option to the proposal form to make it easier for faculty to figure out what they want to attend.

Standing reports from C3, online education, NCHEA and our own liaison with DEqCC meant that PDP stayed up to date on activities in each of these areas. We created a task force to support the C3 Joyful Teacher, worked toward offerings that would address AS Goal 1.6 regarding classroom management and controversial topics tested the use of the chancellor's, and explored the Vision Resource Center, known locally as MIST, with a plan to pilot MIST for all flex reporting in F22.

In terms of equity work, the PDP examined the schematic developed by College Council; read and discussed "Delivering on the Promise of Progressive Policy" from the USC Race and Equity Center; participated in selecting the all-campus equity reads, including advocating for a role-focused read for faculty in Spring 23 which will be cooperatively chosen with DEqCC; ensured that equity programming continued in S22 flex even as DEqCC wisely decided to offer the Cultural Competency Conference once a year in fall; and are currently working with DEqCC to respond to Charlie Ng's call for cultural competence training as onboarding for all MiraCosta hires including faculty.

PDP offers various first year orientation elements for new full-time faculty. The Lodestar program returned and First Fridays were revised with a goal of interactivity. In collaboration with TREC and DEqCC, the coordinator and several committee members have explored mentorship by reading, discussing, and listening to this year's newly tenured faculty. Concretely, one goal of these discussions for PDP is to revamp faculty orientation, but so far, we've mostly seen the need to develop a culture of mentorship that could go beyond specific embodiments. Questioning why these programs have been limited to full-time faculty is among the considerations that beg to be examined.

Agenda items are projected for AY 22-23:

- Follow-up on AtD Coach, Dr. Mary Spilde's "Professional Learning Report" for integration across the campus
- Development of a Data Coaching Proposal, to institutionalize the work already happening in the Strong Workforce Institute and the Cultural Curriculum Collective, in conjunction with IPRC and the support of RPIE
- Develop a clear PDP mission, set of functions, and subcommittee membership for AS approval and web posting
- Continue forward exploring MIST as the platform for local flex opportunities
- Revamp faculty orientation with mentorship at the center and an eye toward inclusion of all faculty
- Determine, in cooperation with DEqCC, a faculty-focused equity read for S23
- Continue work on sessions to address classroom management and controversial topics

End of Year Sabbatical Leave Committee (SLC) Report - 2021/2022

The sabbatical leave committee status, mission and functions all remain the same.

The SLC spent time in the Fall reviewing and approving eleven sabbatical leave applications. This was an increase from the seven applications the year prior. These applications were for faculty who plan to take their sabbatical leave during Fall 2022 and/or Spring 2023. It was noted, a committee member was assigned to each faculty member to assist in any needed application revision(s). The SLC also discussed three individual sabbatical leave reports received from faculty who returned from their sabbatical leaves during Spring 2021. A taskforce was assigned to each returning faculty member and was responsible to review documentation. The SLC voted on the sabbatical leave reports based on taskforce recommendations and established deadline timelines for report revisions (if any) and forwarded the reports to Academic Senate for approval. After the Board approval of the SL applications, the SLC Chair notified each dean and department chair of all faculty who had been approved for a sabbatical leave and the semester of the approved leave. This is a change from previous years when it was the faculty responsibility, but correlates with new changes in the District/Faculty Assembly Agreement July 2021-June 2022.

During the Spring meeting the SLC discussed and voted on the three individual sabbatical leave reports received from faculty who returned from their sabbatical leaves during Fall 2021. Prior to the meeting, a task force reviewed the report documentation. These reports were forwarded to Academic Senate for approval. During the Spring SLC meeting, revisions/changes of the SLC handbook were also discussed and approved which included providing examples of documentation desired on the SL application and allowing faculty who have returned from sabbatical leave to choose which (if any) documentation from the SL report that they would like to make public and share. Currently, documentation is only seen by the assigned taskforce and remains private. At this meeting we also discussed putting together a Spring (April) Sabbatical Leave Workshop for faculty that may be interested in putting in a SL application in the Fall and voted on the chair/co-chair for 2022/2023. Trisha Hanada-Rogers and Gail Meinhold will remain as co-chairs.

Moving forward, the SLC projects approximately sixteen sabbatical leave applications this coming fall (2022) and will be discussing the four individual sabbatical leave reports from faculty who return from their sabbatical leave during Spring 2022.



Report and Update from the Salary Advancement Committee (SAC) Academic Senate Meeting - April 15, 2022

Salary advancement updates for the 2021-2022 academic year.

- Added a Fall submission deadline – there are now two opportunities to submit for salary advancement. March 1st and October 1st
- Fall '21 deadline had 7 submissions; Spring '22 deadline had 15 submissions (A decrease by one application from the 2020-2021 cycle)
- FLEX presentation on salary advancement given each semester
- Salary advancement presentation given Sp22 during the Associate Faculty Orientation
- Continued development of an online salary advancement application submission process
- Updates to SAC Handbook (no change in process, just adding clarifying information based off questions we've received at FLEX presentations and via email)
 - Added an additional section specific to completing additional Master's degrees, and/or a Doctorate degree and the process for these
 - Added sample "Letter of Intent" letters (full-time and associate)
 - Added clarifying information on when courses must be completed to count towards the following year's advancement (June 30th)
 - Clarified information on the submission process
 - Added information on how to send transcripts to Human Resources
 - Updated links to current Full-time Faculty and Associate Faculty contracts

Accreditation Report on 4/15/22 – Luke Lara

In preparation for the fall 2023 Accreditation visit and Institutional Self-evaluation Report (ISER), which is due in spring 2023, we will have a standing report on Accreditation.

The following are reminders for faculty:

1. The Academic Affairs Committee (AAC) maintains and updates the **Syllabus Checklist**. This is a list of items that are REQUIRED and RECOMMENDED. AAC has adopted an updated version of the syllabus checklist that will be posted to the [Faculty Information for Full-time Faculty](#) and [Faculty Information for Associate Faculty](#) website shortly. In the meantime, we wanted to bring to your attention certain items that have always been required on the syllabus and that have critical impact on accreditation, including listing,
 - **Student Learning Outcomes (from Course Outline of Record)**
 - **Program Learning Outcomes (as applicable)**
 - [Institutional Core Competencies](#)

Make sure that your course syllabi have the most current SLOs, PLOs, and Core Competencies listed.

The 5th Friday - **April, 29, 2022**, will be dedicated to **Strengthening our Core**. [Registration for the event](#) is necessary and highly encouraged for all faculty. Bring your department colleagues along. Faculty will be leading these discussions.

Here is more detail:

The Outcomes Assessment Committee will be presenting **Strengthening the Core** on Friday, April 29, 2022—be prepared to **strengthen** your outcomes assessments and **stretch** your understanding of how to integrate with the College's Core Competencies! Highlights of this working event with your department colleagues will cover how to:

- Align Course Student Learning Outcomes with Program Learning Outcomes and Core Competencies
- Adapt an assignment that can be used for the assessment of Course Student Learning Outcomes, Program Learning Outcomes, and Core Competencies
- Design a rubric utilized for assessments

We strongly encourage all teaching faculty to participate in this regular duty day event which will be crucial to our work for accreditation.

Continental breakfast and lunch buffet will be provided for those who attend. (Vegetarian options will be available.)

2. The MiraCosta Online Educators and Courses & Programs Committee are both responsible for updating AP 4105 Distance Education. Last year, they were proactive and made significant changes in preparation for impending federal and state regulations around distance education. We wanted to highlight the various resources that have been developed to help all faculty who teach via distance education. Distance education resources are posted to the [Faculty Information for Full-time Faculty](#) and [Faculty Information for Associate Faculty](#) websites including,
 - [Distance Ed Handbook](#)
 - Mandatory Distance Ed Teaching Compliance Training
 - [Faculty Assembly Agrmt. Section C.13.3 \(Full-time faculty\)](#)
 - [Associate Faculty CBA Section 7.1.4 \(Associate faculty\)](#)
 - [Faculty Online Training Step by Step Instructions](#)
 - [MiraCosta Online Class Requirements Checklist](#)
 - [MiraCosta Online Class Quality Guidelines](#)
 - [Online Education Faculty Resource Center](#)



Office of the Superintendent/President
Sunita V. Cooke

DATE: March 21, 2022

TO: Luke Lara
President, Academic Senate Council

FROM: Sunny Cooke
Superintendent/President

RE: Emeritus Status for Faculty

The following full-time faculty members have retired from teaching at MiraCosta College. Please consider the qualifications of these retirees and forward the Academic Senate's recommendations for emeritus faculty status. Those recommendations will then be presented to the board of trustees for approval.

The following full-time faculty retirements have been accepted by the board of trustees:

Retiree	Job Title	Hire Date	Retirement Date	Years of Service
Noddings, Victoria	Instructor, Math	8/16/99	5/27/22	22.7
Pickett, Brent	Instructor, Math	8/17/92	5/27/22	29.7
Stephenson, Denise	Faculty Director	7/01/04	6/30/22	18
Whitney, Mark	Instructor, Child Development	8/16/99	5/27/22	22.7



Office of the Superintendent/President
Sunita V. Cooke

DATE: March 21, 2022

TO: Luke Lara
President, Academic Senate Council

FROM: Sunny Cooke
Superintendent/President

RE: Emeritus Status for Associate Faculty

The following associate faculty members have retired from teaching at MiraCosta College. Please consider the qualifications of these retirees and forward the Academic Senate's recommendations for emeritus faculty status. Those recommendations will then be presented to the Board of Trustees for approval.

Retiree	Hire Date	Retirement Date	Terms of Service
Gray-Adams, Grace	8/16/99	8/12/22	39
Herrick, Jane	1/13/06	6/22 21	39
Marbey, Debra	8/10/07	5/31/22	30
Zimmerman, Delphine	6/19/84	5/28/22	40



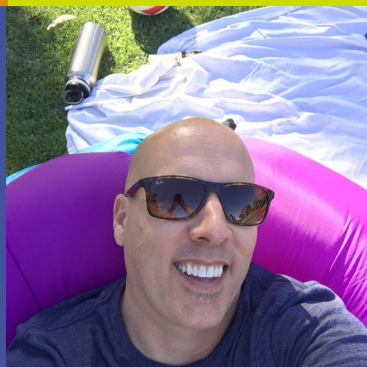
Credit for Prior Learning (CPL)

Benjamin Gamboa, Associate Dean-Career Education

Delores Loedel, Faculty-Accounting

Donny Munshower, Faculty-Counseling

2022



What is CPL Anyway!?

The American Council on Education (ACE) defines prior learning as skills and knowledge garnered outside of the classroom and notes that it can be obtained through both formal (e.g., testing, workplace training, military training) and informal (e.g., volunteer work, independent study) means. CPL occurs when such skills and learning are evaluated and determined to be equivalent to the articulated outcomes of a college course and students are granted course credit.

<https://www.cccco.edu>





Why is CPL Important?

We're Actually Already Doing It!

CPL has been in place at many institutions since the 1980's. By helping students with their CPL, we are putting them on the pathway to success. MiraCosta is already issuing CPL for:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Articulated Credit by Exam (CBE)
- College Level Examination Program (CLEP)
- Credit by Exam (like in the languages)
- Waivers & Substitutions (varies by department)
- Military Credit (only for electives at this time)

By institutionalizing this process in a more holistic manner, we will be making this easier for everyone.



It's an Equity Game Changer

CPL is an important equity imperative integrated within the Vision for Success. California's working adults, predominantly people of color, need on-ramps to education and off-ramps to work to stay competitive in the future workforce. CPL makes it easier for learners to get a jumpstart towards a certificate or degree; in addition, validating their skills and knowledge with credit is a valuable signal that they belong in college. As a system, we must tailor learning and supports to help Californians upskill for future jobs.

- **Credential completion**—new research from CAEL and WICHE found that adult students who participate in CPL are 17 percent more likely to complete, compared to those without CPL.
- **Time saved**—adult CPL students saved, on average, 9-14 months in earning a degree (CAEL-WICHE study findings).
- **Money saved**—depending on sector, adult students saved between \$1,500 and \$10,200 through CPL (CAEL-WICHE study findings).
- **The evidence is clear that CPL hits squarely at what adult students care about most when they are considering postsecondary enrollment: completing credentials quickly and affordably.**
- **Enrollment in more classes at the institution**—on average, adult students with CPL take 17 more course credits from their college or university compared to those without CPL.
- **Validation and motivation**—qualitative interviews reveal that both students and institutional representatives find the CPL process to be empowering and validating. (Klein-Collins & Olson, 2014).

Why the Need to Expand?

- A clear, expanded pathway that is easy to follow, well marketed, and consistent across the college will assist our students on their pathway to success and recognize the assets that they bring to the learning environment.
- The expansion and process simplification of CPL can help us better market our programs, thereby expanding them.
- It's the right thing to do!

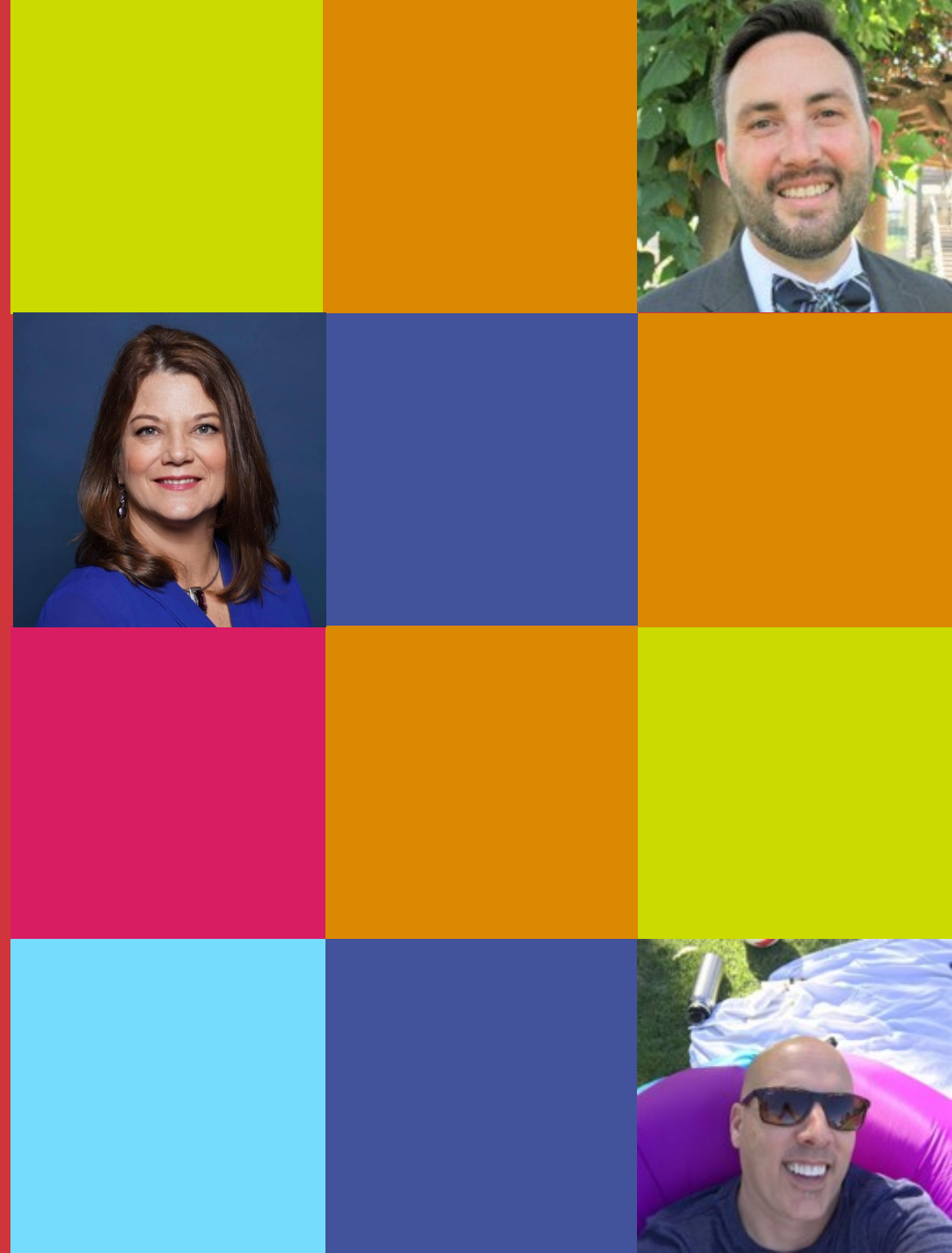


MiraCosta College Credit for Prior Learning Implementation Framework

[Document Link](#)

Questions/Feedback

1. What are we missing? Are there any groups or steps that you feel should be listed here that are missing?
2. Who is interested in being an earlier adopter of the CPL Framework and willing to work with their department to expand CPL at MiraCosta College?





Credit for Prior Learning Implementation Framework

Task One: Introduction to Credit for Prior Learning (CPL). Educate faculty, staff, and administrators about what CPL is and what it is not. Break down the myths and barriers surrounding CPL. Discuss why the expansion of CPL closes equity gaps in access, progression, and completion.

Activity	Subject Matter Experts	Timeline
Provide professional development	Academic Senate, Department Chairs, Faculty Champions, Administrators, Classified Professionals, DEqCC, PDP, PIO, AIS	Throughout implementation & in perpetuity
Inquiry & Discovery: What is already occurring & what is the workflow?	Discipline faculty already using CPL, Deans Ramirez and Stewart, Veterans Office, Admissions & Records, Evaluators, Financial Aid, Articulation Officer, CPC Chair, AIS	Spring 2022 & Fall 2022
Process Mapping: What should occur & what should be the workflow?	Discipline faculty already using CPL, Deans, Curriculum Specialist, Veterans Office, Admissions & Records, Evaluators, Financial Aid, Business Analyst, Articulation Officer, CPC Chair, AIS	Fall 2022

Task Two: Curriculum and Outcomes Alignment. Identify champions and colleagues who will help design and pilot curriculum processes. For example, some disciplines will leverage industry certifications that align well for CPL (such as computer studies), others may use portfolios (such as media arts), while others may use testing (such as accounting).

Activity	Subject Matter Experts	Timeline
Identify faculty champions	Department Chairs & Faculty interested in CPL	Spring 2022 & Fall 2022
Develop curriculum identification processes	Department Chairs, Faculty interested in CPL, IS Deans, CPC Chair, OAC Chair, Counselor, Articulation Officer, Curriculum Specialist	Fall 2022
Test curriculum identification processes	Department Chairs, Faculty interested in CPL, IS Deans, CPC Chair, OAC Chair, Counselor, Articulation Officer, Curriculum Specialist	Fall 2022 & Spring 2023
Adjust and improve curriculum identification processes	Department Chairs, Faculty interested in CPL, IS Deans, CPC Chair, OAC Chair, Counselor, Articulation Officer, Curriculum Specialist	Spring 2023

Task Three: Evaluation and Transcription Processes. Design and pilot processes for how CPL is advised, evaluated, and recorded. For example, who is involved in the evaluation process? How is it transcribed? How is counseling involved in the process? What does student support look like in the CPL environment?

Activity	Subject Matter Experts	Timeline
Develop evaluation & transcription processes	Counselor, Articulation Officer, SS Deans, Admissions & Records, Evaluators, Business Analyst, AIS	Fall 2022
Test evaluation & transcription processes	Counselor, Articulation Officer, SS Deans, Admissions & Records, Evaluators, Business Analyst, AIS	Spring 2023
Adjust and improve evaluation & transcription processes	Counselor, Articulation Officer, SS Deans, Admissions & Records, Evaluators, Business Analyst, AIS	Spring 2023 & Fall 2024

Task Four: Institutionalization. Evaluate and institutionalize processes from start to finish in the student experience, including documentation, marketing, receiving student requests, and items in other tasks.

Activity	Subject Matter Experts	Timeline
Develop student-facing documents	Counselor, Articulation Officer, SS Deans, Admissions & Records, Evaluators, Business Analyst	Fall 2022 & Spring 2023
Develop marketing plan	PIO	Spring 2023
Develop web page for student information	PIO, Admissions & Records, Evaluators, Financial Aid, Business Analyst, AIS	Spring 2023
Finalize processes	Department Chairs, Faculty interested in CPL, all Deans, CPC Chair, OAC Chair, Counselor, Articulation Officer, Curriculum Specialist, Admissions & Records, Evaluators, Financial Aid, Business Analyst, AIS	Fall 2024

Adult High School 2022 WASC Midterm Report

Academic Senate Meeting

April 15, 2022

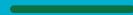
Why WASC?

- The Adult High School is separately accredited by the Western Association of Schools and Colleges.
- Same accreditation body as other public high schools.
- Grants graduates a high school diploma, rather than equivalency.

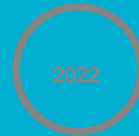
Our WASC timeline...



Initial WASC accreditation



Last full accreditation



Midterm report due



Seek next full accreditation

Overall document structure

1. Student and Community Profile
2. Significant Changes and Developments
3. Engagement of Stakeholders in Ongoing School Improvement
4. Progress on the Implementation of the Schoolwide Action Plan
5. Schoolwide Action Plan Refinements

Some data highlights

- Institutional and community information
 - Enrollments have dropped from 3,059 in 2011-12 to 2,163 in 2020-21, largest drop was pre-pandemic
 - No major demographic shift of student population
- Student and program learner outcome highlights
 - Retention increase from 66.3% to 75% from 2016-17 to 2020-21
 - Percentage of AHS students earning a diploma each year rose from 6.6% in 2012-13 to 9.9% in 2020-21
 - Between 2010-11 and 2020-21, 10.1% drop in transitions to credit, but 2.9% increase in dual enrolled AHS students

Changes and developments

- Construction and new facilities
- Since initial accreditation, expansion of instructional and student support services
- Because, COVID! - training of faculty and staff to effectively teach and support students online

Key action plan item progress

Key Issue One: Improve communication with students and collaboration with stakeholders to increase student success (3 of 7 completed).

Key Issue Two: Expand effective use of data for program improvement (in progress).

Key Issue Three: Engage in robust marketing and outreach specific to the AHS (in progress).

Key Issue Four: Develop accountability tools to evaluate professional development activities (in progress).

Key Issue Five: Better integrate District-wide support services for AHS students (2 of 2 completed).

Key Issue Six: Improve physical and technological resources for students (2 of 3 completed).

NOTE: detail of action plan item completion and progress can be found in table at the end of section V.

Thank you! Questions?



**MIRACOSTA COLLEGE ADULT HIGH SCHOOL
ACS WASC MID-CYCLE
SCHOOL PROGRESS REPORT**

**Community Learning Center
1831 Mission Avenue
Oceanside, CA 92058**

June 2022

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student and Community Profile

Basic Institutional Information

- 1. Narrative Description of the Adult High School.** The Adult High School (AHS) mission is to prepare adults for higher education and increased employability in a supportive, challenging, and accessible environment that respects and honors diversity. The Community Learning Center (CLC), one of four MiraCosta Community College District (MCCD) campuses, houses the AHS. In addition to AHS courses, the CLC offers courses in noncredit categories as well as selected MiraCosta College credit courses to assist students in transitioning from noncredit to credit programs.

MiraCosta College is the only post-secondary institution in Coastal North San Diego County to offer an adult high school diploma program. The program is tuition-free, with both day and evening courses to accommodate the varying schedules of students in the community. Courses are faculty-led and offered in a variety of instructional modalities (i.e., on-ground, synchronous online, and asynchronous online). The variety of course offerings and instructional modalities makes the AHS program unique compared to other local open-lab or self-paced diploma programs. As a MiraCosta College program, the AHS complies with all MCCD policies and procedures.

- 2. School Address, Website, and Extension Site**

MiraCosta College
One Barnard Drive
Oceanside, CA 92056
www.miracosta.edu

MiraCosta College Community Learning Center (CLC)
1831 Mission Avenue
Oceanside, CA 92058
www.miracosta.edu/AHS

- 3. History of the School.** In spring 1934, the Oceanside-Carlsbad Union High School District Board of Trustees chose to establish a junior college department on the high school's campus, located in downtown Oceanside. In 1960, with the encouragement of state and county educational agencies, Oceanside and Carlsbad voters agreed to develop a separate junior college district to be governed by the same board of trustees that oversaw the high school district.

When the College separated from the high school districts to become Oceanside-Carlsbad Community College District, and soon thereafter the MiraCosta Community College District, both Carlsbad and Oceanside Unified School Districts asked the College to accept responsibility for all adult education in the district.

The College agreed to accept that charge at a meeting on April 18, 1972. In addition, on June 23, 1972, the Oceanside Unified School District Board of Education granted MiraCosta permission to grant eighth grade and high school diplomas. On August 1, 1972, the MCCD Board of Trustees approved the graduation requirements as submitted ([EV-1](#)).

Originally, the AHS offered only evening classes in one wing of an Oceanside High School building. In the late 1970s, MiraCosta also assumed the responsibility for the General Educational Development program on Camp Pendleton, previously offered by the San Diego Army and Navy Academy private prep school.

In 1976, when the state determined that open community college districts would no longer be allowed, it annexed the San Dieguito geographic area, which included the cities of Del Mar, Solana Beach, Olivenhain, Encinitas, and Leucadia, to the MCCD. Because the San Dieguito Union High School District (SDUHSD) was already operating an adult school at that time, MiraCosta College agreed not to offer noncredit classes or programs in that area of the district; however, at their request, in 2006 the College offered a few adult high school classes at the San Elijo Center to assist some SDUHSD students who had not passed the California High School Exit Exam.

In the 1980s, MiraCosta's noncredit programs, including the AHS diploma program, moved from Oceanside High School to leased facilities in Oceanside. The new facility was called the Adult Learning Center. As a result of changes in the Camp Pendleton Marine Base population in the 1990s, MiraCosta closed its offices and the AHS on the base; from that time until the present, the College has served the Marine Corps population off the base at the MCCD facilities in Oceanside.

In 1998, MCCD invested approximately \$8 million to purchase and remodel an existing strip mall and restaurants located on 7.8 acres at in Oceanside to house the College's noncredit programs. This site, named the MiraCosta College Community Learning Center, is in a commercial area with frequent bus stops nearby. Residential areas border the commercial area in which the CLC is located.

In spring 2014, the Coastal North County Adult Education Consortium (CNCAEC) was established. Through the consortium, K-12 school districts in North San Diego County work with MiraCosta College to develop and implement a comprehensive plan to better serve the educational needs of adults in the region. MiraCosta College and the Carlsbad Unified School District, Oceanside Unified School District, and San Dieguito Union High School District comprise the CNCAEC. When the consortium examined adult education programs within MCCD boundaries, specifically adult high school diploma programs, it determined

that MiraCosta would become the sole provider of adult secondary education programs in the region. By 2016, MiraCosta College took over the responsibility of providing a high school diploma program for all three unified school districts.

- 4. Significant Developments.** Due to the passage of a bond measure that is financing capital improvements throughout the District, the CLC has benefited from the addition of a new student services building along with numerous other improvements to its existing campus and site.

The new building has provided the CLC with a much-needed exterior campus quad and connections to parking. Both the new building and outdoor space were designed to create a campus environment that encourages student engagement, enhances the student experience, and improves safety and security.

Prior to the renovations, the campus consisted of one old building with no “interior” campus space for student gatherings, outdoor learning, or opportunities for creating community. The new internal quad includes an outdoor event space, student seating, and safe, accessible walkways that are a vast improvement on the parking lot and limited walking spaces that existed before.

The addition of square footage with the new and renovated building has also addressed space deficiencies that have been identified in previous reports. The renovation and modernization of existing instructional buildings included new computer labs, a renovated science room, updated classrooms, and the Learning Commons, which is composed of new student study and tutoring spaces. These renovations are providing flexible and interactive twenty-first century learning environments for AHS students.

This project also refreshed aging building systems, finishes, furniture, and technology and addressed identity and wayfinding issues with a new campus gateway structure at the main entrance. Additional site improvement projects, slated to begin in summer 2022, will provide additional parking, student drop-off areas, and water-conscious landscaping ([EV-2](#)). The investment in new facilities for the CLC was budgeted at \$12.7 million and began in spring 2021.

As of January 2022, most of the new construction at the CLC has been completed. The remaining phase will continue through winter 2022 and should be completed by fall 2022. Figure 1 illustrates the extent of the planned renovations to the site.



Figure 1. Community Learning Center Construction

5. Student Demographics. Over the past several academic years, AHS students have been predominantly female; by the fall 2021 term, 61.9 percent of students were female, as illustrated in Figure 2.

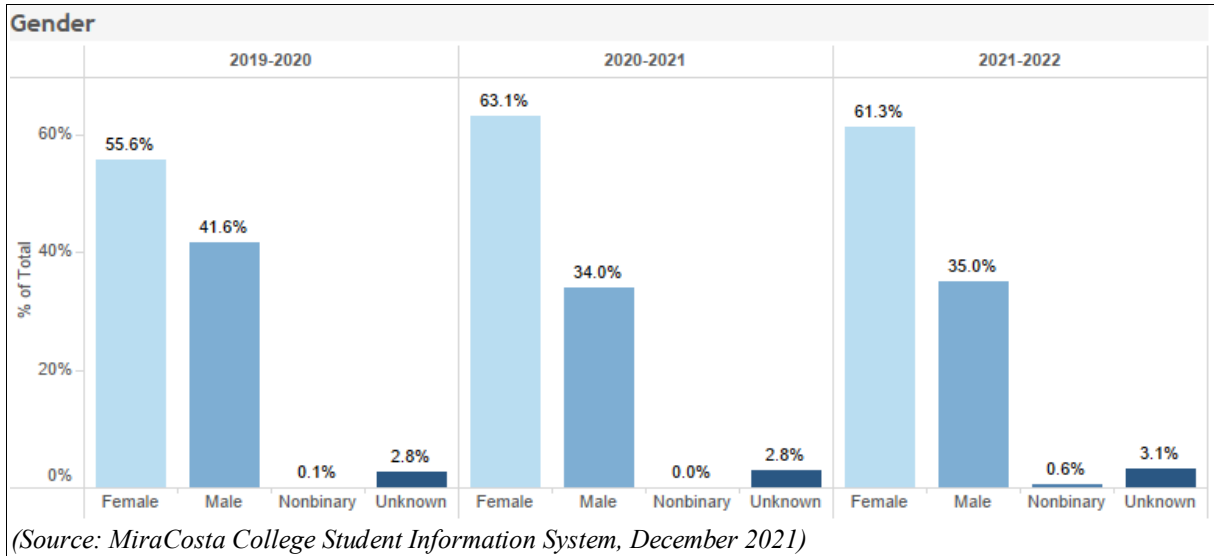
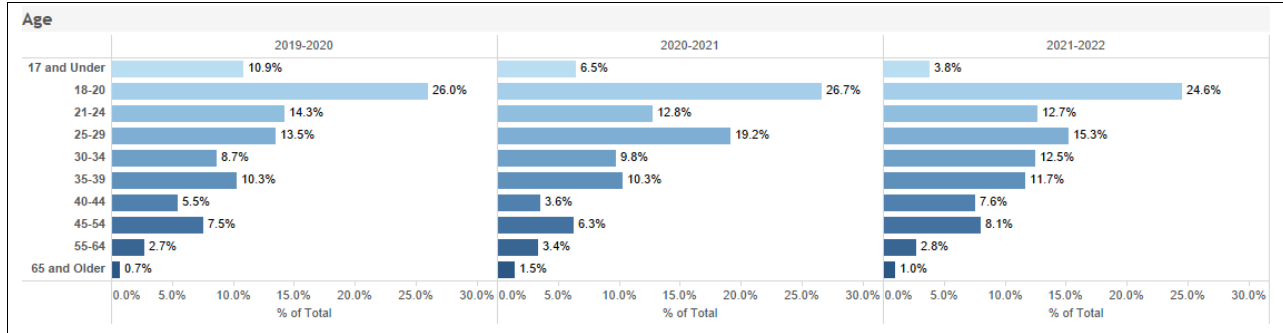


Figure 2. AHS Student Gender (2019–2021)

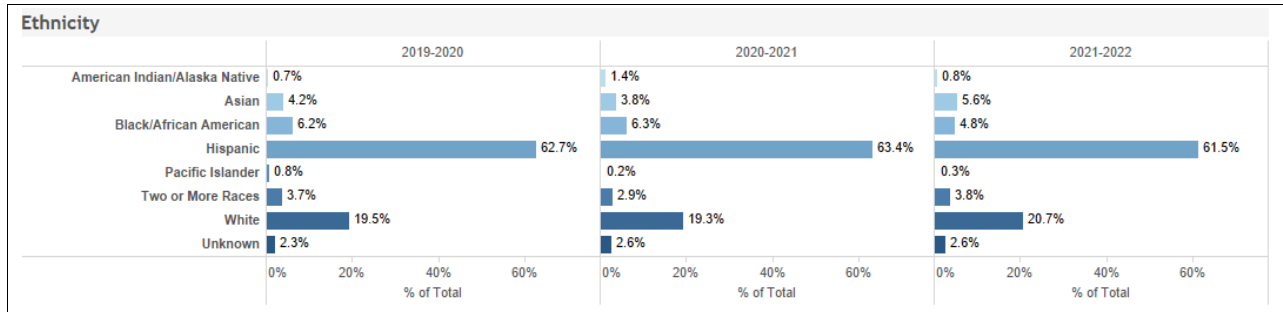
The AHS serves students of a variety of ages and life stages, as illustrated in Figure 3. Only a quarter of students in the most recent academic year were between the ages of 18 and 20, although a similar proportion were in their 30s and nearly a fifth (19.5 percent) were aged 40 years or older.



(Source: MiraCosta College Student Information System, December 2021)

Figure 3. AHS Student Age (2019–2021)

The ethnicity of the student population, illustrated in Figure 4, has remained relatively consistent over time with roughly three-fifths, 61.5 percent, of students describing themselves as Hispanic, while 20.7 percent selected White, 5.6 percent selected Asian, 4.8 percent selected Black/African American, and 3.8 percent selected multiracial. Less than 1 percent described themselves as Pacific Islander.



(Source: MiraCosta College Student Information System, December 2021)

Figure 4. AHS Student Ethnicity (2019–2021)

6. Governance Structure. The AHS functions as a department in the school of Continuing and Community Education within MiraCosta College. The dean of Continuing and Community Education is both the academic and operational leader of Adult Education and its departments at the College, including the AHS, and the site administrator for the CLC ([EV-3](#)).

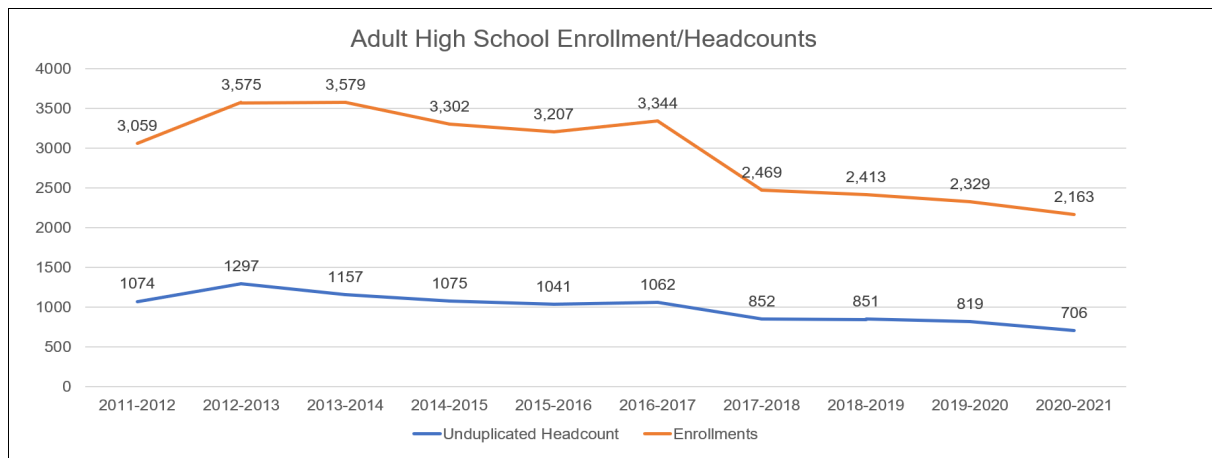
As a California community college district, the MCCD has a publicly elected board of trustees with seven members elected by area and a student trustee elected by the student body (EV-4). District leadership includes a superintendent/president and vice presidents of Administrative Services, Instructional Services, Human Resources, and Student Services (EV-5).

As the chief executive officer of the MCCD, the superintendent/president has the authority and responsibility for the quality of the College's instructional programs, student support services, human resources, and administrative services. The vice president of Instructional Services has responsibility for five schools, including the school of Continuing and Community Education, and five instructional areas, including site administration of the CLC (EV-6).

MiraCosta's strong governance process supports collegial decision making by clearly defining through board policy how governance recommendations to the superintendent/president are made (EV-7). The College Council makes recommendations to the superintendent/president and is the primary advisory for college-wide matters. This governance group is composed of the superintendent/president, four divisional vice presidents, institutional effectiveness dean, Academic Senate president and vice president, Associated Student Government president, Classified Senate president and vice president, and districtwide committee chairs. In its advisory capacity to the superintendent/president, the College Council plays an essential role in facilitating discussions to ensure governance processes and priorities, accreditation processes, integrated plans, and other activities promote institutional effectiveness.

7. **Schoolwide Learning Outcomes.** The AHS equates WASC schoolwide learner outcomes with MiraCosta College program student learning outcomes (PSLOs). In 2013, the AHS reviewed and revised its four PSLOs to reflect both the level of achievement appropriate for a high school diploma and the school's student population. AHS PSLOs are highly informed by the AHS mission to prepare noncredit students for higher education and the workforce. PSLOs are posted in all classrooms and published in the MiraCosta College Catalog (EV-8). A link to the AHS section of the catalog is provided on the [AHS webpage](#).
8. **Programs Offered and Students in Attendance.** The AHS offers courses for adults who wish to obtain their high school diploma. After evaluating students' high school credit deficiencies upon their admission to the AHS, counselors help them plan a program to meet the graduation requirements.

The unduplicated student headcount, illustrated in Figure 5, has fluctuated in recent years and in 2020/21 stood at 706. Course enrollments have also varied from a high of 3579 in 2013/14 to 2163 in 2020/21, a decrease of 39.6 percent. While the most recent decline in enrollments began prior to the onset of the COVID-19 pandemic, the steady decline is an area of ongoing concern. This decline began just as new student support programs were activated, including onboarding and orientation offered through the Noncredit Student Success and Support Program (NCSSSP) and expansion of noncredit counseling. In the coming three years, the AHS seeks to examine these and other programmatic changes for any potential connection to drops in enrollment.



(Source: MiraCosta College Student Information System, December 2021)

Figure 5. AHS Enrollments and Unduplicated Headcount (2011–2021)

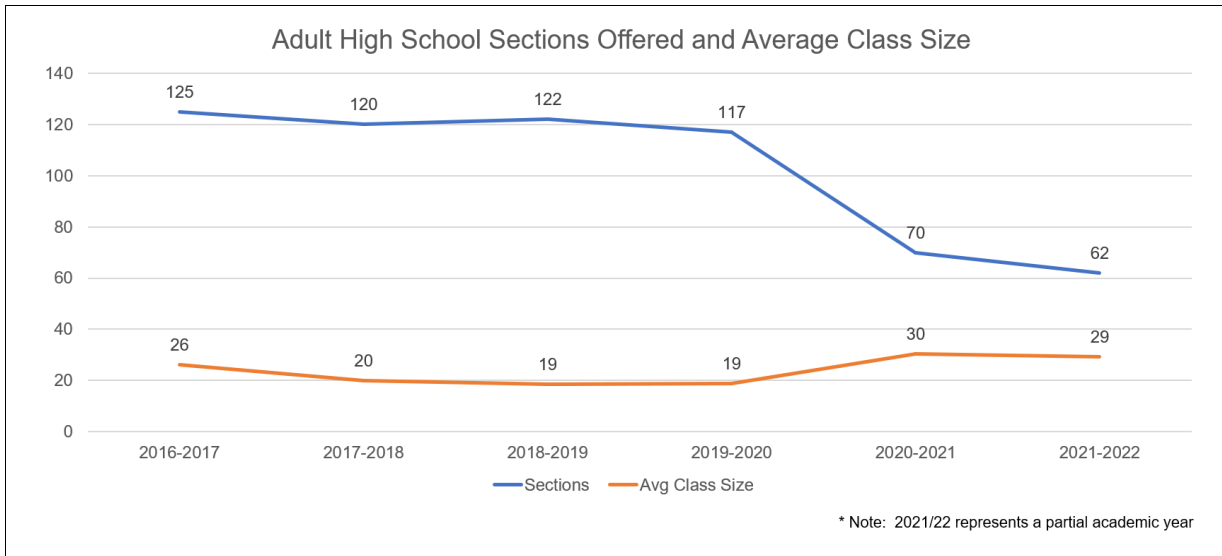
Although similar declines have been observed in other adult education programs and community colleges since 2010, and although the pandemic is considered to have exacerbated enrollment declines,¹ a combination of additional factors may also be involved, including but not limited to lower national birth rates, an aging service area, stagnating wages that necessitate the need for immediate income, increasing alternative adult high school

¹ Sources: American Association of Community Colleges. (2019). Community College Enrollment Crisis: Historical Trends in Community College Enrollment (<https://www.aacc.nche.edu/wp-content/uploads/2019/08/Crisis-in-Enrollment-2019.pdf>); Anderson, N. (2021). Community Colleges Continue Major Enrollment Decline. The Washington Post. 12/28/21 (<https://www.washingtonpost.com/education/2021/12/28/community-college-enrollment-drops/>); Weissman, S. (2021). Fall Enrollment Drops at Community Colleges Bring Fresh Worries. InsideHigherEd.com, 10/25/21 (<https://www.insidehighered.com/news/2021/10/25/community-college-enrollments-worry-campus-leaders>); SANDAG 2020 Forecasts.

programs locally and online, and the multitude of new challenges current and potential students are facing in the current economy.

In response to the steadily declining program enrollments, the AHS recognizes the need for more concentrated efforts in this area. Key Issues One and Three, including several strategic activities, have been revised to provide more focus on this objective. Increased engagement of internal and external stakeholders, including business and community organizations, as well as new adult-education-focused marketing efforts are all planned to address enrollment declines.

- 9. Number of Sections and Average Class Size.** The number of sections offered declined significantly with the onset of the COVID-19 pandemic in 2020/21, as Figure 6 illustrates, while average class size increased. While the AHS has long been characterized by its relatively small class sizes, enrollment declines overall have made it necessary to offer fewer course sections, resulting in a larger concentration of students in the courses that remained. As the program recovers from pre- and post-pandemic related declines in new students and enrollments, and as efforts identified in Key Issues One and Three indicate, the AHS seeks to match class sizes to pre-pandemic rates.



(Source: MiraCosta College Student Information System, January 2022)

Figure 6. AHS Sections Offered and Average Class

- 10. Average Student Course Load.** In the last five years, students enrolled in an average of 2.9 courses in the fall terms, as illustrated in the table below. This average is expected given the

program’s fast pace and AHS students’ responsibilities and commitments beyond the program.

Table 1. AHS Average Student Course Load in Fall Terms (2016–2020)

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Average number of courses enrolled	3.1	2.9	2.8	2.9	3.1

(Source: MiraCosta College Student Information System, December 2021)

11. Certificates. In 2016/17, the AHS created a Basic Education for Academic or Workforce Preparation Certificate of Competency. This initial certificate offers a benchmark of achievement for diploma-seeking students as well as non-diploma-seeking students who want to review foundation skills in reading, writing, grammar, and mathematics in preparation for their next educational or career-related goal.

In fall 2020 the AHS developed the following additional Career Development and College Preparation (CDCP) certificates:

- English Fundamentals—Reading (two courses/96 hours)
- English Fundamentals—Writing (two courses/96 hours)
- English Fundamentals—Grammar (two courses/96 hours)
- High School Equivalency Preparation (two courses/144 hours).

These certificates were designed to create more benchmark opportunities for diploma-seeking students and to encourage persistence and retention within the program. The certificates were also intended to provide transition opportunities to students interested in credit coursework. Data examining how these certificates meet the needs of students are not currently available due to certificate-verification delays, but the AHS will collect and analyze the data over the next three years (see Key Issue One, Strategic Activity 4).

The CDCP certificates were first developed and approved by the MiraCosta College Board of Trustees and the California Community Colleges Chancellor’s Office (CCCCO) in 2019 and 2020, respectively. The pandemic delayed the development of processes for verifying, producing, and distributing the certificates until spring 2021, when Admissions and Records support staff developed the processes needed to award the certificates, including an online certificate petition ([EV-9](#)) and a noncredit transcript ([EV-10](#)). The College’s Public

Information Office also created a noncredit certificate flyer ([EV-11](#)) and brochure ([EV-12](#)) to promote the programs.

Initial efforts for awarding certificates focused on identifying students from the last five years who had enrolled in and passed the minimum number of courses required for any of the five certificates. This query identified 275 certificates that can now be awarded to current and former students (*Source: MiraCosta College Student Information System/Data Warehouse, March 2022*).

The AHS will be refining how it both identifies students who qualify for these certificates and assists them through the certificate-petition process in the next year (see Key Issue One, Strategic Activity 4).

12. Administrative and Teaching Staff Members. As stated previously, the dean of Continuing and Community Education is the academic and operational leader of the AHS. The teaching staff members include four full-time and thirteen associate (part-time) faculty. In addition, the AHS is supported by two librarians, two full-time counselors, and eighteen staff members in roles that include student support services, admissions and records, tutoring, research, and facilities.

13. Calendar System Used. The AHS utilizes an academic calendar approved by the MCCCD Board of Trustees and Academic Senate ([EV-13](#)). Designated as the Noncredit Calendar, it operates on the same overall schedule as the Credit Academic Calendar in terms of fall, spring, and summer start and end dates, campus closures, and holiday observations. The noncredit calendar allows for four eight-week terms across the fall and spring semesters to better meet the needs of adult students.

Community Information

1. Geographic Area. Prior to the pandemic, AHS courses were taught only at the CLC, which is in a commercial area of Oceanside bordered by residential areas. After the creation of the CNCAEC in 2014, MiraCosta also became the sole provider of adult education to the SDUHSD. Figure 7 depicts a map of the geographic region served by the AHS. Most AHS students (64 percent) enrolled in the recent academic year resided within the service area, with most living in Oceanside (45 percent), followed by Vista (18 percent), Carlsbad (11 percent), and Encinitas (4 percent). The remainder of enrolled students came from other cities both within and outside MCCD service area boundaries.

- 2. Population.** The area served by the AHS is like the Metropolitan Statistical Area (MSA) in San Diego County known as North County West. This MSA encompasses Camp Pendleton, Oceanside, Carlsbad, Encinitas, Cardiff, and Solana Beach. The MCCD service area also includes the cities of Del Mar (slightly south of the North County West boundary), Carmel Valley, and Rancho Santa Fe (both slightly east of the MSA boundary), so the census MSA population estimates are somewhat lower than those of the total MCCD service area. Del Mar and Rancho Santa Fe are included as part of the North County MSA in census reporting.

Following the 2010 census, the North County West MSA population was forecast to reach 436,911 people by 2035 (EV-14). The San Diego Association of Government (SANDAG) estimated the population of the district as of April 2020 was 418,341 people (EV-15).

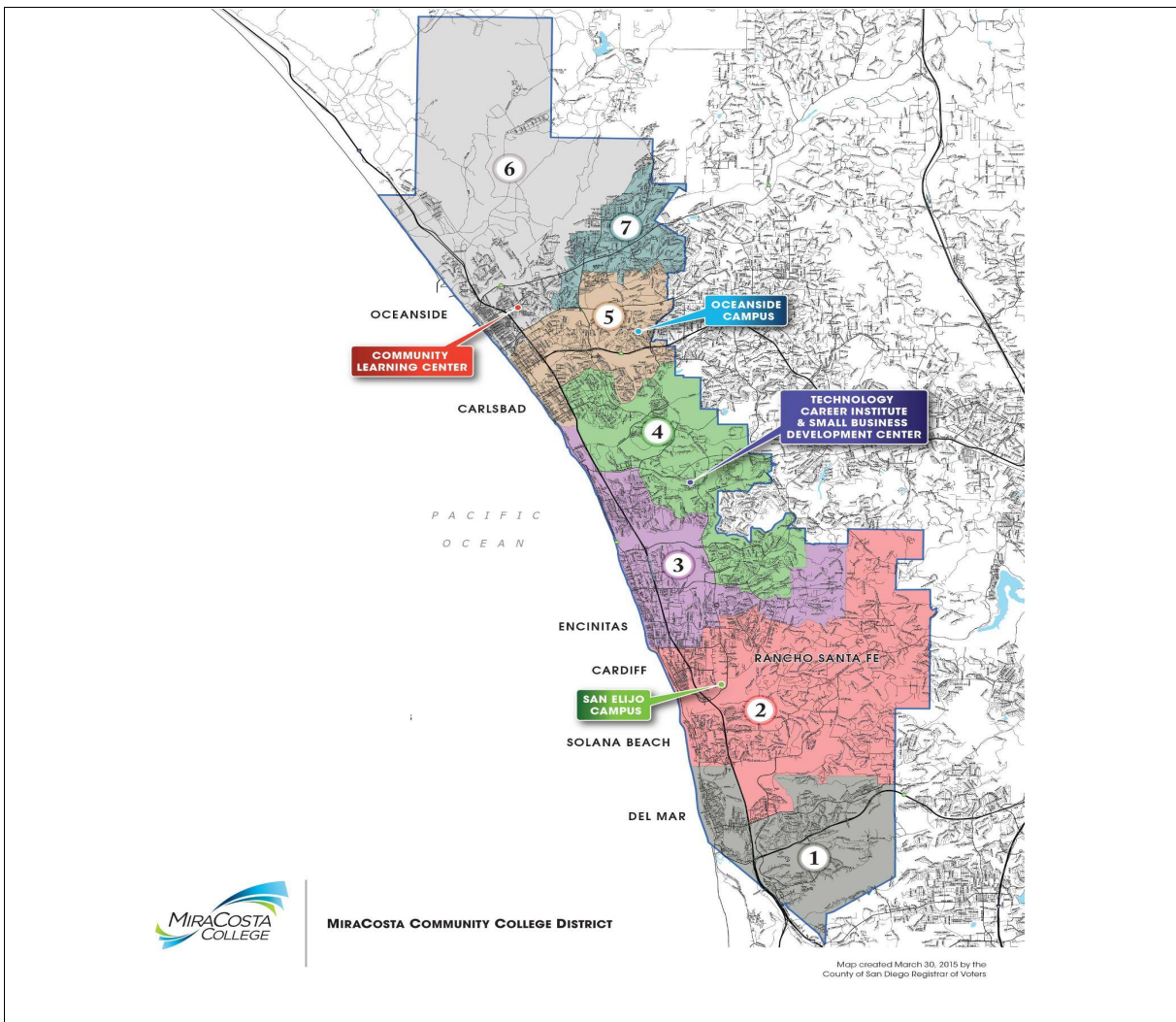


Figure 7. Geographical Map of AHS Service Area

3. Population Characteristics. In 2010, SANDAG estimated the following North County West demographic ([EV-16](#)):

- 63% White
- 24% Hispanic
- 6% Asian
- 3% Black
- 3% Multiracial
- 1% Pacific Islander
- Less than 1% American Indian.

Median household income was \$71,907; however, 9 percent of the total population was determined to be living below the poverty line. Additionally, 10 percent of this population was also reported to have obtained less than a high school education, or approximately 45,000 in 2020.

In SANDAG's 2016 estimate utilizing 2010 census data, the total population of the MSA was projected to grow by 5.7 percent, gaining 23,059 people, from 405,713 captured in the 2010 census to 428,772. Median income increased slightly in inflation-adjusted dollars to \$72,129. The number of adults (aged 18 and over) increased to 337,045 (78.6 percent) ([EV-17](#)).

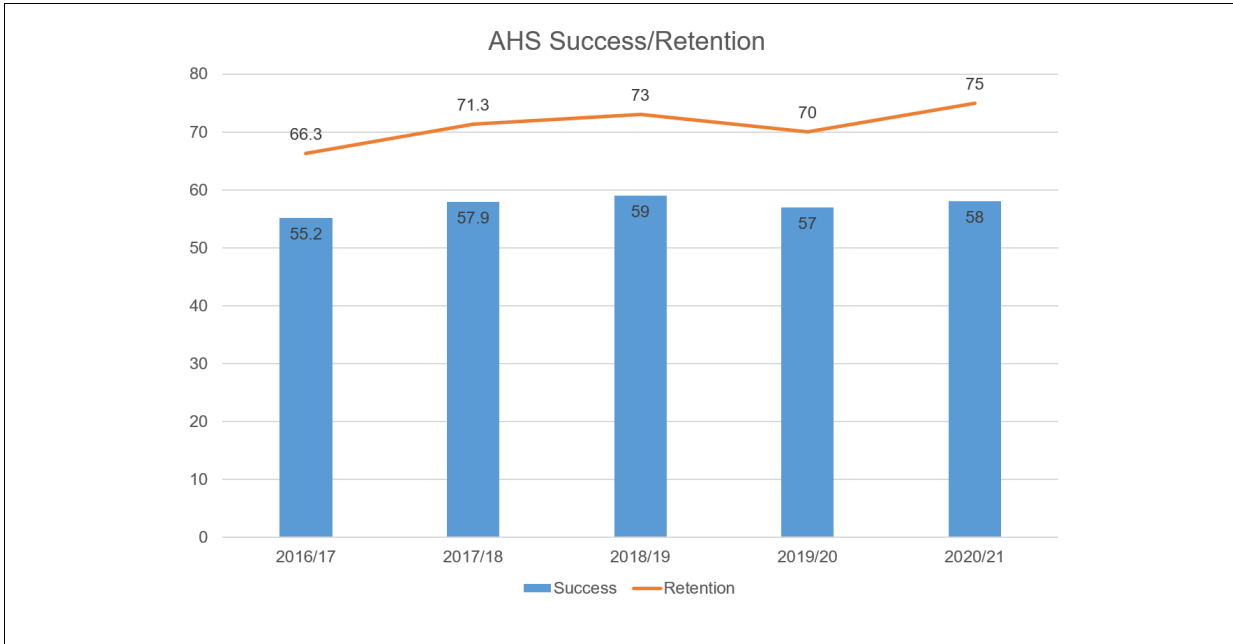
4. Anticipated Demographic Changes. The SANDAG regional growth forecast, released in 2013, projects that the MSA's population will grow 14 percent between 2012 and 2050 ([EV-14](#)). The Hispanic population is expected to increase by 55 percent in this same period, while non-Hispanic growth is flat or negative. The multiracial population residing in the MSA is expected to grow by 45 percent.

The age of the area's population is expected to increase significantly during this period, with the median age moving from 35 to 39 by 2050. Employment opportunities within the MSA are also expected to trend downward, particularly between 2035 and 2050. The lack of affordable housing in the North County area is likely a contributing factor for limiting population growth, particularly for younger people at the beginning of their careers.

Student Learning/Outcomes Data

Four critical metrics measure student success and achievement: retention, success, diploma completion, and transition to MiraCosta College credit coursework. The data are disaggregated by age, gender, and ethnicity.

1. Retention and Success. Retention is measured as the percentage of students who enroll and do not withdraw from the class within a session/term. As illustrated in Figure 8, AHS retention rates have risen overall in the past few years and have exceeded 70 percent in most cycles. Notably, retention rates increased from 2019/20 to 2020/21 despite impacts of the pandemic. Aside from the 2019/20 dip attributed to the COVID-19 pandemic, retention rates have steadily increased, suggesting that the shift to online instruction has not been detrimental to program retention.



(Source: MiraCosta College Student Information System, December 2021)

Figure 8. AHS Student Retention and Success (2016/17–2020/21)

Success in AHS classes is defined as the percentage of students who pass a course with a grade of “D” or better. Success rates have remained consistent over the past five academic cycles. In the most recent academic year, more than half of AHS students (58 percent) passed courses with a grade of “D” or better.

In the last three years, the AHS has sought to improve student success rates through the implementation of Comprehensive Adult Skills Assessment Systems (CASAS) pre- and post-testing, creation of advising sheets that help students understand AHS entrance skills and rigorous course-level learner outcomes, and alignment with noncredit counseling efforts ([EV-18](#)).

For several years, success rates in English and mathematics courses have trended lower than success rates in science, social science, and fine arts, as Figure 9 illustrates. Discussion about these trends has centered around the level of rigor required of students to succeed in the English and math courses they need to graduate. Faculty in these disciplines meet regularly to discuss how to better support students who are underprepared. The AHS is also exploring different mechanisms for asking students about their levels of preparedness, including the use of surveys to measure student-reported self-efficacy and academic goals (EV-19).



(Source: MiraCosta College Student Information System, December 2021)

Figure 9. AHS Pass/Fail/Withdrawal Rates by Discipline (2012–2020)

Given the cumulative nature of some of the graduation-requirement courses, the AHS has also focused on providing learning materials that help students review basic concepts. The math faculty created instructional workbooks, for example, and the English faculty created directed learning packets to support reading, research, and composition (EV-20, EV-21). In addition, noncredit and credit English faculty engaged in a discipline retreat in 2019 to discuss student success and retention in AHS English courses as well as how to help students transition to credit coursework (EV-22).

While the COVID-19 pandemic disrupted the progress the AHS was making and the projects it was engaged in to address course success and retention, the school will be analyzing learning outcomes and course success in the next three years to identify opportunities to increase overall success rates (see Key Issue Two, Strategic Activities 1 and 2).

In disaggregating success rates, females tended to demonstrate success rates slightly above the overall average of 58 percent, as Figure 10 illustrates, and AHS students aged 30 and above exhibited success rates well above the overall average of 58 percent, as Figure 11 illustrates.

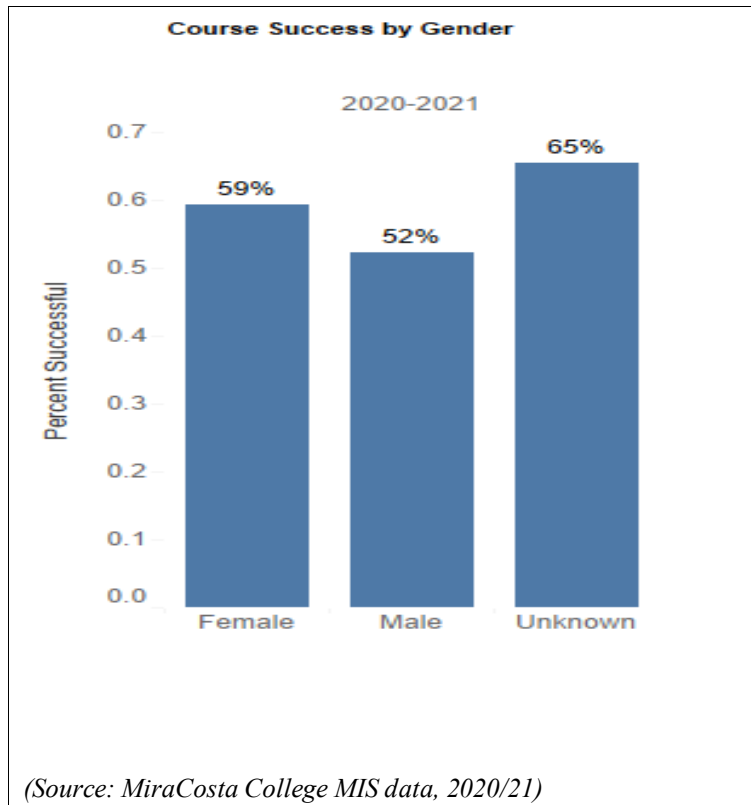
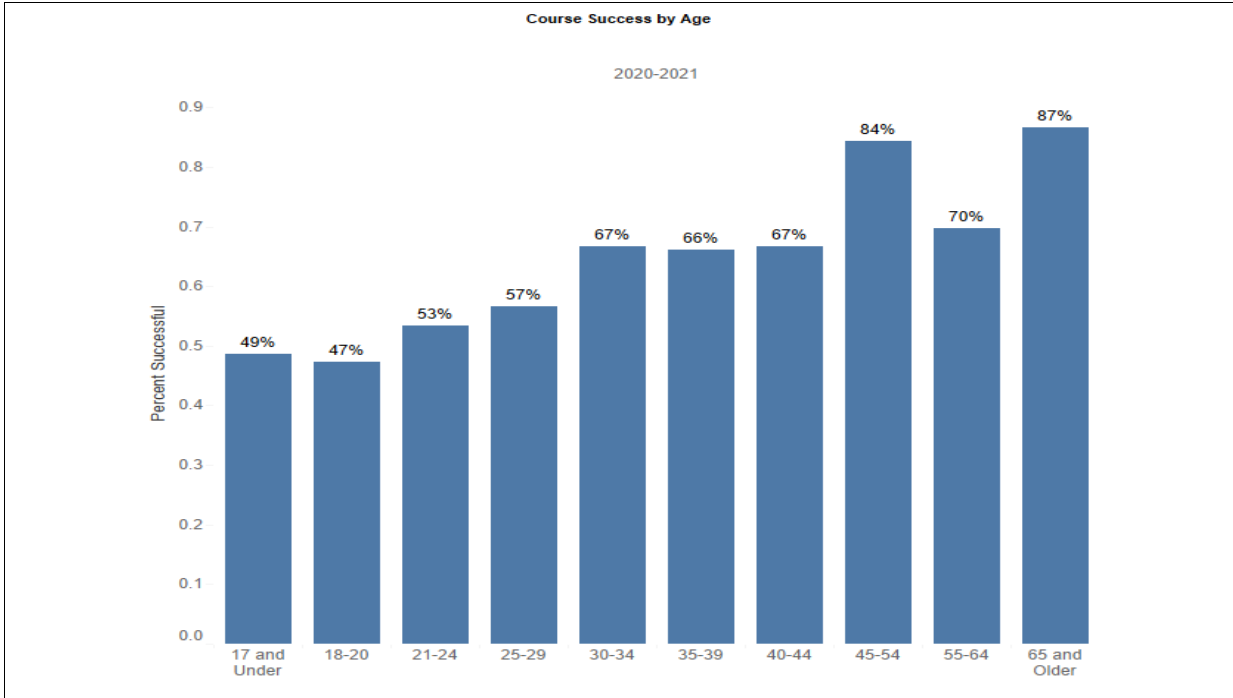


Figure 10. AHS Course Success by Gender (2020/21)



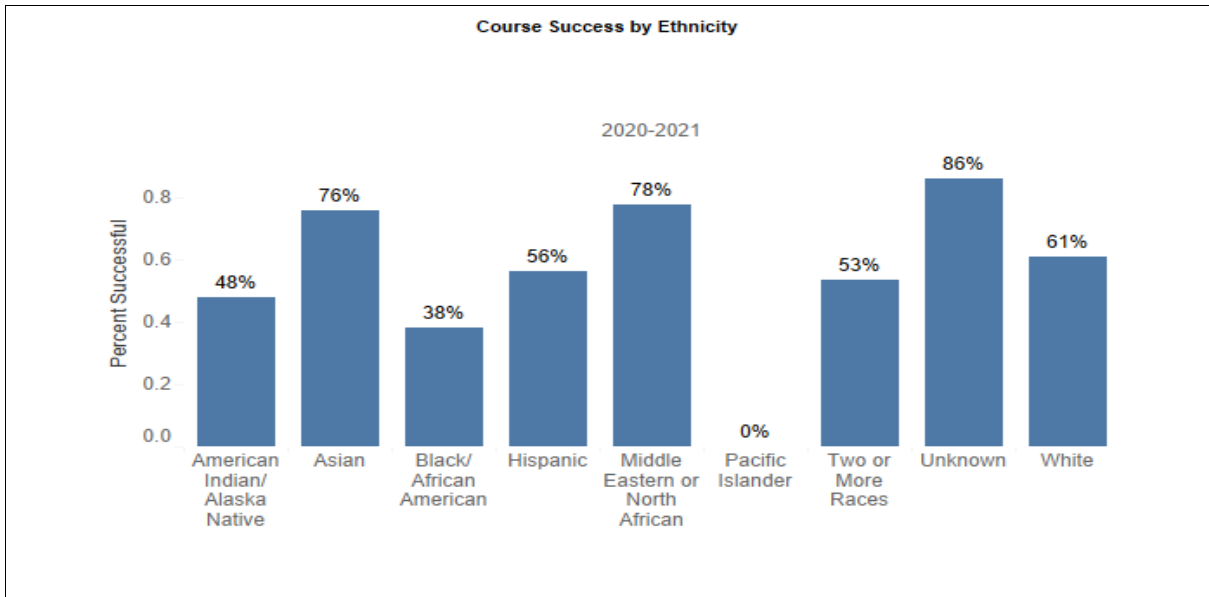
(Source: MiraCosta College MIS data, 2020/21)

Figure 11. AHS Student Success by Age Group (2020/21)

The above-average success of older students is typical of previous years and likely due to older students having more self-efficacy skills than their younger counterparts. The AHS will continue to examine strategies to improve self-efficacy and academic performance for younger students in AHS (see Key Issue 2, Strategic Activity 6 of the Schoolwide Action Plan).

In disaggregating success rates by ethnicity, Asian students had success rates about 18 percentage points above the average of 58 percent, with White students achieving success rates slightly above the overall average, as Figure 12 illustrates.

Below average success rates were noted among Hispanic students, American Indian/Alaska Native groups, Black/African Americans, and multiracial students; the school had no Pacific Islander students. Largely due to the pandemic, the AHS has not analyzed what factors may be contributing to the differences in success rates by ethnicity; however, it will be studying these disproportionate impacts in the next three years (see Key Issue Two, Strategic Activity 2 of the Schoolwide Action Plan).



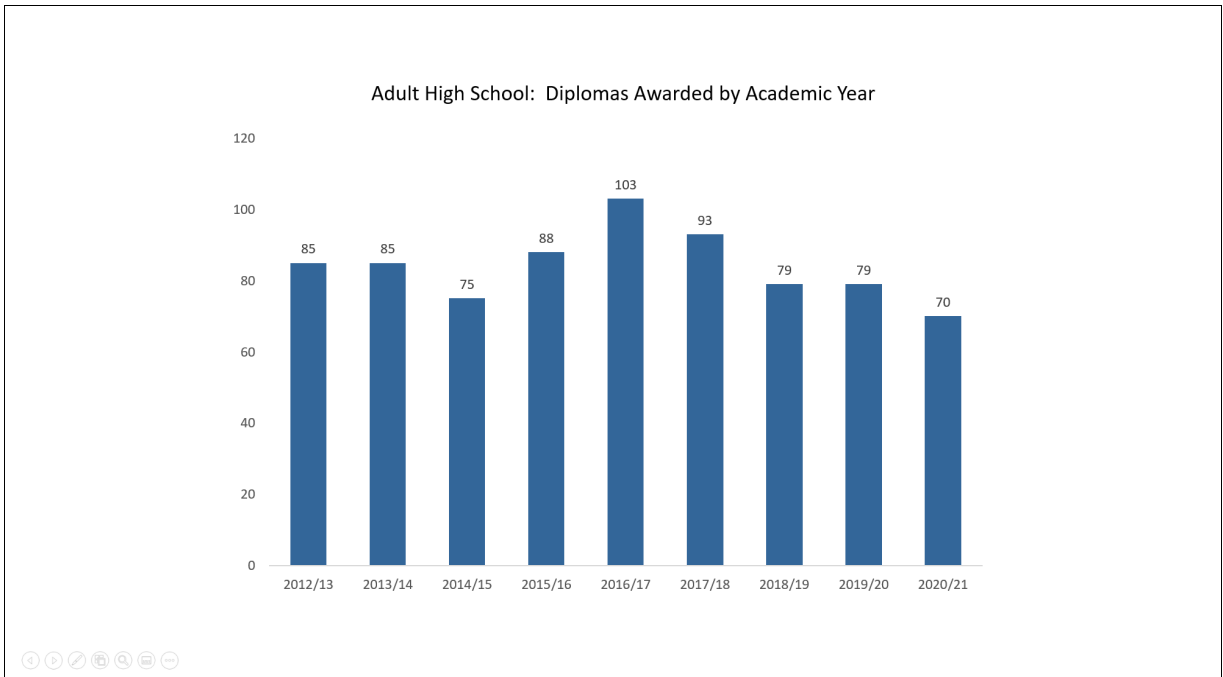
(Source: MiraCosta College MIS data, 2020/21)

Figure 12. AHS Student Success by Ethnicity (2020/21)

Despite the multiple disruptions caused by the pandemic, including the need to provide students immediate online support, disproportionate impacts did not change significantly from previous years. Figure 11 is not only indicative of the equity gaps observed in 2020/21 but also similar in distribution over the past several years. Although the need to address disproportionate impact remains, the AHS is fortunate the pandemic did not exacerbate existing equity gaps.

- 2. Diploma Completion.** Diploma completion is defined as the number of diplomas granted in an academic year. As Figure 13 illustrates, the number of high school diplomas awarded each academic year has fluctuated from a high of 103 in 2016/17 to a low of 70 in the most recent academic year, 2020/21.

While the number of diplomas awarded each year is declining, the percentage of students earning the diploma is trending upward, as Figure 14 illustrates. The percentage of unduplicated students achieving a diploma each year has increased from 6.6 percent in 2012/13 to 9.9 percent in 2020/21. This upward trend demonstrates that even though much work is needed to recruit and retain AHS students, efforts to support students completing the entire diploma program are increasingly effective. Several strategic activities identified in Key Issues One and Two of the refined Schoolwide Action Plan are aimed at improving rates of diploma completion for AHS students.



(Source: MiraCosta College MIS data, 2020/21)

Figure 13. AHS Diploma Awards by Year (2012–2021)

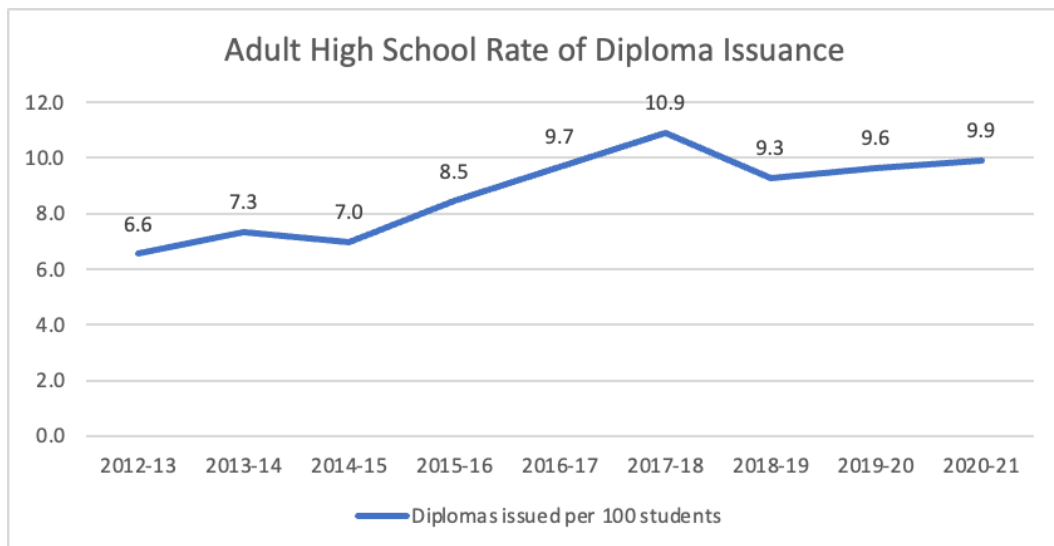
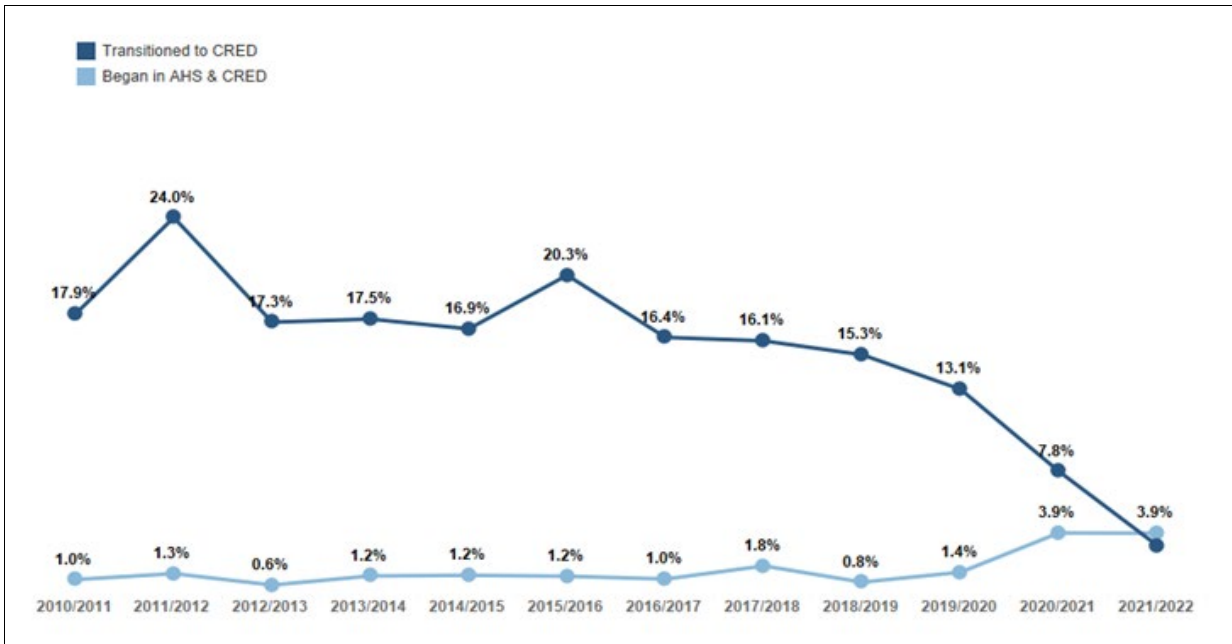


Figure 14. Diplomas Issued Per 100 AHS Students Per Year (2012–2021)

- 3. Transition to Credit Coursework.** Transition to MiraCosta College credit coursework is defined as the percentage of first-time AHS students who took at least one credit course after their first AHS course. Figure 15 represents the number of AHS students who transitioned from noncredit to credit courses at MiraCosta College at any time after the first term in which they enrolled in the AHS. In 2020/21, 7.8 percent of former AHS students later enrolled in credit courses, continuing a trend of significant decline in transition to postsecondary rates. These cohorts were composed of students with no previous college credit.



(Source: MiraCosta College Student Information System, December 2021)

Figure 15. AHS Transition to Credit Coursework (2010–2021)

Students who enroll in AHS and credit courses in their first term of AHS coursework are considered dually enrolled in noncredit and credit coursework. Simultaneous enrollment in noncredit and credit courses must occur in the student's first term to be considered "dual enrollment" in the Figure 15 summary chart. In 2020/21, 10 of 254 students who began AHS courses also enrolled in credit courses at MiraCosta College during their first term of AHS classes, so 3.9 percent were considered dually enrolled that academic year.

Additionally, 22 of 254 (8.7 percent) of AHS students in 2020/21 transitioned to credit coursework at MiraCosta College after prior enrollment in AHS courses. (Note: AHS students may take credit coursework at MiraCosta College without receiving a high school diploma first, so the chart does not reflect the number of AHS graduates transitioning to

credit coursework; it uses all enrolled AHS students within an academic year as the denominator or base of the calculations.)

The Chancellor’s Office has direct access to enrollment data across statewide higher education institutions that MiraCosta College does not have. The AHS examines CCCCO data on postsecondary transition rates, illustrated in Figure 16, to consider how many AHS students may have transitioned to postsecondary coursework at any institution within the state of California.

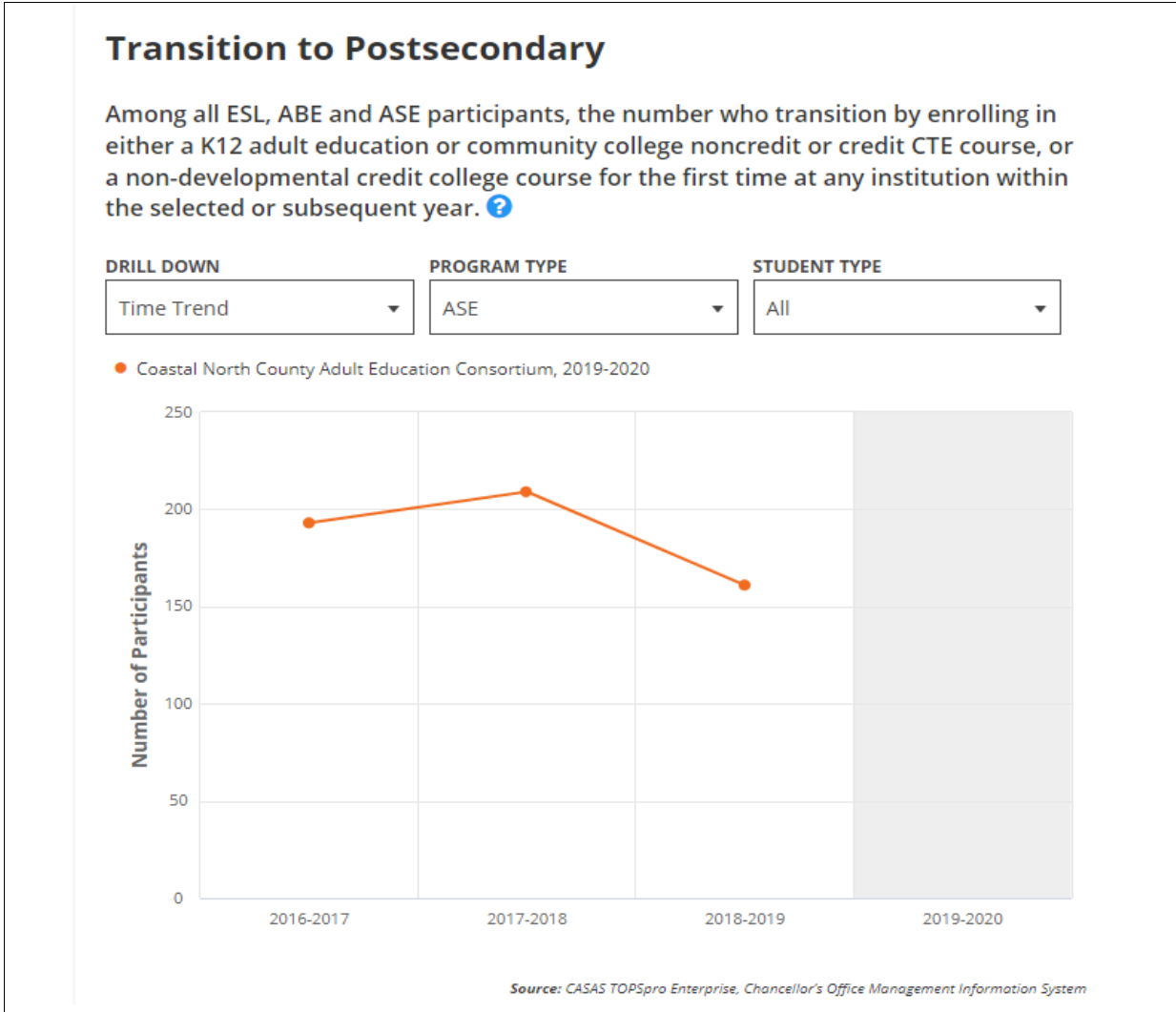
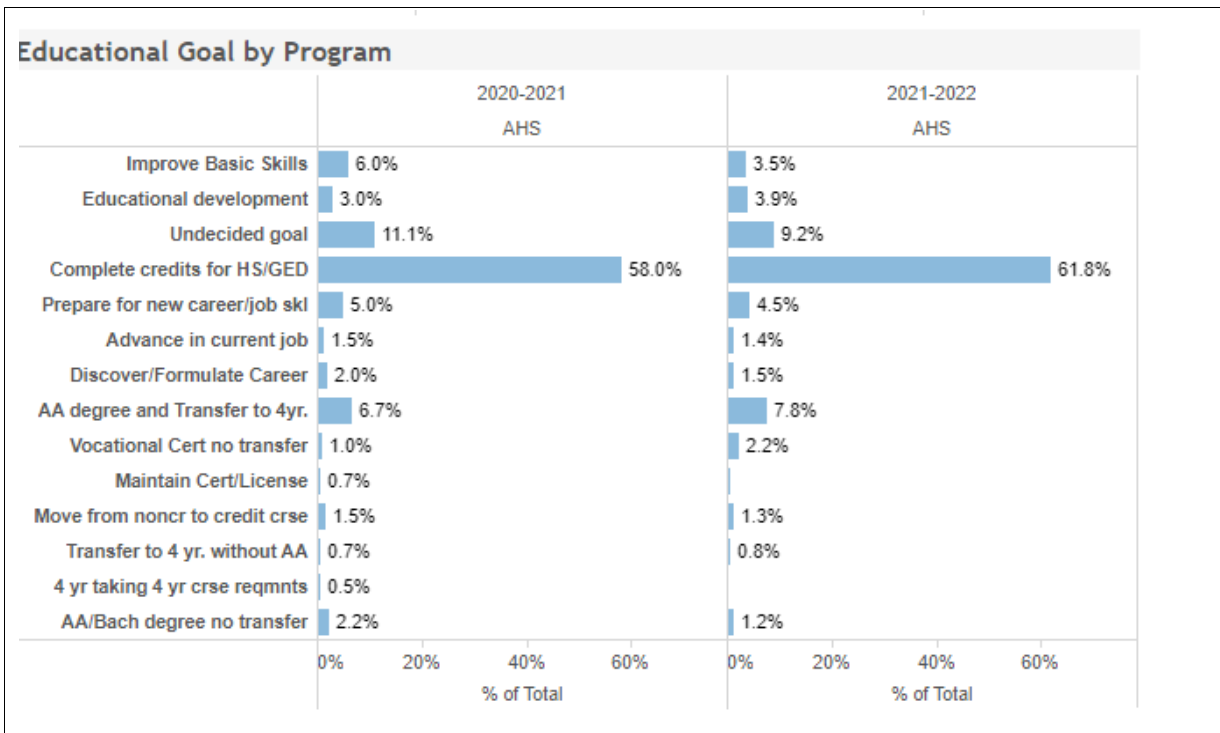


Figure 16. AHS Transition to Credit Coursework at Any California College (2016–2019)

In the California Cal-PASS Adult Education Pipeline dashboard, the CCCCO shows that among Adult Secondary Education (ASE) students at MiraCosta College, 193 transitioned to

postsecondary coursework in 2016/17 in California, 209 in 2017/18, and 161 in 2018/19, the last academic year for which they report transition to postsecondary data for the institution (EV-23). In this view, students are not assigned to a cohort, but they may have begun AHS courses at any time prior to the academic year in which they are shown to have transitioned to postsecondary coursework.

While examining rates of AHS student transition to credit coursework is significant, considering how those rates are affected by the stated goals of students who enroll in the AHS program is equally important. As Figure 17 illustrates, the largest percentage of students entering the AHS program indicate that completion of credits for the diploma (HS/GED) is their primary goal.



(Source: MiraCosta College MIS data, 2020/21)

Figure 17. AHS Student Stated Educational Goals (2020/21 and 2021/22)

Figure 17 also demonstrates that more students are undecided about their educational goal than those who intend to pursue an associate degree or transfer to a four-year university. It also suggests that improvement of basic skills, educational development, and career or job skills are also important to AHS students. Considering this data, AHS learner outcomes remain relevant and complimentary despite the decline in transition to credit coursework. Continued efforts to support student transition to postsecondary education or a career remain

a focus for the AHS. Strategic activities in Key Issues One and Two of the refined Schoolwide Action Plan are consistent with these goals.

Schoolwide Learner Outcomes

To evaluate how well students are doing overall in the AHS, the following PSLOs have been established since spring 2013:

1. **Academic preparedness:** Obtain an awareness of, and preparation for, higher education.
2. **Workforce skills:** Acquire improved workplace skills for employability.
3. **Self-efficacy:** Demonstrate improved self-efficacy (the ability to set goals and work toward achieving them).
4. **Diversity awareness:** Ability to model a sensitivity to, and awareness of, diverse perspectives.

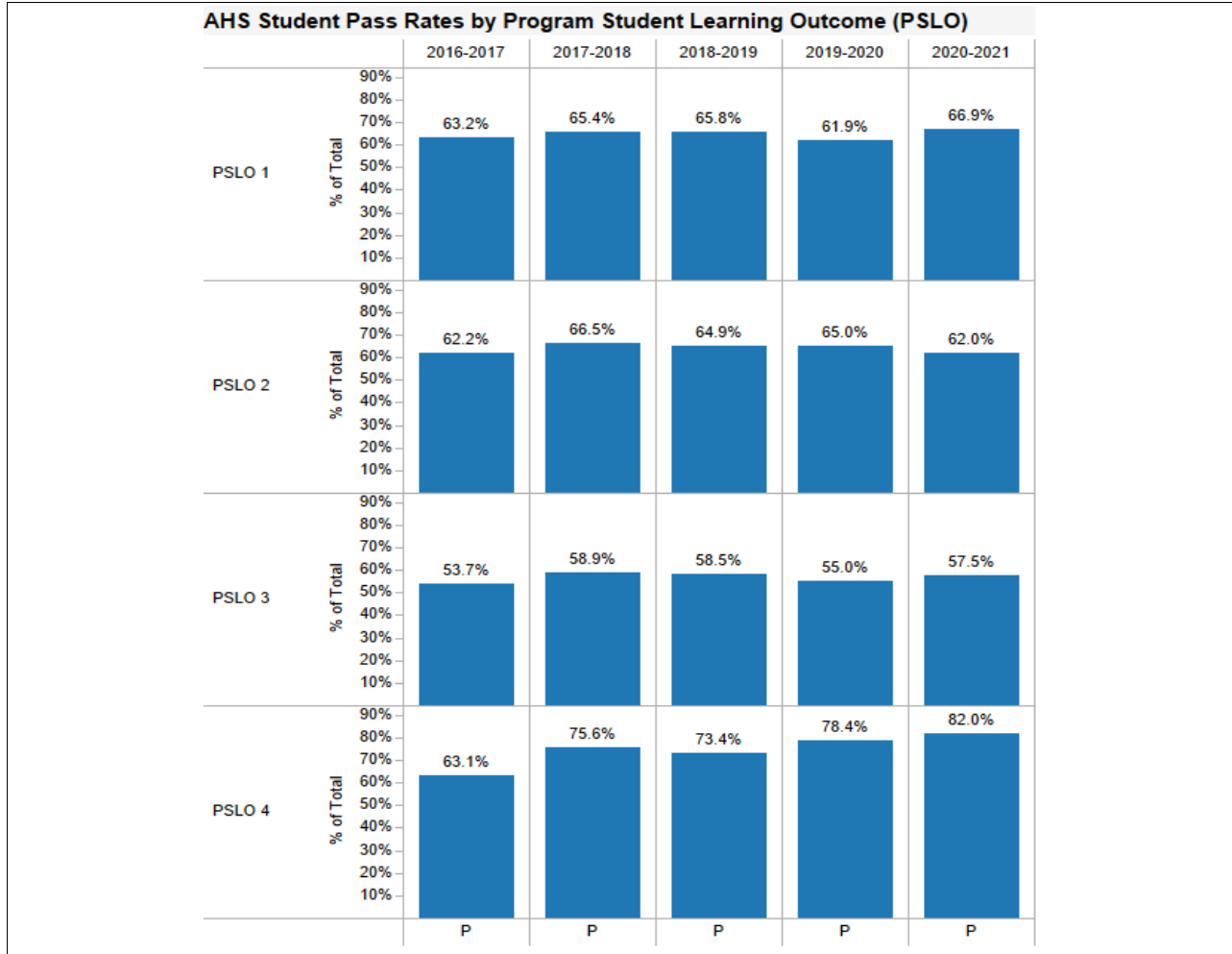
In 2016/2017, the AHS mapped course-level learning outcomes (CSLOs) to the PSLOs ([EV-24](#)) for several reasons:

- To confirm the correlation between the two types of learning outcomes was relevant and appropriate.
- To enable the use of course success rates as a quantitative data metric for determining student achievement of PSLOs.
- To provide a manageable division of courses among the four PSLOs for the purpose of gathering qualitative data such as student surveys.

The AHS then conducted a PSLO student survey in all mapped courses using a Google form ([EV-25](#)). The survey resulted in a summary that the AHS used for reflection in its 2017/2018 program review. Discussion included not only the data results, but also whether a Google survey was the best mechanism for ongoing engagement with students. The AHS determined that student surveys were being conducted too often and by too many stakeholders, so the school paused the use of this mechanism for collecting qualitative data.

A second attempt at gathering quantitative student data on PSLOs was planned for spring 2020, but the pandemic prevented the project from moving forward. Gathering qualitative data to measure student achievement of PSLOs remains a strategic activity under Key Issue 2 of the refined Schoolwide Action Plan.

In the meantime, the AHS collects quantitative student data on PSLO success rates using course success rates. Aggregated pass rates over the past five years of students enrolled in courses mapped to each of the PSLOs are shown in Figure 18.



(Source: MiraCosta College Student Information System, December 2021)

Figure 18. AHS Student Pass Rates by PSLO (2016–2020)

In 2020/21, student pass rates for three of the four PSLOs show increases. The most dramatic improvement may be seen in PSLO 4 (diversity awareness) in which a gain of 19 percentage points was achieved over five years. Although PSLO 3 (self-efficacy) achieved the lowest pass rate of the four PSLOs, at the same time it also achieved gains over the five-year period, with pass rates rising from 53.7 percent in 2016/17 to 57.5 percent in the most recent academic year.

While this data is interesting, measuring learning outcomes using only course success has its limitations. By comparing student PSLO pass rates presented in Figure 18 and using the course-to-PSLO map completed in 2016/17, it becomes clear that success rates in some PSLOs may be inflated. For example, courses used to measure PLSO 4 (diversity awareness) are exclusively from the social sciences. The current data, and therefore mapping, fails to reflect curricular changes in the diploma program and lacks representative breadth across all disciplines.

Recognizing the need for further action and the continued relevance of the Schoolwide Action Plan's Key Issue Two, the AHS intends to remap course and program learning outcomes and to establish a process, tool, and cycle for improved measurement and analysis in the future.

Evidence

[EV-1](#) MCCD Board of Trustees Approval of AHS Diploma Program, August 1, 1972

[EV-2](#) Facilities Master Plan Update, Vol. I, pp. 156–68

[EV-3](#) CLC Functional Chart

[EV-4](#) MCCD Board of Trustees Webpage

[EV-5](#) MCCD Organizational Chart

[EV-6](#) Instructional Services Division Functional Chart

[EV-7](#) BP 2510: Collegial Governance and Participation in Local Decision Making

[EV-8](#) Adult High School PSLOs, MiraCosta College Catalog 2021-22, p. 2

[EV-9](#) Noncredit Certificate Petition

[EV-10](#) Sample AHS Transcript

[EV-11](#) Noncredit Certificates Flyer

[EV-12](#) Noncredit Certificates Brochure

[EV-13](#) MCCD Noncredit Calendar 2021/22

[EV-14](#) SANDAG, Series 13 Regional Growth Forecast: Major Statistical Area 4—North County West, 2013

[EV-15](#) SANDAG, Current Estimates, MCCD, Demographic and Socioeconomic Profile, Estimate 2020

[EV-16](#) SANDAG, Census 2010, MSA: North County West, Demographic and Socioeconomic Profile

[EV-17](#) SANDAG, Demographic and Socioeconomic Estimates, MSA: North County West, 2016

[EV-18](#) Sample Advising Sheet–English

[EV-19](#) AHS Student Survey Spring 2020

[EV-20](#) Sample AHS Math Workbook

[EV-21](#) Sample AHS Directed Learning Packet

[EV-22](#) AHS English Faculty Retreat 2019

[EV-23](#) Adult Education Pipeline: Transition 2016–2019

[EV-24](#) AHS Course-to-PSLO Mapping

[EV-25](#) PSLO Student Survey 2016/17

II: Significant Changes and Developments

Facilities

As described in Chapter I, the CLC campus and site have been undergoing major construction and renovations since April 2018, after passage of a bond measure, to improve the facilities ([EV-26](#)). Four major building projects, several building demolitions, and a parking lot demolition have taken place.

A new monument sign and entry structure now provide an iconic and welcoming identity for the campus and will improve wayfinding. Updates to the entry, parking lot, and walkways also serve students by improving safety, increasing parking, and allowing for more drive-up events, such as farmers markets and book/materials distributions. Prior to the renovations, walkways were unclear or unmarked; with the parking lot, walkway, and lighting updates, student navigation of the outdoor space is much better. The safety, aesthetics, and function of the campus improvements create a more supportive and welcoming learning environment that we expect will contribute to increases in both retention and success of students over time.

A new 9,900 square feet Student Services Building provides a student-centered facility that consolidates study areas, socialization spaces, and staff space into a single, dynamic environment. It provides an anchor for the new campus quad to encourage students to interact with the outdoor environments.

Instructional services, the library, and faculty offices-all underwent significant remodeling and/or relocation. Instructional services, including the dean's office, and instructional support office are now in two designated and distinct suites to provide accessible, comprehensive support to the students and employees of the school. All faculty offices have been relocated into one main hallway across from an updated employee workroom, which will provide increased opportunities for employee collaboration and community building. In addition, students now have a remodeled and dynamic Learning Commons and private study rooms they can use. These services were formerly located in a small, portable space on the outer edge of the campus.

The remaining 29,500 square feet of primarily classroom space was also renovated to provide two new computer classrooms, a completely remodeled and upgraded science lab, new whiteboards in all classrooms, and a hybrid-flexible (HyFlex) classroom, which allows for simultaneous remote and on-ground teaching for a single class.

The newly renovated instructional spaces contribute positively to learning outcomes by providing students with dynamic, comprehensive facilities designed to promote a culture and

space for learning. These new spaces provide opportunities for faculty and staff in the College's credit programs to engage with AHS students, helping to build a college-going culture and assist with academic preparedness for higher education (PSLO 1). The renovated computer labs, modernized science lab, and expanded career services center expose students to increased workforce skills in their learning (PSLO 2). Private study rooms and open spaces to collaborate with peers encourage self-efficacy (PSLO 3). Finally, the new entrance sign that welcomes students in multiple languages and dedicated spaces for displaying artwork and hosting events that celebrate diversity model a sensitivity to, and awareness of, diverse perspectives (PSLO 4).

A final building demolition, additional parking, and student gathering space renovations are expected to begin in summer 2022.

Support Services

MiraCosta College completed an organizational restructure in February 2019. Identifying a need to achieve parity in reporting lines for the CLC, the Student Services Division sought to standardize business practices, forms, records, security, and automation among the College's three campus sites. The Admissions and Records Department for each campus site was restructured to align job classifications for similar duties and to streamline services. The reclassifications of existing positions included not only five noncredit support assistants, now called Admissions and Records specialists, but also the noncredit support supervisor who became an assistant registrar, reporting to the College registrar rather than to the dean of Admissions and Student Support ([EV-27](#)).

In October 2019, a full-time director of CLC Student Services was hired to lead the NCSSSP and Campus Assessment, Resources and Education (CARE) program, address issues pertaining to student conduct, and serve as the deputy Title IX coordinator for the CLC campus.

The NCSSSP has steadily increased its staffing to expand student access to services related to the onboarding process, including orientation, counseling, placement, and registration, and through a Help Hut service for campus visitors. Prior to spring 2020, new AHS students had to attend orientation and register for classes in person; all services had to be offered remotely beginning in spring 2020 because of the COVID-19 pandemic. The shift to online services required significant changes to processes, forms, personnel, and communication methods, and the return to campus post-pandemic is straining resources further as the NCSSSP works hard to provide comprehensive online and on-ground services simultaneously to meet student need. Preliminary data demonstrate that many support services continue to be accessed online, as Figure 19 illustrates.



Figure 19. Modality of Noncredit SSSP Services Accessed in Fall 2021

Major changes in noncredit counseling over the last three years have impacted AHS students by increasing accessibility to and services from academic counselors both in person and online. Students met with counselors exclusively in person before the pandemic. The pandemic created the need to move all counseling services online, so all noncredit counselors were trained to use Zoom and the Cranium Café chat to provide support remotely. Counseling has since expanded to provide four access points for students to get academic counseling: online counseling via Zoom, Cranium Café chat, phone (mobile) appointments, and “OneStop” hours for drop-in questions. Counseling has also grown to include more counselors with noncredit experience. Moving forward, noncredit counseling will continue to provide both in-person and online support for AHS students.

The AHS has also been positively impacted by the fall 2018 hiring of a Student Accessibility Services (SAS) associate counselor to serve all noncredit programs. The need for a dedicated SAS counselor to service noncredit students has existed for many years; in the past, noncredit students in need of services had to travel to the MiraCosta College main campus for appointments, evaluations, and support. Now students can receive the support they need on the campus where they attend classes with a dedicated counselor who is specifically trained to work with noncredit (versus credit) students. The SAS associate counselor position has enabled AHS students not only to attend appointments on campus (pre-pandemic), but also to meet with a noncredit-specific counselor familiar with their program and needs. This addition represents a significant integration of district-wide services into the AHS.

Overall, the fall 2021 relocation of all student services to the new Student Services building has positively impacted the campus dynamic. Prior to the new building, Student Services and Instructional Services functioned under one roof and within short reach of one another; the new Student Services building and the repurposed building for Instructional Services provided them needed space and autonomy. While students are learning to navigate the expanded campus, the increased resources and spaces provide AHS students with larger gathering and study areas, expanded facilities and services, and more readily available access to student support services. The new student services space also provides employees and students with privacy and more accessible facilities. Finally, these spaces were designed to support greater self-efficacy in our students (PSLO 3) as well as an awareness of, and preparedness for, higher education and/or improved workplace skills (PSLOs 1 and 2).

In addition to a new facility, many student services documents, processes, and events have changed dramatically over the last three years. Admissions and Records has digitized many documents that increased access for students, including a new Noncredit Student Application ([EV-28](#)) and the move of more than 15 student forms to Adobe Sign ([EV-29](#)). The transition from physical student files to myEdPlan (an electronic degree audit system), the addition of Cranium Cafe online chat as another mode of communication for students to reach staff, and a new online student orientation have improved access to services for AHS students.

Instructional Services

In April 2020, the AHS welcomed a new instructional dean. The dean's office staff includes an administrative assistant to the dean and a one academic division administrative assistant to support faculty. The dean also provides supervision for the director of Adult Education in Instructional Services. Given the recent organizational restructuring, the Instructional Services Office now plays a significant role in supporting the AHS by providing instructional aides to classes, facilitating CASAS test proctoring, and providing instructor and student support for

books and materials. Providing support for these additional responsibilities, particularly considering the impact of moving quickly to online instruction during the COVID-19 pandemic, created an urgent need for expanded levels of support. Prior to 2019, instructional support staff consisted of one director and one career services specialist. As of 2022, the staff now also includes one full time adult education specialist, four adult education support staff, and one administrative assistant. This increase in staffing was necessary to support all instructional services of the program, and the AHS anticipates these needs will continue to grow to support both online and on-campus instruction.

Instruction and course offerings have also dramatically changed in the last three years. Historically, the AHS offered courses only face-to-face on ground. As Figure 20 illustrates, starting in 2016/17, the AHS offered a select few English classes online; by 2018/19, all AHS courses had been approved for online delivery, but only English and social science were offered in either a hybrid (partially online and partially on ground) or 100-percent online, asynchronous manner. Effective March 2020, all AHS courses moved to online delivery because of the pandemic.

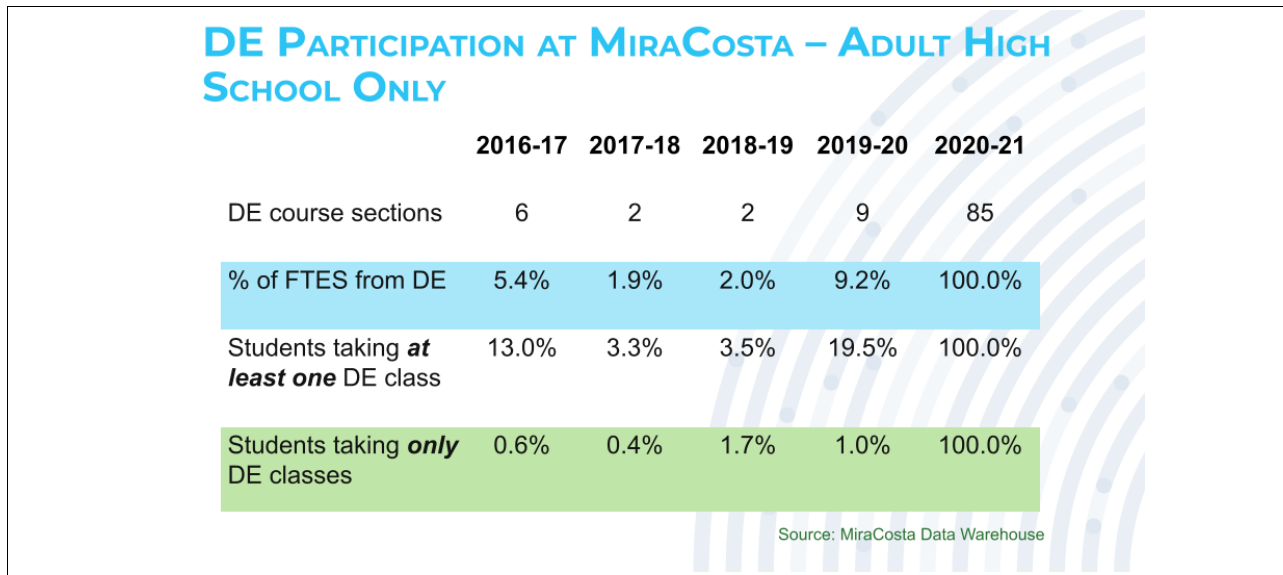


Figure 20. AHS Distance Education Offerings 2016/17–2020/21

As Figure 21 illustrates, 338 AHS students (17.6 percent of all noncredit program enrollments) “stopped out” while 241 students (12.7 percent of noncredit program enrollments) maintained continuous enrollment. “StopOuts” are students who enrolled in one or more terms from fall 2019 to spring 2020 (Session 3) but did not re-enroll post-COVID. “Continuous” students are

those enrolled in both pre-COVID (fall 2019 through spring 2020–Session 3) and post-COVID terms (spring 2020–Session 4 to fall 2021).

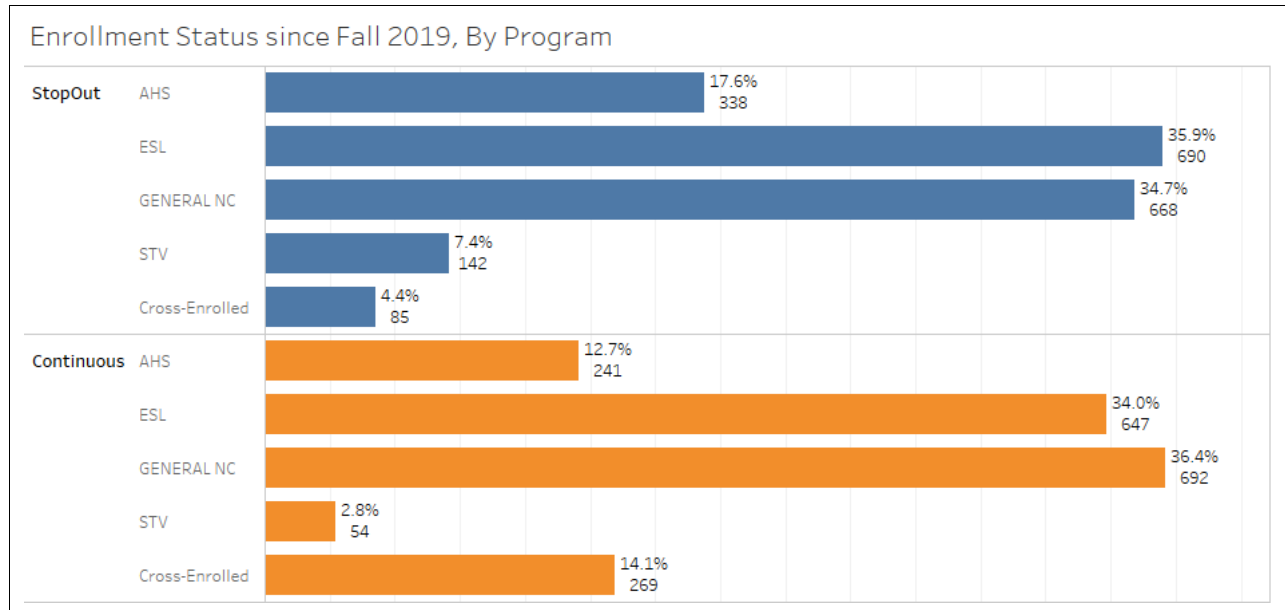


Figure 21. Noncredit Program Enrollment Status

The long-term impact of the pandemic on AHS course offerings is still not known, but its effect on future programming will be significant as the demand for online class sections increases (EV-30) and both faculty and students are better equipped to teach and learn in an online environment.

Faculty with no online teaching experience before the pandemic were provided just-in-time training and support. For example, in response to the need to prepare teachers for online instruction, two AHS and noncredit ESL (NCESL) faculty members designed a noncredit-specific training program called Noncredit Online Teaching Excellence (NOTE). Between fall 2020 and spring 2022, 48 noncredit instructors including 9 AHS instructors completed the training. NOTE has positively impacted AHS students by providing AHS faculty with expanded technological and pedagogical resources to effectively teach in an online modality. In the next three years, the AHS will work to quantify the impact of various professional development opportunities, including NOTE and other online education training programs, on AHS instruction and student outcomes (see Key Issue 4).

Students are better equipped to learn in an online environment because their access to technology increased in spring 2020 when the need for laptops and hotspots increased exponentially. To

meet this need, the AHS provided students with technology through library laptop and hot spot loans as well as laptop loans made possible through federal CARES act funding. The AHS will be evaluating how this increased access to and dependence on technology affects student achievement of course and program learning outcomes in the next three years.

Curriculum and learning outcome assessments have also been adapted to the online modality in the last three years. While all AHS courses have been approved for online delivery for several years, the transition to using the online course management system Canvas as the primary mechanism for delivering course content, even pre-pandemic, has had a major impact on AHS faculty and students. Faculty had to learn how to teach, grade, and organize course content in online platforms; students needed improved access to technological resources as well as training on how to access class, submit assignments, and participate in online platforms, including how to interact with their peers through discussion boards. This change has positively impacted the program and better prepared AHS students and faculty to engage in online education.

The administration of CASAS exams for AHS students is another significant change. Prior to the pandemic, CASAS assessments were conducted exclusively in person in each AHS class twice per term. AHS and NCESL faculty, in partnership with Instructional Services, were trained how to test in their classes, read CASAS assessment reports, and use the reports to analyze both class-wide and individual student progress. However, the pandemic paused CASAS testing as faculty focused on transitioning their classes online. CASAS testing resumed with a new online modality, making it no longer necessary to administer during class. Students now schedule their own online or in-person testing appointments, and testing is done exclusively through the Instructional Services Office.

Finally, students now have increased access to the new Learning Commons (previously known as the Academic Support Center). As described previously, student access to library, Writing Center, Tutoring and Academic Support Center, and Math Learning Center resources was limited to a small, shared space prior to the renovation. Although the resources were highly sought after and used, room capacity issues needed to be addressed. The new Learning Commons provides students not only with access to these critical resources in private rooms and tutoring spaces, but also with computer workstations, independent study rooms, and the campus's first onsite loaning library. Additionally, all student services pivoted to 100-percent online support because of the pandemic, giving students more flexible access to services. On-ground support resumed in spring 2022, so AHS students now have even broader access to academic and tutoring services six days per week.

Evidence

[EV-26](#) CLC Renovation Plan Webpage

[EV-27](#) MCCD Board of Trustees 2-21-19 Meeting Agenda, pp. 27–28

[EV-28](#) Noncredit Application

[EV-29](#) Noncredit Forms Webpage

[EV-30](#) Back-to-Campus Student Survey 2021

III: Engagement of Stakeholders in Ongoing School Improvement

Schoolwide Action Plan Development

Action Plan activities are operationalized and evaluated through the program review process as AHS faculty review disaggregated data metrics that measure student success and achievement, such as enrollment, retention, student learning outcome pass rates, and diploma completion. Activities are outlined in program review action plans, and the faculty evaluate progress on Action Plan elements during the reflect portion of the systematic program review update process ([EV-31](#)). Assessment of the results informs further action and provides the opportunity to consider needed modifications to the Schoolwide Action Plan.

Schoolwide Action Plan Implementation

Responsibility for implementing the activities in the Schoolwide Action Plan belongs to all AHS stakeholders. The plan designates responsible parties to oversee each strategic activity. It also lists the means of assessment for each activity, allowing the AHS to discern whether the activity has been completed. Each responsible party oversees the implementation of the activity and provides updates on progress and completion via both program review and the Action Plan itself.

Program review documents, including progress updates, are available to College personnel for review via the Campus Labs platform and are shared in regular department meetings, which occur monthly for full-time faculty and quarterly for all AHS faculty. The AHS also engages in twice monthly operational meetings that include faculty, staff, and administrative representatives from both instructional and student services who support AHS and noncredit students. These meetings provide regular opportunities to discuss progress on goals as well as student needs and initiatives. Notes for these meetings are collected by the administrative assistant to the dean ([EV-32](#)).

Department documents and communications are housed in a department Canvas shell, and programs such as Padlet and Google Workspace have been used to provide stakeholders a platform for providing feedback and data ([EV-33](#)). The department has also begun to use Microsoft Teams as a mechanism for ongoing and real-time engagement and collaboration.

Students also provide key input that is used to enhance communication and provide improved instruction and services. Students are engaged through a variety of surveys, focus groups, and course-level and individual contacts. In the last three years, the noncredit research analyst has conducted various student surveys, including a COVID-19 Impact survey ([EV-34](#)), teaching faculty have made course-level contacts to obtain feedback, and instructional staff members have

been making individual support calls before, during, and after each term in addition to emailing and texting students. However, although some contact has been made and some data have been collected from students about the AHS, a regular cycle of student engagement remains a key issue. The pandemic caused the AHS to limit student surveys, but the school expects to reinstate a consistent cycle of soliciting feedback from students over the next three years.

Engaging community members remains a key issue as well. While instructional and student services representatives have attended community events to provide information about the College's noncredit programs and services and to solicit feedback, the AHS needs a more consistent means of inviting community members to provide input for implementation of Schoolwide Action Plan (see Key Issue One, Strategic Activity 2).

Schoolwide Action Plan Oversight

The Schoolwide Action Plan is monitored consistently by various governance groups to ensure ongoing school improvement. Program review reports reside on the Campus Labs platform for program review development and assessment as a stakeholder-accessible record of the school's strategic plan to grow and improve. The institution's Outcomes Assessment Committee relies on the program review to ensure that programs are meeting requirements for student learning outcomes, and the District's Budget and Planning Committee relies on program review to ensure that funds are distributed fairly and equitably to programs based on stated needs that are supported by analysis and reflection on program data ([EV-35](#)).

In addition to internal governing bodies, other stakeholders are engaged indirectly in the ongoing monitoring of the Schoolwide Action Plan. This engagement occurs primarily as a part of reports and/or processes required by the College or external organizations, such as the Chancellor's Office and California Department of Education. AHS faculty and staff also contribute to California Adult Education Program (CAEP) and Workforce Innovation and Opportunity Act (WIOA) planning efforts to ensure alignment with the AHS Schoolwide Action Plan. The AHS submits quarterly reports with fiscal and student data as required by the CAEP ([EV-36](#)) and WIOA ([EV-37](#)).

Mid-Cycle Progress Report Preparation

To prepare for the mid-cycle progress report, the AHS instructional dean organized a core leadership team composed of the following members:

- Three administrators: dean of Continuing and Community Education, dean of Research, Planning, and Institutional Effectiveness (RPIE), and director of Noncredit and Adult Education Programs
- Senior curriculum and accreditation analyst
- AHS department chair
- Noncredit research analyst
- Administrative assistant to the dean of Continuing and Community Education.

This leadership team met regularly to develop a timeline, identify additional contributors, and serve as a liaison between the report writers and larger institution. The timeline included report writing and editing deadlines, meeting schedules, and a schedule for the final report to be reviewed by various governance committees and the MCCD Board of Trustees before the WASC submission date ([EV-38](#)). A Google Drive folder housed report documents and provided a space for online collaboration among team members as well as a means of monitoring progress on the report.

The leadership team and AHS faculty and staff began the progress report process by participating in a mid-cycle kick-off meeting in October 2021 ([EV-39](#)). Together they reviewed the key issues from the 2019 Self-Study Report, discussed the Mid-Cycle Progress Report timeline, devised plans and tools to facilitate participation in the writing process, and explored ways to encourage continual engagement of all constituencies in the report's development ([EV-40](#)). The leadership team then created work groups consisting of multiple stakeholders from Student Services, Instructional Services, and various employee groups. The leadership team collaborated with the noncredit research analyst in the development of Chapter I and the work groups as they drafted the remaining chapters. The leadership team validated data and evidence, revised narrative drafts, and communicated progress to division employees throughout the report's development,

In mid-January 2022, the leadership team participated in a mid-cycle report group read. In preparation for the meeting, work group members reviewed a draft from Chapters II through IV and brought ideas to share at the meeting. They discussed the next steps for the action plans as well as upcoming legislative changes that will impact work being done for students. The team also began working on Chapter V of the report to ensure that ongoing needs for established key issues were accurately reflected in the narrative and to recognize and plan for new/emerging program needs since the 2019 Self-Study Report.

In February 2022, the leadership team presented a working draft of the Mid-Cycle Progress Report to stakeholders for final contributions and feedback. In March, the team completed final edits and readied the report for its final institutional approvals and posting to the District's

SharePoint Portal site where additional stakeholders could contribute content and feedback. The leadership team incorporated changes before submitting the document to the Board of Trustees for review. The board will review this report as an information item at its June 23, 2022, regular meeting.

Evidence

[EV-31](#) AHS Annual Program Review 2020/21

[EV-32](#) CLC Operation Meeting Minutes

[EV-33](#) AHS Team Collaboration Meeting–Sample

[EV-34](#) COVID Impact Noncredit Student Survey (Dec. 2020)

[EV-35](#) Program Review Guidelines

[EV-36](#) CAEP Annual Plan 2020/21

[EV-37](#) CDE Continuous Improvement Plan 2020/21

[EV-38](#) AHS Mid-Cycle Progress Report Timeline

[EV-39](#) Mid-Cycle Kickoff Presentation 2021

[EV-40](#) WASC Padlet Brainstorming Activity

IV: Progress on the Implementation of the Schoolwide Action Plan

Key Issue One: Improve communication with students and collaboration with stakeholders to increase student success.

Strategic Activities

1. Develop a more accessible Web-based tool (e.g., myEdPlan) for students to use for education planning and tracking their progress toward diploma completion.

MiraCosta's online degree audit and student education planning tool for counselors and students, called myEdPlan, is now available for AHS students to track their progress toward diploma completion ([EV-41](#)). More than 1000 current and former students who have not yet completed their diploma requirements can use the tool to access their official transcripts. The degree audit is available on demand for students to view and track progress. Additionally, official transcripts are now tracked and shared with various stakeholders, such as Admissions and Records staff, noncredit counselors, and the student success team ([EV-42](#)).

2. On a biannual basis, survey the internal and external communities about how the AHS meets their current needs and determine areas of improvement.

Prior to the pandemic, the noncredit research analyst administered a noncredit student satisfaction survey every spring. However, this specific survey was suspended for the spring 2020 and 2021 terms. Instead, all students were invited to participate in two surveys conducted in spring 2021. The first, in January 2021, focused on student perceptions of the impact the COVID pandemic had on their educational goals, personal lives, and enrollment plans. The second, which took place in May/June 2021, asked students to share their future enrollment plans, their learning modality preferences, and how various proposed health/safety measures against the pandemic featured in their future planning. Students were also asked to evaluate their recent noncredit class experiences with MiraCosta College and about the challenges they face in pursuing educational and personal goals. The AHS expects to administer a new student satisfaction survey in the 2022/23 academic year.

As mentioned in Chapter III, the AHS is seeking an effective means of soliciting feedback from external stakeholders, such as local businesses or potential partners, about their needs; thus, collecting information from external communities to help determine areas of improvement remains a goal. In the coming three years, the AHS expects to use some combination of surveys and stakeholder events to solicit further input.

3. Increase opportunities for AHS faculty to work with noncredit counselors and staff to support student success and stay updated on advancements that impact students.

In fall 2020, the AHS Embedded Counseling Project began one semester ahead of schedule to support online students during the pandemic (EV-43). The goals of embedded counseling are to support student persistence and retention as well as to encourage stronger registration rates and utilization of student support services.

As part of this project, counselors were assigned to every AHS course each term. Over the three terms from spring through fall 2021, 85 AHS classes had embedded counselors. In partnership with faculty, counselors had access to course Canvas shells and participated in weekly announcements and class sessions. They also provided individualized support to students in their assigned sections, recording and categorizing every contact for counseling and the AHS to better understand student needs.

Academic counselors recorded 842 individual contacts with AHS students in spring 2021 alone (EV-44). Preliminarily, these data show AHS students have slightly higher retention and success rates when compared to AHS students who did not receive embedded counseling, as Figure 22 illustrates.

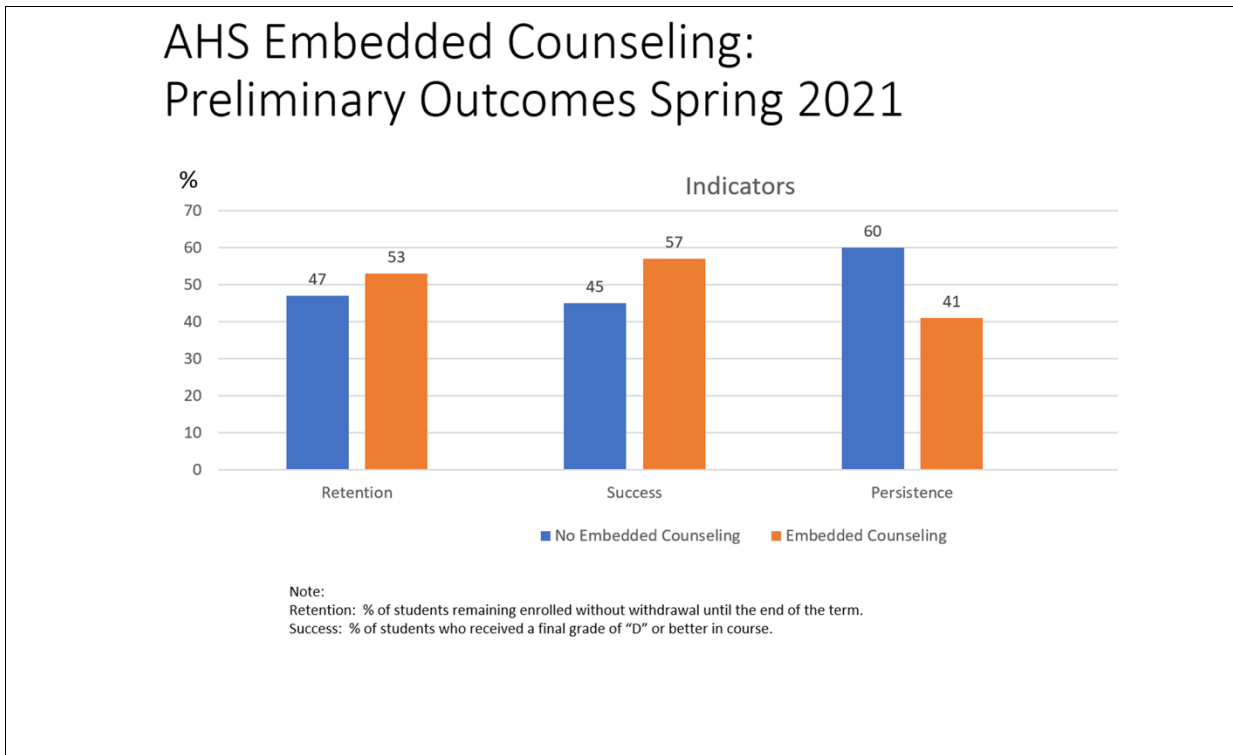


Figure 22. AHS Embedded Counseling: Preliminary Outcomes Spring 2021

The AHS will be investigating additional metrics, such as grade point average, for subsequent terms as well as opportunities to bring additional services and support to students within their classes as an adjunct to the standalone services that are currently available.

4. Develop process for awarding noncredit certificates that students can earn while pursuing their diploma and beyond.

As explained in Chapter I, Section 11, the AHS created several program-specific noncredit certificates as well as several general noncredit certificates that students can earn while completing, or after completing, their high school diplomas. To support students pursuing these certificates, the following processes and resources have been developed and implemented:

- Admissions and Records staff developed a Noncredit Certificate Petition as an online form ([EV-45](#)).
- Admissions and Records staff created a noncredit transcript to indicate the awarding of certificates for diploma students, general noncredit students, and credit students who may complete noncredit courses and certificates ([EV-46](#)).
- Admissions and Records and AHS support staff worked collaboratively to develop an application process as well as a process for awarding and mailing certificates.
- AHS support staff ensured certificate information was added to class schedules ([EV-47](#), p. 13) and the MiraCosta College Catalog ([EV-48](#)).
- The College's Public Information Office, in collaboration with the Adult Education Office (AEO), created promotional materials, including a brochure ([EV-49](#)), that are circulated using a variety of social media outlets and with some community partners.

The development of a certificate process has been completed. A refined goal is to identify students who qualify for these certificates and assist them through the certificate-petition process.

5. Create a two-year academic pathway for the AHS.

AHS faculty and noncredit counselors collaborated in spring 2019 to complete an AHS diploma two-year academic map, which is published in all class schedules ([EV-50](#)).

The AHS academic map enables students and noncredit counselors to create and plan a two-year term-by-term educational map of students' outstanding high school requirements. The map provides students and counselors the opportunity to depend on a sequencing of courses for students to complete their requirements as well as to identify important milestones they

might achieve along the way. These milestones include noncredit certificates of competency, which include taking different combination of classes that meet both diploma and certificate requirements. For example, students need 40 English credits to earn the diploma, but after they take two entry-level courses, or 10 credits, in entry-level English, they can earn the English Fundamentals–Reading Certificate of Competency.

6. Expand AHS participation in the College’s Academic and Career Pathway (ACP) effort.

The College’s current ACPs include only credit programs ([EV-51](#)). Since 2020, the dean of Continuing and Community Education, AHS department chair, and a noncredit counselor have advocated for the inclusion of AHS and other noncredit programs in the College’s ACP design. The AHS is currently planning an onramp to ACPs, either in the form of a pre-ACP for AHS students or aligning existing AHS students with one of the ACPs currently in place. Planning is ongoing, and the AHS expects to align students with ACPs in the next couple of years.

7. Improve on processes for reporting learning data to stakeholders and the community at large.

Internal access to program data has been greatly improved through the development of a comprehensive data dashboard. Any employee of the College can use several data dashboard queries to examine program performance, success and retention, diplomas awarded, and more for any program at MiraCosta. Having access to data that can be used for program performance improvement efforts has been tremendously helpful; however, providing public and stakeholder access to the data dashboard is a different matter. Most of the dashboards require specific log-in credentials for access to the data, which is not ideal for community stakeholders.

Given this limitation, the AHS needs a mechanism for reporting program data out to the larger community. While some of the college-wide data dashboards are accessible to the public, they are hard to navigate for information specific to the AHS. Moving forward, the AHS will collaborate with RPIE and other program partners to determine what data is useful or appropriate for potential public access and what mechanism can be used to share this information publicly.

Improving processes for reporting learning data to stakeholders and the community remains a goal. Some refinements that emphasize exploring and improving community access to learning data may be necessary.

Key Issue Two: Expand effective use of data for program improvement

Strategic Activities

1. Align program student learning outcomes (PSLOs) to the College's core competencies.

As stated in Chapter I, the AHS conducted comprehensive mapping of course, program, and institutional learning outcomes in 2016/17. The AHS identified, aligned, and assessed a PSLO for each AHS course. While this was initially a successful endeavor, recent dialog and reflection indicates that the mapping needs to be reviewed and updated, as appropriate.

The AHS needs to begin by remapping all CSLOs to PSLOs and the College's core competencies. Curricular changes, shifts and enhancements in course delivery and modalities, and other factors both related and unrelated to the pandemic, make this a timely goal for the program. The AHS also seeks to align all learning outcomes to the College's core competencies this coming academic year, which have been updated since the last report.

2. Establish process/cycle for more regularly measuring PSLO data.

Prior to the start of the COVID-19 pandemic, the AHS began assessing PSLO data by looking at course success rates in conjunction with qualitative student survey results. Attempts to pair the success rates with the student survey results did not yield meaningful data nor outcomes.

The pandemic substantially delayed efforts to retool and redesign a superior process/cycle for regularly measuring PSLO data. The AHS is currently designing new tools and a new cycle for studying the PSLO data going forward. The College is planning on refining PSLO alignment efforts as well, so the AHS expects to benefit from college-wide infrastructure that can inform AHS-specific processes.

3. Conduct attrition study to explore the reasons for student "no-shows" and drops to improve retention rates and student success.

To ensure that any data collected was not being swayed by the habits and behaviors of faculty, the AHS started this project with an Adult High School Faculty Course Drop Procedures Survey ([EV-52](#)). When assured that faculty procedures for dropping would not conflict with data collection, the school proceeded to conduct an initial student survey to preliminarily assess student reasons for dropping courses.

Administered in fall 2021, the survey identified six main areas contributing to “no-shows” and drops:

- Other (20%)
- COVID–19 related (21%)
- Schedule not convenient (15%)
- Work responsibilities (14%)
- Family responsibilities (11%)
- Prefer not to answer (10%)

However, the AHS discovered limitations with the survey and its results. Only students who dropped themselves from a course received the survey, and students could indicate more than one reason for dropping. Though the six main areas below will be targeted moving forward through departmental meetings and program review, the AHS will still pursue a more comprehensive attrition study that builds off this initial student input.

In addition to survey data, the AHS began collecting information about student drops from support staff and instructional aides who reach out to students who miss or drop classes. In the coming three years, the AHS will seek to identify additional means of getting this information from students and integrating these into a more comprehensive investigation.

4. Assess the effectiveness of Career Services for AHS students seeking employment.

The Instructional Services Office conducted an annual student satisfaction survey from 2017 to 2019, which included AHS students. In 2019, 162 AHS students completed the survey. Students were asked which student services they had utilized during the academic year, and for each one they had used, how satisfied they were with the service. While more than half of the AHS students (51 percent) said they had not used Career Services in the 2018/19 academic year, 52 percent of those who used Career Services said they were satisfied/very satisfied with it. While the survey demonstrates noncredit students in general have a favorable opinion of Career Services, more work needs to be done to determine how noncredit students learn about and how often they access Career Services and to evaluate the results of their experience.

As mentioned previously, the student satisfaction survey was paused when the pandemic began. The AHS expects to administer a new student satisfaction survey in the 2022/23 academic year.

5. Research the need for an expansion of the diploma program and services to a location in the southern region of the District.

The district area is long and narrow, and the southern region is roughly 20 miles away from the northern end. Because most of the school’s instructional sites are in the northern region, the AHS intended to research the need for offering AHS classes in a southern location. However, when all instruction moved online at the beginning of the pandemic, the AHS experienced an increase in the number of AHS students registering for classes from the southern region of the District. Figure 23 illustrates the geographic range the AHS served during the 2020/21 school year.

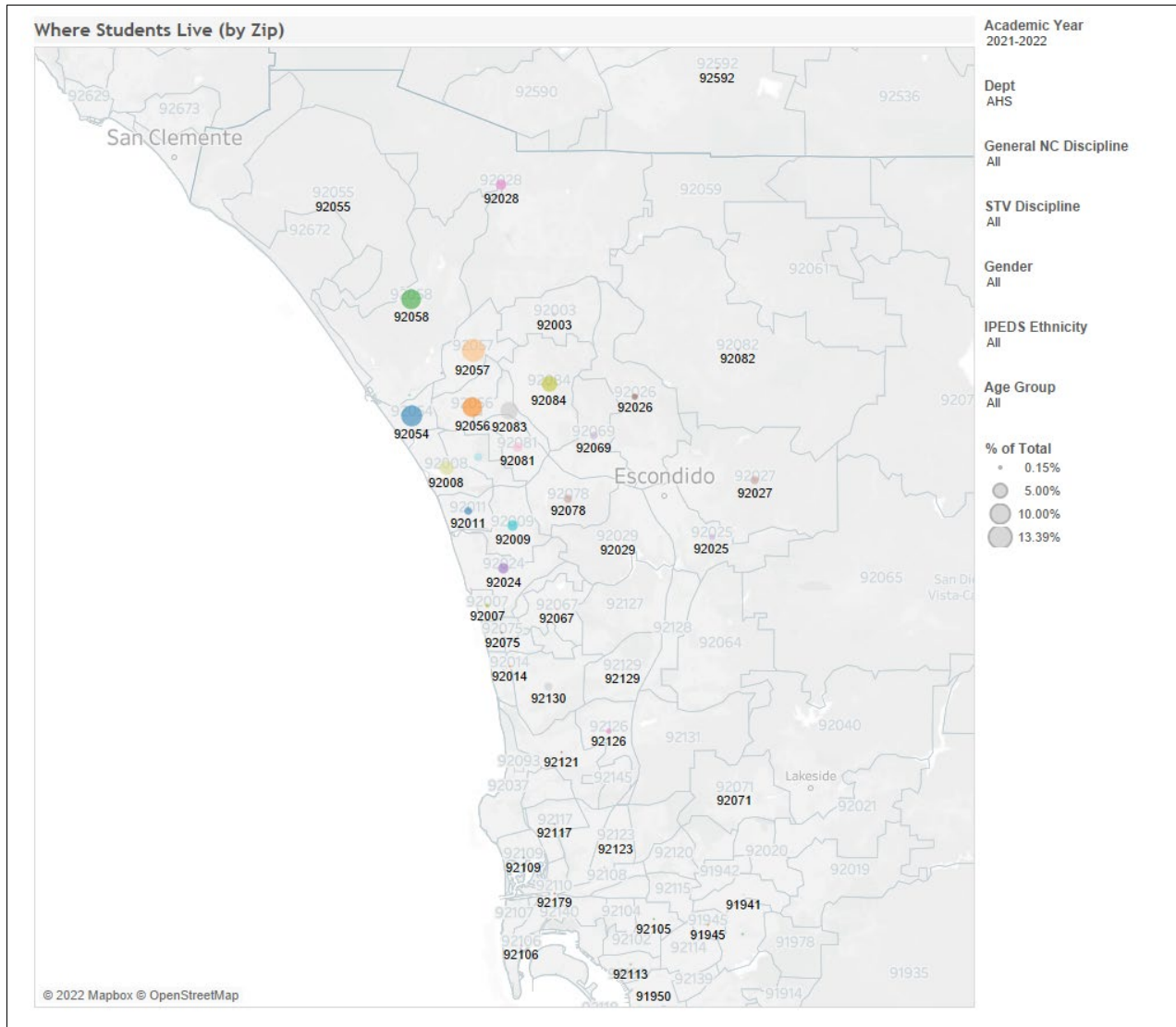


Figure 23. Noncredit Student Profile by Zip (2020–2021)

The AHS is now considering how and where to provide outreach to potential students in southern region of the District who can benefit from taking AHS courses online. As the pandemic evolves, the AHS will also determine if expanding the diploma program and services to a site in the southern region of the school's service area is needed.

6. Continue exploring authentic methods of assessment for PSLOs.

As described in Chapter I and illustrated in Figure 18, the AHS has thus far sought to measure success rates for PSLOs by compiling aggregating pass rates of students enrolled in courses and correlating the rates to program learning outcome data. A shortcoming of utilizing success rates tied to PSLOs is that success rates are a result of the aggregate of PSLOs. As such, it is difficult if not impossible to link PSLOs to student course-level success rates.

Once the COVID-19 pandemic began, much of the efforts were focused on quickly moving instruction online. Though the AHS had hoped to develop improved PSLO assessment tools in the 2020/21 school year, those efforts were put on hold.

In the 2022/23 academic year, the AHS will implement a more comprehensive and authentic method of PSLO assessment. The school intends to develop the instruments and process during summer 2022 and implement in the coming year.

Key Issue Three: Engage in robust marketing and outreach specific to the AHS.

Strategic Activity: Explore ways to include the AHS in MiraCosta College marketing and outreach efforts.

The AHS is currently and primarily supported by the AEO whose staff engage in ongoing outreach efforts to potential students or students who have stopped enrolling. For example, AEO staff used pre- and post-COVID enrollment data to analyze, by demographic, how many students dropped when courses could no longer be taught on ground and reasons for their withdrawal ([EV-53](#)). Using this information, they began to contact students to reenroll them in courses and to help instructional faculty better understand the evolving course and modality needs of the students who had withdrawn. These student-centered outreach efforts have been instrumental in keeping enrollment numbers steady during the pandemic, and especially after the initial enrollment decline in March 2020 when the AHS switched to online learning.

In addition to outreach specific to the AHS, the Instructional Services Office has also supported the school with marketing efforts, such as mailing postcards and paper schedules to the 175,000

households in the AHS service area twice a year and distributing digital and physical flyers to community agencies, libraries, and community centers ([EV-54](#)).

In late fall 2020, MiraCosta's Continuing Education program began contracting with Graduate Communications to develop a "marketing toolkit" for each noncredit area, including the AHS. Based on current research and feedback, the toolkits include various forms of advertising the AHS can revise and edit into the future as needs change. The work includes the following:

- Conducting a content analysis of current research and marketing efforts to identify strengths and weaknesses in messaging and gaps in communication.
- Branding noncredit so that messaging and design is consistent, easy to recognize and understand, and relevant to target audiences.
- Creating messaging that elevates programs in the community without using institutional terminology like "noncredit" or "short-term vocational," including the creation of a lexicon for external marketing efforts.
- Developing a year-long marketing plan within budget that more effectively reaches external and internal audiences, including strategies that will grow the AHS database of contacts.
- Rewriting and redesigning noncredit website pages to consistently communicate persuasive and helpful messages to potential students.

This latest endeavor is allowing the AHS to engage in sustainable marketing efforts that seek to expand awareness and enrollment. Pursuing robust marketing and outreach strategies specific to the AHS remains an ongoing goal.

Key Issue Four: Develop accountability tools to evaluate professional development activities.

Strategic Activity: Explore and implement a tool to track engagement in professional development activities.

AHS faculty created an online assessment form to be completed by any faculty member who attended a work-related conference, workshop, or training ([EV-55](#)). However, due to the pandemic, all physical travel was suspended. So, while online professional development has continued and even expanded, with so many faculty attending the same recommended or mandatory training, the AHS faculty have decided to deploy this tool once more normal and varied professional development opportunities resume.

The College also developed a new online system called MiraCosta Innovative Source for Training (MIST). This system allows for effective tracking of the completion record of professional development activities for each faculty member. In the coming academic year, the AHS will augment the tracking functionality with a mechanism for assessment of professional development activities.

Key Issue Five: Better integrate District-wide support services for AHS students.

Strategic Activities: Increase hours of support in the Academic Support Center and improve access for AHS students to support services not provided on-site.

Since the 2019 self-study, the AHS has been positively impacted by the successful integration of and improved access to multiple support services. As described in Chapter II, a primary improvement to instructional services has been the transition from a small Academic Support Center to a spacious Learning Commons, which includes the following expanded services:

- Library Services. Library services are now available seven days per week to all students. The College library added a 24/7 online chat service as well as the opportunity for students to “Zoom with a librarian” four days per week in both the morning and evening. The library also completely revised its site devoted to the CLC, making it easier for students in various CLC programs such as the AHS to access resources tailored to them ([EV-56](#)). The library also began offering ship-to-home physical resource delivery and purchased two new entirely online collections. The library offerings far exceed most high schools throughout the country, making this AHS partnership highly unique.
- Writing Center. The AHS has always been positively impacted by an on-campus Writing Center at the CLC, but the pandemic has allowed for greater accessibility and integration of this resource. Before the pandemic, the Writing Center staffed one on-ground writing coach with occasional limited support from one consultant. With the move to online services because of the pandemic, students now have access to nine different writing coaches and twenty-one writing consultants ([EV-57](#)). Since March 2020, the Writing Center has offered three types of online services to CLC students seven days a week: 45-minute live Zoom appointments, live Zoom drop-ins, and asynchronous video feedback. The Writing Center is steadily developing a library of short tutorial videos for students that are hosted on the Writing Center’s YouTube channel.
- Math Learning Center. The AHS has always been positively impacted by an on-campus Math Learning Center at the CLC, but the pandemic has allowed for greater accessibility and integration of this resource. Before the pandemic, the Math Learning Center at the

CLC had one lead learning coach, one or two apprentices, and one occasional volunteer. In March 2020, the center started supporting students using real-time Zoom sessions. These sessions include more than 70 hours of staff availability to students six days per week ([EV-58](#)).

Before the pandemic, Math Learning Center staff visited all AHS math classes at the beginning of the term to introduce themselves and to invite students to use the center's services. As a result of the pandemic, Math Learning Center staff now create a video presentation and distribute it to all math instructors each term so they can inform their students about the center's support services, which include Zoom drop-in hours, in-person tutoring at the CLC, one-on-one appointments online and in-person, online breakout rooms for specific class support, a question drop-off service on Canvas, and classroom video presentations.

- Tutoring and Academic Support Center (TASC). AHS students have been positively impacted by a much greater integration of TASC resources at the CLC. TASC moved services online during the pandemic, but the center has since been offering services both remotely and on-ground to AHS students, which has increased accessibility to and the steady use of TASC services ([EV-59](#)).

In addition to the expanded instructional services provided through the Learning Commons, the AHS has experienced the successful integration of and improved access to the following student support services:

- Noncredit Student Success and Support Program (NCSSSP). The purpose of the NCSSSP is to increase student access and success by providing effective core services, including orientation, placement, academic counseling, advising, and early intervention as a foundation for students to achieve their goals.

The NCSSSP is an integral part of the onboarding process ([EV-60](#)). NCSSSP staff email all new AHS students to welcome them to the program and outline their next steps, and they follow up with a phone call to help students complete those steps. NCSSSP staff also created an email for students to use when they need direct assistance with any onboarding questions. Finally, NCSSSP staff assist students with accessing campus resources (such as free refurbished laptops) to meet their technology needs prior to them beginning their courses.

Prior to the pandemic, NCSSSP operated a Help Hut at the beginning of each semester to welcome students and assist them with starting classes. Beginning in August 2021, NCSSSP opened the Welcome Center, which is in front of the new Student Services Building at the CLC. Campus aides, Student Ambassadors, and CLC staff are available five days per week to welcome students physically coming to campus and assist them with their questions and registration and appointment needs.

- Student Accessibility Services (SAS). SAS offers learning disability testing for students who suspect they may have a learning disability. Prior to 2019, students willing to go through the testing process were required to enroll in a half-unit credit course; however, enrolling in the course created equity, access, and financial barriers for students wanting to be tested. In 2019, SAS removed the course requirement, giving students access to the testing service without the burden of enrolling. Temporary accommodations are currently offered as alternatives until testing can safely resume.

Additional SAS improvements made since the 2019 self-study report include the following:

- Hired new access specialist and assistive technology assistant, both located at the College's Oceanside Campus, but their services are available to all students, including those in the AHS.
 - Joined the North Coastal Consortium for Special Education, whose purpose is to support local school districts provide for the needs of special education students, and the consortium's Transition Services Taskforce, which meets quarterly to collaborate about post-secondary options for transition-aged youth.
 - Provided an instructional aide workshop at the CLC titled "How to Support Individuals with Intellectual and Developmental Disabilities."
 - Moved the High Tech Center lab online to provide SAS students with assistive technology support via Zoom. Prior to the pandemic, the lab was available only in person at the College's Oceanside Campus, so this change removed an access barrier for SAS students in the AHS.
- Career Services:
 - Established One Stop Support hours in coordination with other student support services to provide a single recurring Zoom room for students to meet with staff from multiple areas (such as tutoring and counseling), learn about support, and connect with resources ([EV-61](#)).
 - Offered Zoom appointment modality with flexible scheduling to meet student needs.

- Health Services:
 - A MiraCosta College Foundation Innovations Grant awarded in August 2021 covered the student health fees of 100 noncredit students. Several AHS students benefitted from this fee waiver.
 - Streamlined the process for connecting students to services and ensuring fee payments are processed in a timely manner.
 - Expanded access to mental health services for AHS students by offering phone and Zoom appointments. Prior to the pandemic, these services were available only in person at the College's Oceanside Campus.

- CARE Resources. The number of AHS students accessing CARE resources has been increasing. From fall 2018 to fall 2021, the AHS awarded 473 emergency grants to AHS students as well as 54 rental assistance grants. Fifty-four general CARE support cases were also reported during this period.

Although limited food assistance was available at the CLC in 2019, a full-service food pantry opened in August 2021, providing students with access to fresh produce, frozen meals, and non-perishable food items as well as hygiene kits and diapers. The food pantry had 220 visits from noncredit students in fall 2021. In spring 2020, the monthly mobile Farmer's Market every third Wednesday at the CLC changed to a drive-thru, which improved access.

Instructional services provided through the Learning Commons have been satisfactorily expanded, giving AHS students greater access to key support services, so the two strategic activities under this key issue are no longer goals.

Key Issue Six: Improve physical and technological resources for students.

As stated previously, the AHS has been significantly and positively impacted by the passage of a bond measure, which funded extensive remodeling and new construction at the CLC. As described in Chapter II, new construction included a Student Services building, additional exterior and interior student gathering spaces, and increased parking. Renovations included expanded computer labs, the addition of HyFlex technology to classrooms to give instructors the ability to teach in person and remote learners simultaneously, larger student gathering spaces, and the overall modernization of the CLC campus. The Learning Commons space nearly doubled in size. Renovation also added three new student study rooms, expanded seating from 24 to 45, and added offices for each of the academic support services. Finally, a new dedicated 300 square

foot Career Center was established with three student computer workstations, a career resource wall, and a student work area.

Strategic Activities

1. Explore accessible technology for adult learners with adaptive technology needs.

As described under Key Issue Five, SAS has made several improvements to its services since the 2019 self-study report, including hiring two additional support staff to assist students with adaptive technology needs and moving its student computer lab online to provide SAS students with assistive technology support via Zoom. This strategic activity is no longer a goal.

2. Explore solutions for insufficient science classroom and computer lab spaces.

Since the 2019 self-study report, science classroom and computer lab spaces have been completely renovated and improved. The computer lab space now services 30 students in a state-of-the-art facility that addresses all safety and equipment needs. The AHS gained two campus lab spaces, growing from three to five. Science classroom and computer lab spaces are no longer insufficient, so this strategic activity is no longer a goal.

3. Work with facilities planners to design a physical space for use in addressing food insecurities.

As described under Key Issue Five, the food pantry at the CLC became full service with a dedicated space for the first time in fall 2021. The monthly Farmer's Market at the CLC also addresses student food insecurities. Exploring additional mechanisms for meeting the food insecurity needs of AHS students remains a goal and is in progress. The AHS is currently considering how it might modify curriculum and physical space at the CLC to support an onsite garden and edible landscape.

Evidence

[EV-41](#) MyEdPlan AHS Webpage

[EV-42](#) MyEdPlan Sample

[EV-43](#) AHS Embedded Counseling Project

[EV-44](#) AHS Embedded Counseling Contacts, Spring 2021

[EV-45](#) Noncredit Certificate Petition

[EV-46](#) Sample AHS Transcript

[EV-47](#) Continuing Education Schedule, Spring 2022, p. 13

[EV-48](#) MiraCosta College Catalog 2021/22, AHS Certificates, pp. 380-81

[EV-49](#) Noncredit Certificates Brochure

[EV-50](#) Continuing Education Schedule, Spring 2022, Academic Map, p. 12

[EV-51](#) Academic and Career Pathways

[EV-52](#) AHS Faculty Course Drop Procedures Survey

[EV-53](#) Pre- and Post-COVID Enrollment Analytics Presentation

[EV-54](#) AHS Sample Promotional Flyer

[EV-55](#) Professional Development Response Survey

[EV-56](#) CLC Library Webpage (Screenshot)

[EV-57](#) CLC Writing Center Webpage (Screenshot)

[EV-58](#) Math Learning Center Webpage (Screenshot)

[EV-59](#) TASC Noncredit Contacts 2020-2021

[EV-60](#) NCSSSP Webpage (Screenshot)

[EV-61](#) One Stop Support Hours Flyer

V: Schoolwide Action Plan Refinements

Key Issue One: Improve communication with students and collaboration with stakeholders to increase student success.

Three of the seven strategic activities identified for this key issue have been completed. The remaining four are in progress, with varying levels of completion. External relations, including surveys and communication about the program, remain a focus. Continued work on certificate completion and ACPs/collaboration with the College are aimed at supporting students who complete the program and move on to higher education or employment.

Key Issue Two: Expand effective use of data for program improvement.

All the strategic activities identified for this key issue are in progress. While access to data has increased significantly, work remains to be done in using this data and applying the data to each activity.

Key Issue Three: Engage in robust marketing and outreach specific to the AHS.

The strategic activity identified for this key issue is in progress. In addition to current in-house efforts, the AHS is continuing its collaboration with Graduate Communications to enhance marketing and outreach efforts in the future.

Key Issue Four: Develop accountability tools to evaluate professional development activities.

The strategic activity identified for this key issue is in progress. The tool has been completed, but the pandemic has affected its implementation. The AHS looks forward to more progress on this key issue.

Key Issue Five: Better integrate District-wide support services for AHS students.

Both strategic activities identified for this key issue are completed.

Key Issue Six: Improve physical and technological resources for students.

Two of the three strategic activities identified for this key issue have been completed. The bond measure and recent construction have greatly contributed to the completion of these goals; however, work remains to be done to improve the school's physical resources and facilities to address food insecurity for AHS students.

MiraCosta Adult High School Schoolwide Refined Action Plan (2022–2025)

The schoolwide Action Plan outlines a collegially developed set of activities selected to address each key issue. The Action Plan outlines the specific activities and resources need to achieve the activities as well as the responsible parties, the timeline for completion, and the means for assessing improvement.

Key Issue One: Need improved communication with students and collaboration with all stakeholders to increase student success.

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
1. Develop a more accessible Web-based tool (e.g., myED Plan) for students to use for education planning and tracking their progress toward diploma completion.	Dean, Continuing and Community Education; dean, Admissions and Student Support	District Academic Information System (AIS) dean and staff; business systems analyst; noncredit counselor	Degree audit system is designed, tested, and implemented, resulting in more students independently engaging in their education planning.	Completed.
2. On a biannual basis, survey the internal and external communities about how the AHS meets their current needs and	Department chair, AHS; dean, Continuing and Community Education; noncredit research analyst	District Research, Planning, and Institutional Effectiveness (RPIE) office and AIS support	Scheduling of classes, development/revision of curriculum, and location of class offerings are informed by survey results.	Goal in progress. 1. Refine and administer annual student survey; identify key student needs.

<p>determine areas of improvement.</p>				<p>2. Develop and administer business/community survey once per year; identify key business/community interests.</p>
<p>3. Increase opportunities for AHS faculty to work with noncredit counselors and staff to support student success and stay updated on advancements that impact students.</p>	<p>Dean, Continuing and Community Education; dean, Admissions and Student Support; dean, Counseling and Student Development; department chair, AHS</p>	<p>Current semiannual all-programs meeting was started because of last action plan and this activity will build on that momentum.</p>	<p>Established communication channels between deans and instructional faculty.</p>	<p>Goal in progress. 1. Develop AHS multi-stakeholder working group consisting of student services, counseling, and instructional staff. 2. Identify and establish additional metrics to study efficacy of embedded counseling. 3. Consider additional embedded services for AHS classes.</p>

<p>4. Develop process for awarding noncredit certificates that students can earn while pursuing their diploma and beyond.</p>	<p>Dean, Continuing and Community Education; dean, Admissions and Student Support; District registrar; department chair, AHS</p>	<p>Existing processes for awarding AHS diplomas and credit certificates/degrees will be models for development of the new process.</p>	<p>Students will be awarded certificates.</p>	<p>Certificate process is completed. The refined goal is to identify students who qualify for these certificates and assist them through the certificate-petition process.</p>
<p>5. Create a two-year Academic Pathway for the AHS.</p>	<p>Department chair, AHS; AHS faculty; noncredit counselors</p>	<p>Pathways models that are currently being developed for the College.</p>	<p>Pathway is published on the AHS website.</p>	<p>Completed</p>
<p>6. Expand AHS participation in the College's Academic and Career Pathway (ACP) efforts.</p>	<p>Dean, Continuing and Community Education; department chair, AHS</p>	<p>ACP structure at MCCCD that operationalizes guided pathways.</p>	<p>Each of the six ACPs at the College has an entry point for AHS graduates.</p>	<p>Goal in progress. 1. Discuss and consider development of a pre-ACP (college/career readiness). 2. Identify opportunities for AHS students to join and participate in existing ACPs.</p>

<p>7. Improve on processes for reporting learning data to stakeholders and the community at large.</p>	<p>Dean, Continuing and Community Education; department chair, AHS; noncredit research analyst; Public Information Office (PIO)</p>	<p>District PIO, RPIE, and AIS.</p>	<p>Noncredit newsletter will contain relevant data regularly; noncredit all programs meeting includes presentation of data by noncredit research analyst; appropriate dashboards will be created; data will be added to AHS website when appropriate.</p>	<p>Internal access to dashboard data is completed. Reporting to all stakeholders and the community at large remains a goal with possible refinements.</p>
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Key Issue Two: Need to expand the effective use of data for program improvement.

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
<p>1. Align program student learning outcomes (PSLOs) to the College's core competencies.</p>	<p>Department chair, AHS; AHS faculty</p>	<p>Outcomes Assessment Committee</p>	<p>Mapping will be completed and published.</p>	<p>Goal in progress. 1. Map all CSLOs to PSLOs and College's core competencies. 2. Align all AHS learning outcomes to College's core competencies.</p>

<p>3. Establish process/cycle for more regularly measuring PSLO data.</p>	<p>Department chair, AHS; AHS faculty</p>	<p>Noncredit research analyst</p>	<p>Process is established, documented, and implemented regularly.</p>	<p>Goal in progress. Refined goals as follows:</p> <ol style="list-style-type: none"> 1. Improve upon data collection for PSLOs, and identify key data variables. 2. Define clear timelines for collecting and interpreting PSLO data. 3. Engage in regular analysis and discussion of data to demonstrate improvement in student PSLO performance.
<p>4. Conduct attrition study to explore the reasons for student “no-shows” and drops to improve retention rates and student success.</p>	<p>Department chair, AHS; AHS faculty; noncredit research analyst</p>	<p>RPIE</p>	<p>Study is conducted and data is used in department meetings when planning scheduling, revisions/development of curriculum, and locations of classes.</p>	<p>Initial survey completed. Limitations of survey effectiveness identified.</p> <p>Refined goals as follows:</p> <ol style="list-style-type: none"> 1. Develop a formal study to improve upon limitations of survey. 2. Develop action implications of study in

				<p>collaboration between RPIE and AHS faculty.</p> <p>3. Track attrition study annually in conjunction with retention and success rates.</p>
<p>5. Assess the effectiveness of Career Services for AHS students seeking employment.</p>	<p>Dean, Continuing and Community Education; director, Noncredit and Adult Education Programs</p>	<p>Noncredit research analyst</p>	<p>Data will be used to structure some career services specifically for AHS students.</p>	<p>A noncredit student survey was administered in 2019.</p> <p>A refined goal is to readminister the survey annually starting in 2022/23 and utilize data to determine action implications for effectiveness of career services.</p>
<p>6. Research the need for an expansion of the diploma program and services to a location in the southern region of the District.</p>	<p>Dean, Continuing and Community Education; department chair, AHS</p>	<p>Noncredit research analyst; PIO</p>	<p>Means to assess improvement remain to be determined.</p>	<p>Goal in progress.</p> <p>1. Conduct regular analysis on zip code frequencies of AHS students.</p> <p>2. Identify and administer a survey instrument to</p>

				<p>assess student demand for in-person instruction from the District's southern region.</p> <p>3. Consider executing marketing strategies to target the southern region of the District.</p>
7. Continue exploring authentic methods of assessment for PSLOs.	AHS faculty; dean, Continuing and Community Education	AHS faculty, AIS staff.	Develop tools that more accurately measure the achievement of PSLOs.	<p>Goal in progress.</p> <p>1. Identify additional tools and resources that can improve accuracy of PSLO measurement.</p> <p>2. Implement improved PSLO assessment process and report data on regular cycle.</p>

Key Issue Three: Need a robust marketing and outreach approach specifically for the AHS.

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
Explore ways to include AHS in MiraCosta College marketing and outreach efforts.	Department chair, AHS; dean, Continuing and Community Education	PIO	AHS is more regularly featured in District outreach efforts; noncredit newsletter regularly includes AHS-specific content.	Goal in progress. 1. Develop AHS-specific marketing toolkit. 2. Identify program features that highlight elements of AHS that differentiate from other local high-school equivalency or diploma programs.

Key Issue Four: Need accountability tools to evaluate professional development activities.

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
Explore and implement a tool to track engagement in	Department chair, AHS; dean, Continuing and Community Education	District Professional Development Program (PDP) Committee; AIS	Establishment of the tool and related processes.	Tool completed. Implementation of the tool is in progress.

professional development activities.				A refined goal remains to assess levels of engagement and satisfaction for professional development activities.
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Key Issue Five: Better integration of district-wide support services into the AHS.

Strategic Activities	Responsible Parties	Resources	Means to Assess Improvement	Status
1. Increase hours of support in the Academic Support Center.	Department chair, AHS; dean, Continuing and Community Education	Identifying additional funding and staffing support.	Determine hours of operation have expanded relative to 2019.	Completed. Hours have not only increased overall, but modality has expanded to both in-person and online supports.
2. Improve access for AHS students to support services not provided on-site.	Department chair, AHS; AHS faculty, Learning Commons leadership, Dean, Continuing and Community Education	Expansion of online resources and staffing.	Determine that there is an increased number of ways students can access support services.	Completed. Increased online access as well as broader awareness of online support resources.

Key Issue Six: Improve physical and technological resources for students.

Strategic Activities	Responsible Party	Resources	Means to Assess Improvement	Status
1. Explore accessible technology for adult learners with adaptive needs.	Department chair, AHS; dean, Continuing and Community Education; SAS	Staffing to support use of adaptive technologies	Identify additional human and technology resources to support adult learners with adaptive needs.	Completed.
2. Explore solutions for insufficient science classroom and computer lab spaces.	Dean, Continuing and Community Education; Department chair, AHS	Lab space and technology resources	Identify expansion opportunities for lab spaces.	Completed.
3. Work with facilities planners to design a physical workspace for use addressing food insecurities.	Department chair, AHS; dean, Continuing and Community Education; facilities	Physical spaces for food distribution, staffing necessary to support, additional food resources	Identification of a physical space or spaces resourced for food distribution.	<p>The new construction and renovation provided a space and staffing for a food pantry and regular farmer’s market events.</p> <p>Refined goals as follows:</p>

				<ol style="list-style-type: none">1. Consider curricular modifications to support community garden.2. Identify physical space for community garden.
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Sabbatical Leave Report (Spring 2022)

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

Email *

kcleveland@miracosta.edu

PART I - Signature Page

A hard copy with signatures to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

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

Name *

Karl Cleveland

Department *

Media Arts and Technologies

Date Submitted: *

MM DD YYYY

02 / 21 / 2022

Academic school year in which leave was taken: *

2020/2021

2021/2022

Semester in which leave was taken: *

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

Fall

Spring

Full-year

Check the type of sabbatical leave: *

Advanced Academic Studies, or

Self-directed studies

PART II - Restatement of Sabbatical Leave Application.

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

*

During sabbatical leave, I intend to study full stack web application development using advanced JavaScript and the MERN technology stack. I further intend to study computer programming in the context of the visual arts through explorations of generative and algorithmic art-making. Lastly, I plan to explore traditional printmaking with a goal of finding ways to integrate digital and analog printmaking processes in creative ways. Media arts touches upon so many differing technologies and interdisciplinary skillsets that it requires constant professional development in order to keep pace with industry. A suite of evolving web technologies and frameworks have brought new capabilities to desktop and mobile browsers, but also increasing sophistication. In order to keep pace with student and industry needs and expectations, I must keep my web development skills on the cutting edge. This proposal allows me to do that. In addition, as a faculty member in media arts and technologies, I need to engage in and develop my own artistic and professional practices. I need to 'make stuff' as I often teach from direct experience creating media products and user experiences. This proposal allows me to cultivate and learn new artistic practices in both digital and traditional media.

PART III - Completion of Objectives, Description of Activities.**OBJECTIVE #1: ***

a) Copy and paste objective from application.

Explore and increase my knowledge of advanced JavaScript and JavaScript frameworks, including full stack web application development using Node.js and the technologies in the MERN Stack (MongoDB, ExpressJS, ReactJS, NodeJS).

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

I accomplished this objective through a variety of means including reading, online training and video tutorials, and practice.

1) **READING:** I may be old school, but I still like books. I read and utilized chapters from a variety of JavaScript and JavaScript framework textbooks and reference materials. The book "Pro MERN Stack: Full Stack Web App Development with Mongo, Express, React, and Node" by Vasani Subramanian (Apress, 542 pages) was a primary source. In addition, I read or used as reference selections from several additional books and reference manuals including "Web Development with Node & Express: Leveraging the JavaScript Stack" by Ethan Brown (O'Reilly), "Learning React" by Alex Banks and Eve Porcello (O'Reilly), and "JavaScript: The Definitive Guide" by David Flanagan (O'Reilly). I also utilized the online guides and reference materials including the documentation available for each framework within the stack, including Node (available at <https://nodejs.org>), Express (<https://expressjs.com/>), MongoDB (<https://www.mongodb.com/>), and React (<https://reactjs.org/>). Beyond this, I used W3 Schools references about Javascript, including their Node.js and React tutorials. While coding, I also referenced the documentation available at the Mozilla Developer Network (<https://developer.mozilla.org>). When stuck, I also sometimes turned to Stack Overflow (<https://stackoverflow.com/>) or searched Google for articles and references.

2) **ONLINE TRAINING AND VIDEO TUTORIALS:** Beyond exploring the JavaScript frameworks powering modern full stack web development, I also had the goal of expanding my knowledge of JavaScript in general. As I began investigations into the MERN Stack, I quickly realized there was some intermediate and advanced JavaScript topics which I needed to learn or brush up on. These included working with objects, classes, and inheritance, working with arrow functions, exploring asynchronous JavaScript using promises and async/await, working with JavaScript requests and API calls, and exploring newer ES6+ capabilities (ES6 was a major update to the JavaScript language which occurred after my 2014 sabbatical during which I learned JavaScript fundamentals). Thus, I decided to complete the Codecademy (<https://www.codecademy.com>) interactive course titled "Learn Intermediate JavaScript". I also engaged with online video training at LinkedIn Learning (<https://www.linkedin.com/learning>) focused on full stack development or particular frameworks. These courses included: A) "Learning Full-Stack JavaScript Development: MongoDB, Node, and React" by Samer Buna B) "MERN Essential Training" by Emmanuel Henri, and C) "React.js Essential Training" by Eve Porcello. Additionally, I engaged with the course "React For Beginners" (<https://reactforbeginners.com/>) by Wes Bos. Beyond these formal courses for which I provide documentation (certificates of completion), YouTube proved to also be a good source of free resources and informal learning. In particular, I utilized the resources and playlists provided by Beau Carnes from [Freecodecamp.org \(https://www.youtube.com/c/Freecodecamp\)](https://www.youtube.com/c/Freecodecamp) and Daniel Shiffman from the Coding Train (<https://www.youtube.com/c/TheCodingTrain>).

3) **PRACTICE:** I practiced programming in JavaScript by creating a variety of coding samples and applications. You cannot really learn JavaScript or explore JavaScript frameworks through passive means alone, such as reading and watching videos. This would be like trying to learn a foreign language without ever speaking it. You have to actively engage in coding, try to solve problems, make mistakes, get confused, go down rabbit holes searching for answers, and (ideally) come up with solutions. For this objective, I did this by creating and programming three main web applications (or application demos) including: A) Coding and launching a new personal, experimental website (<https://karlcleveland.com/>). For my new website, I decided to try to create my own personal artificial intelligence (AI) and search engine driven by JavaScript. The homepage provides a search/input box in which you can ask questions or make requests for web content. The input field has 'placeholder' text that is dynamically generated and animated by JavaScript. This text tells users a bit of story as well as prompts them about how to use the system. When the user asks a question or makes a request, the system tries to respond with appropriate answers or links to my web content and resources. If the user makes a request or asks a question that the system cannot fulfill or answer, it stores that question into a database (using Firebase). I can then content that data so that I can learn about the limitations of the AI so that the system itself can evolve and expand over time. Note that full stack application development includes many frameworks and platforms beyond the MERN stack (for example Angular or VUE instead of React). Firebase is a platform developed by Google for creating mobile and web applications. I learned to use it as an alternative to MongoDB. Also, I engaged in a personal branding project as part of the new website launch, including creating a new logo/identity for myself. This is something that students in the MAT 290 Portfolio Development class must do and it was useful for me to engage in that work. However, I did not include 'design' hours in my tally as my sabbatical proposal did not mention such activity. B) Coding the demo application Wonder Wander (available at <https://karlcleveland.com/WanderWonder/>). WanderWonder uses JavaScript to allow users to search a location they may wish to visit and obtain the current weather at that location as well as a listing of various nearby attractions. This application allowed me to explore more advanced JavaScript and working with external databases and API calls. The app uses the Foursquare API and the OpenWeather API to grab data and populate search results. C) Creating an exercise tracking app using the MERN stack (demo available at <https://karlcleveland.com/exercisetracker>). This project allowed me to explore and practice coding a web application using all the technologies of the MERN stack. The app uses React for the user interface and interactive components, which enables users to add themselves as new users of the exercise tracker application and then enter details about exercise activity (a description, duration, and date). Using Node and Express, this information is then sent to the database powered by MongoDB Atlas where it is stored and used to populate the activities listed in the exercise log page on the app. For this application, I used Microsoft's Visual Studio Code editor. Dreamweaver has historically been my editor of choice, but its use is in decline within the industry. Another side benefit of this sabbatical is that it gave me opportunity to explore additional software options.

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

204

OBJECTIVE #2 (if applicable):

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

Explore and increase my knowledge of generative art, creative coding, and computational media practices.

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

I accomplished this objective through a variety of means including reading, online training and video tutorials, and practice.

1) **READING:** I read and utilized chapters from a variety of generative art and creative coding books and reference manuals. These included:

- "Generative Design: Visualize, Program, and Create with JavaScript in p5.js" by Benedikt Gross (Princeton Architectural Press)
- "The Nature of Code: Simulating Natural Systems with Processing" by Daniel Shiffman (this is an open source book self published via Kickstarter)
- "Code as Creative Medium: A Handbook for Computational Art and Design" by Golan Levin and Tega Brain (The MIT Press)
- "Generative Art: A Practical Guide Using Processing" by Matt Pearson (Manning Publications)

2) **ONLINE TRAINING AND VIDEO TUTORIALS:** Almost all of the online training that I did related to this objective was provided courtesy of Daniel Shiffman who works as an Associate Arts Professor at the Interactive Telecommunications Program at NYU's Tisch School of the Arts. Daniel is also a director of the Processing Foundation which leads the development of the p5.js framework. p5.js is a free and open source JavaScript library for creative coding. I primarily used the p5.js framework in my coding practice and explorations, with the exception of a couple projects that I made using the createJS library. The open source nature of this community and p5.js allowed free access to robust materials. Two "open source" courses at NYU provided starting points for my own explorations. These included the course "Introduction to Computational Media" (<https://github.com/ITPNYU/ICM-2021-Code>) and the course "The Nature of Code" (<https://github.com/nature-of-code/noc-syllabus-S20>). Both courses provide a structure that use Daniel Shiffman's free YouTube videos which he hosts on his Coding Train YouTube Channel (<https://www.youtube.com/c/TheCodingTrain>). One playlist from the Coding Train that was particularly helpful was his Nature of Code playlist (available at <https://youtube.com/playlist?list=PLRqWx-V7Uu6ZV4yEcW3uDwOgGXKUUuSPOM>). These videos are free on YouTube and provide informal training. However, Daniel also created the Kadenze course (<https://www.kadenze.com/courses/the-nature-of-code-ii/info>) titled "The Nature of Code" based on his NYU course of the same title. I took that course. Certificates of completion for this course are only available to paid premium members. I didn't find the paid plan to be needed as most of the material in the course was free and other material could be supplemented by Dan's YouTube videos. So, I documented my Kadenze participation through progressive screen shots which you'll find provided within my sabbatical documentation.

3) **PRACTICE:** I attempted to put my learning into practice through creating my own code-based artworks. I am interested in computational and generative art that creates itself in real time based on user interaction. Generative art embraces randomness and chaos as organizing principles and attempts to create new ideas and forms through algorithmic processes. Such art is tied to complexity theory as there is often a large number of interacting parts that self-organize without any one thing (or person) being in absolute control. Any complex system will have elements of both order and disorder. Such complexity is also how nature creates itself on every scale, from the snowflake to the snowstorm. During my sabbatical, I participated in an online art show organized by the Kruglak Art Gallery at MiraCosta College in which I submitted four of my favorite 'generative paintings' created in Fall 2021. These are available from the gallery's website at: <https://kruglakgallery.weebly.com/karl-cleveland.html> (be sure to click on the links to create your own rendition to see the code in action). I will provide documentation of my "code sketches" and other artistic explorations related to this objective.

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

202

OBJECTIVE #3 (if applicable):

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

Explore traditional printmaking techniques and processes such as woodcut, etching, lithography, screen printing, and/or other related contemporary printing techniques.

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

I accomplished this objective through a variety of means including attending in person classes and workshops, reading, and artistic practice.

1) **IN PERSON CLASSES AND WORKSHOPS:** A) I took (and earned an 'A') in the in-person MiraCosta College course ART 210 : Printmaking 1 taught by Frol Boundin during the Fall 2021 Semester. This course helped me learn the techniques of Linocut, Collagraph, Intaglio, Lithography and Monotype and provided me with the equipment (presses, zinc plates, ink, paper, etc.) and support needed to engage in artistic production. B) I took a week-long (7/26 – 7/30, 2021) workshop at the Anderson Ranch Arts Center in Colorado titled "Mono Matrix: digital and analog" (<https://www.andersonranch.org/workshops/workshop/mono-matrix-digital-analog-r0807-21/>) lead by artist and professor Emily Ginsburg (currently the art department chair at Pacific Northwest College of Art in Portland Oregon). The workshop provided combined access to the Center's excellent print making facilities and its Digital Fabrication Lab ("FabLab") along with artist talks, lectures, and demonstrations.

2) **READING:** I read and utilized chapters from two books: A) "Printmaking: A Complete Guide to Materials and Process" by Bill Fick and B) "Modern Printmaking: A Guide to Traditional and Digital Techniques" by Sylvia Covey.

3) **PRACTICE:** I engaged in substantive artistic practice in the process of taking both the class at MCC and the workshop at Anderson Ranch. I produced a number of physical prints and artworks (series and editions) using a variety of traditional (non-digital) print-making techniques. For my final project in the ART 210 class, I combined my efforts in Objective #2 (related to generative and computational art) by coding a digital painting that I then laser cut to a wood block to use for relief printing. It was a goal to ultimately engage in an artistic process that combined digital and analog techniques in creative ways and I was pleased to be able to create prints using such a methodology. Evidence of course and workshop enrollment (via transcripts and registration confirmation) along with examples of work process and final prints are available within the provided documentation.

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

246

OBJECTIVE #4 (if applicable):

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

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

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

PART IV. - Contribution to District

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

*

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

Through this sabbatical I gained expertise in both client-side and server-side programming and web application development techniques, with a focus on JavaScript and full stack JavaScript frameworks. My graduate education focused on communication and art and my technical skills in web design and development are largely self-taught or have come through professional experience. Therefore, the opportunity to study and practice these topics expanded my professional skills and made me a more capable web developer. Beyond web development, media arts requires an interdisciplinary artistic and technical skill set. I need to engage in and develop my own artistic and professional practices. I need to 'make stuff' as I often teach from direct experience creating media products and user experiences. This sabbatical allowed me to do just that. I was able to cultivate and learn new artistic practices in both digital and traditional media.

*

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

I. Students. I believe students stand to benefit from my sabbatical. The capabilities of Career and Technical Education students rely heavily on the expertise of the faculty designing and teaching their curriculum. In order to prepare themselves for professional jobs within the industry, students need to develop projects of real depth and breadth, both in creative design and technical implementation. As a result of my sabbatical, I am more qualified to support student's client-side and server-side web development efforts on an advanced-level, including supporting students who are building web applications. Moreover, I will be better able to support student learning goals and project needs in relation to computing in the arts. For example, one of the SLOs from MAT 190 includes the ability to "Conceptualize, design, and produce user interfaces, applications, and/or experiences that integrate media, animation, and interactivity." Satisfying this SLO requires faculty with robust artistic and technical skills, including how to apply computer programming techniques to artistic contexts.

II. Department. The PSLO for the Web Development and Design Certificate of Achievement reads: "Plan, design, and develop professional-level graphical user interfaces, web pages, and websites that utilize appropriate tools and techniques and demonstrate effective communication solutions." Of particular note in this PSLO is the need for students to demonstrate "professional-level" skills so that they are prepared to enter and thrive within the industry. But, the standards of the web design and development industry continually evolve and increase in sophistication. In order to remain on the cutting-edge, faculty must foster their own skills to ensure that students are getting relevant, useful, and up-to-date information. This sabbatical helped me be better prepared to teach and provide leadership in the web design and development curriculum specifically, but also across media arts disciplines more broadly, including the potential to develop new courses within the department or integrate more advanced-techniques and programming into current courses.

III. College and Community. The reputation and effectiveness of the College benefits from faculty who are experts in their fields of study and who are actively engaging with evolving technical and artistic practices. As a faculty member with advanced technical and creative experience in web design and development, computational media arts, and digital imaging and printmaking processes, I can assist the College in supporting media arts students with wide ranging interests. The community as a whole benefits from having a place to go to learn advanced, professional skills and from students who are well-prepared to transfer to four-year universities or take on industry jobs.

PART V. Documentation.

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report. If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program – see sample table HERE (<https://drive.google.com/file/d/0B65aNZyaBt-IRGowWWtgRkNhVm8/view?usp=sharing>)) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.

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

Sum total of hours completed for approved activities: *

652

Link to Google folder with documentation files: *

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

Documentation was reviewed and approved by the SLC task force.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

This form was created inside of MiraCosta College.

Google Forms

Sabbatical Leave Report (Spring 2022)

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

Email *

wgunn@miracosta.edu

PART I - Signature Page

A hard copy with signatures to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately. Download and print the Signature page here.

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

Name *

William (Billy) Gunn

Department *

Theatre and Film

Date Submitted: *

MM DD YYYY

02 / 19 / 2022

Academic school year in which leave was taken: *

2020/2021

2021/2022

Semester in which leave was taken: *

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

Fall

Spring

Full-year

Check the type of sabbatical leave: *

Advanced Academic Studies, or

Self-directed studies

PART II - Restatement of Sabbatical Leave Application.

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

*

The purposes of my proposed sabbatical leave include: (1) discipline-specific academic training through coursework, (2) cultural competency training through language instruction, and (3) an equity-focused project to develop a zero-cost textbook for FILM 101 (Introduction to Film) courses. The first part of my proposed leave will be to take a graduate-level Film Theory course, such as CTCS 504 (Television History) at USC. This will be a great opportunity to maintain currency as a discipline expert in film studies. For the second part of my sabbatical, I plan to enroll in a 4-unit Spanish class at MiraCosta College. This will begin the process of achieving a long-standing, personal goal to speak Spanish fluently. For the final part of my sabbatical leave, I intend to develop auxiliary materials for a zero-cost Introduction to Film textbook, such as assignments, a film clip library (and/or video links), publicly accessible Canvas site, etc. With rising costs of film studies textbooks and the ever-increasing number of students taking film courses at MiraCosta, this project has the potential to impact student success and equity in the Film Program.

PART III - Completion of Objectives, Description of Activities.**OBJECTIVE #1: ***

a) Copy and paste objective from application.

By the end of my sabbatical leave, I will renew currency in the field of film studies by completing coursework in film theory.

*

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

Because I was unable to enroll in the class I had originally planned on, it became necessary make a small revision to my plan for Objective #1. This change was approved by MiraCosta College President, Sunita Cooke, on August 13, 2021. Objective #1 was accomplished through enrollment in a film theory course at the University of Southern California: Survey of Television Studies (CTCS 504). On a weekly basis, I attended lectures on campus at USC, read assigned texts, and watched required (and supplemental) viewing materials. I took detailed notes and completed all required assignments, including a presentation on the quiz show scandals of the 1950s and a project about how breakfast cereals have been marketed on television throughout history. Although CTCS 504 was technically a 2-unit course, which should have required only 96 hours to complete, Professor Ellen Seiter informed students during week 1 that the class demands are comparable to a typical 4-unit course. As a result, I ended up devoting much more than 96 hours on Objective #1. To document my activities, I have created the following materials that are available to view in my documentation folder:

1. Daily calendar to log hours spent on each objective
2. Weekly summary table for each objective
3. USC transcript and grade report
4. Folder with class notes and assignments.

*

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

236

OBJECTIVE #2 (if applicable):

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

By the end of my sabbatical leave, I will increase my Spanish language skills by completing coursework in the Spanish language.

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

I accomplished Objective #2 by enrolling in Elementary Spanish (SPAN 101) at MiraCosta College. Professor Pilar Hernandez created an outstanding online course with all class materials provided on Canvas, including a zero-cost textbook. I read and watched all required materials, took detailed notes, and completed all required assignments. To document my activities, I have created the following materials that are available to view in my documentation folder:

1. Daily calendar to log hours spent on each objective
2. Weekly summary table for each objective
3. MiraCosta transcript
4. Folder with class notes and assignments.

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

192

OBJECTIVE #3 (if applicable):

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

By the end of my sabbatical leave, I will develop materials for a zero-cost textbook in film studies that can be used for survey courses in film.

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

In the summer of 2021, it became necessary to revise my plan for Objective #3 due to the discovery of a new, zero-cost textbook for Introduction to Film (FILM 101) courses. This change was approved by MiraCosta College President, Sunita Cooke, on August 13, 2021. After finding Moving Pictures, (https://uark.pressbooks.pub/movingpictures/), which was recently published by Russell Sharman as a free, open-source textbook, I decided to focus my activities for Objective #3 on creating materials that would make it easier to adopt this text at MiraCosta College and throughout the California Community College system. I worked through a Canvas course on OER Basics (https://ccconlineed.instructure.com/courses/7709), met with other film instructors at MiraCosta to discuss textbook needs, created quizzes for the first half of the textbook, and completed an audiobook for the first five chapters of Moving Pictures. Although I did not get as far into this project due to unanticipated demands of the coursework for Objective #1, I will have a course package that will include quizzes, powerpoints, and a complete audiobook of Moving Pictures by May 2022. These materials will be shared via Canvas Commons and made accessible to all film instructors at MiraCosta and beyond. To document my activities for Objective #3, I have created the following materials that are available to view in my documentation folder:

1. Daily calendar to log hours spent on each objective
2. Weekly summary table for each objective
3. Folder with materials for Moving Pictures course pack, including quizzes and audiobook chapters.

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

226

OBJECTIVE #4 (if applicable):

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

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

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

PART IV. - Contribution to District

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

*

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

Objective #1: By taking a course with one of the leading scholars in Television Studies, I have reestablished currency in my field of expertise (film studies), and I have expanded my knowledge base in the area of television studies, which has become increasingly important over the last decade.

Objective #2: Through my Spanish language studies, I have gained both language and cultural competency skills, which I hope will provide a benefit to me and my students. I expect that this knowledge will increase my ability to connect with Latinx students, as well as serve as a more-effective resource and mentor. One unexpected benefit of my Spanish 101 class was gaining first-hand experience with the implementation of a zero-cost textbook.

Objective #3: As I worked on my third sabbatical objective to create materials for Film 101 zero-cost textbook, I gained additional knowledge about open education resources (OER) and how they can be better implemented within the discipline of film studies, which is currently lacking in OER materials. I have gained strategies for addressing this need in my own classes and the film program more broadly, and I hope to serve as an ASCCC OERI Discipline Lead in the area of Film, Television, and Electronic Media. Through the creation of an audiobook (in progress), I have also gained technical skills in audio recording and editing that will benefit me in the future.

*

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

Objective #1: Although I initially planned to attend a film theory course that would cover a broad range of topics, CTCS 504: Survey of Television Studies at USC turned out to be extremely relevant to the ever-changing landscape of the film and television industry. Television is more intune with current events, and is therefore more responsive to pressing social and political ideologies that affect the daily lives of our students. Also, with the rise of streaming platforms like Netflix and Amazon Prime over the last 10 years, this coursework has filled a gap in my knowledge and will help me to find new ways to ensure student success with the FILM 101 SLOs: (1) Identify elements of cinematic language and apply knowledge of production processes to analyze a specific moment in a given film. (2) Critically examine theoretical and ideological issues in the comparative evaluation of films. I also expect that this coursework will allow me to serve as a leader and mentor for both full-time and associate faculty in the Department of Theatre and Film. As efforts to change the racial and gender inequities in the film industry have gained traction over the last few years, the topics I studied in CTCS 504 have provided me with strategies to increase representation in course materials and examine challenging topics in creative ways. As the MiraCosta Film Program has experienced unprecedented growth over the last decade, a culture of using film to explore issues in various academic disciplines has also emerged. Thus, the ability to collaborate with non-discipline experts around current film theories will benefit the campus community more broadly.

Objective #2: Gaining additional language skills has provided me with practical tools for communication, as well as the cultural knowledge that comes through study of international languages. I anticipate that this will enable me to become a more effective mentor and advocate for all our students at MiraCosta College. The unanticipated benefit of seeing how to implement a zero-cost textbook in Spanish 101, has given me better clarity on my goals for Objective #3, below.

Objective #3: Over 1000 students take FILM 101: Introduction to Film at MiraCosta College each year (1,164 enrollments in 2020-2021), and the most commonly used textbook for FILM 101 (Looking at Movies by Monahan and Barsam) currently retails for \$92 Used / \$123 New at the MiraCosta College Bookstore. With a potential savings of over \$100,000 to students each year, the adoption and implementation of a zero-cost textbook for FILM 101 presents an enormous opportunity to relieve a significant burden from our students. Upon discovering a high quality zero-cost textbook for FILM 101, Moving Pictures: An Introduction to Cinema by Russell Sharman, I decided to focus on creating supplementary materials that would make implementing this textbook more realistic and less painful for instructors who have come to rely on quiz packages and audio/video resources that are included with the FILM 101 textbooks from major publishers. By providing the resources I have created (and will continue to create) to other faculty as a Canvas course pack, I anticipate that this will have a significant impact on equity efforts in my department, at MiraCosta College, within the California Community College system, and beyond. I intend to take the knowledge and skills I have acquired and apply to become an ASCCC OERI Discipline Lead in Film, Television and Electronic Media.

PART V. Documentation.

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report. If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program – see sample table HERE (<https://drive.google.com/file/d/0B65aNZyaBt-IRGowWWtgRkNhm8/view?usp=sharing>)) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.

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

Sum total of hours completed for approved activities: *

654

Link to Google folder with documentation files: *

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

Documentation was reviewed and approved by the SLC task force.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

This form was created inside of MiraCosta College.

Google Forms

Sabbatical Leave Report (Spring 2022)

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

Email *

dramos@miracosta.edu

PART I - Signature Page

A hard copy with signatures to be completed upon return from sabbatical leave and submitted to the SLC Administrative Assistant separately.

Download and print the Signature page here.

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

Name *

Dean Ramos

Department *

Art

Date Submitted: *

MM DD YYYY

02 / 02 / 2022

Academic school year in which leave was taken: *

2020/2021

2021/2022

Semester in which leave was taken: *

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

Fall

Spring

Full-year

Check the type of sabbatical leave: *

Advanced Academic Studies, or

Self-directed studies

PART II - Restatement of Sabbatical Leave Application.

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

*

I propose to use contemporary materials and techniques to create 3-5 large scale outdoor figure sculptures. I will record and later edit videos and photos demonstrating creative processes. These recordings will be applicable to Art 217 and 219, Figure Sculpture 1 and 2, and they will be used for both on-ground and distance education.

PART III - Completion of Objectives, Description of Activities.**OBJECTIVE #1: ***

a) Copy and paste objective from application.

Research and perform initial material mixing and application tests to ensure that the sculptures I make are durable and lasting and that the selected materials are easy to work with, lightweight, and suitable for classroom instruction.

*

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

As I researched materials to use for my project, I discovered Silica Systems Inc. in Oceanside. Silica Systems sells pre-blended high-performance fiber cement mixes and state of the art concrete mix ingredients. Discovering that they were in Oceanside ended up being hugely beneficial.

When I visited Silica Systems and described my project, I was introduced to their director of operations who spent several hours discussing materials, giving me a tour of their facilities, and providing suggestions for the best material components to purchase and experiment with so that I could better familiarize myself with high strength fiber reinforced concrete (FRC) mixes.

This objective was accomplished by producing more than thirty (FRC) test tiles. This was done to test material strength, weight, and working properties.

*

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

27

OBJECTIVE #2 (if applicable):

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

Create 3-5 large scale outdoor figure sculptures using contemporary materials and record and manage digital photos and videos of the creative processes.

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

I made a total of fifteen Fiber Reinforced Concrete (FRC) sculptures, two were large scale figure sculptures and thirteen were abstract sculptures.

In making these sculptures, Styrofoam was used as an armature, an underlying structure that was first shaped and then used as a foundation to apply (FRC) mixtures upon.

After completing the first large scale figure sculpture (quartered bust), I felt that I was spending far too much time shaping Styrofoam and not enough familiarizing myself with the use of (FRC) as a sculpture material.

As a result, I determined that it would be wise to create a series of simpler abstract forms that would allow me to spend less time shaping Styrofoam and more time working with (FRC) mix combinations. To accomplish this, I produced eight (geodesic abstract structures). This was critical to the success of this sabbatical. In making these I was able to work with many different (FRC) formulations and note the advantages and disadvantages of each.

Having completed the eight geodesic abstract forms I applied what I learned to creating another large scale figurative sculpture (sliced bust).

As I approached the end of the sabbatical, I produced several relief sculptures. I chose to work more with Polyvinyl Alcohol (PVA) fibers. Being safer to work with and more economical than glass fibers they are a better choice for introductory (FRC) classroom projects.

As I made the 15 sculptural works, I took hundreds of photographs and recorded 14 video clips demonstrating (FRC) processes and techniques. This is discussed further in objective #3.

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

533

OBJECTIVE #3 (if applicable):

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

Edit video footage and photographs taken during objectives 1 and 2 to make them usable for instruction.

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

During my sabbatical I edited the photos that I took and produced 4 PowerPoint presentations highlighting the creation of the 15 sculptures that were made. These presentations depict the sequential evolution of 4 different project categories:

- the quartered bust
- geodesic abstract structures
- sliced bust
- relief sculptures

The 14 video clips were edited to make 7 final videos demonstrating a variety of fiber reinforced concrete (FRC) techniques. They include:

- making a dry mix for use in FRC sculpture
- cutting and gluing foam layers
- shaping a foam armature
- preparing a foam form for FRC application
- mixing a wet FRC mix
- coating a foam form with an FRC mix
- applying and texturing a finish coat

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

42

OBJECTIVE #4 (if applicable):

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

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

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

PART IV. - Contribution to District

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

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

In past semesters, students enrolled in my figure sculpture classes have worked with both plaster and ceramics. Fiber reinforced concrete (FRC) sculpture has similar working properties to these two materials. However, it can be placed outdoors without deteriorating like plaster and doesn't require expensive equipment such as a kiln like ceramics. This sabbatical has given me the skills necessary to teach student how to sculpt using (FRC). Students enrolled in my figure sculpture class will begin making cement sculptures in the Spring 2022 semester.

The videos and PowerPoints that I made will help supplement and reinforce classroom instruction and I will use these in my course's as soon as the Spring 2022 semester.

*

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

Students:

Students enrolled in my figure sculpture courses will benefit from what I've learned about working with fiber reinforced concrete (FRC). This material will provide a way for them to make durable lightweight sculptures that can be placed outdoors without the use of expensive equipment and materials. The first SLO for both Art 217 and 219 states 'students will demonstrate a knowledge and mastery of figure sculpting'. As an art instructor I must continue to learn new skills and hone those that I have, to help students achieve the highest level of proficiency possible. Outdoor sculpture often has greater visibility than works displayed indoors. This provides opportunities for diverse viewpoints to be expressed publicly. Discussions and lessons on how such sculptures are made and how they influence societies are an important part of an art education. This is especially relevant to figurative sculptures which often confronts diverse social issues.

Department:

I have learned a great deal about FRC, and I have improved my skills documenting artworks. Both increase my value as an instructor.

When I began this sabbatical, I thought that I would be able to film videos on my own, using multiple cameras. However, as I tried, I quickly became aware of how important it is to have someone filming behind the camera. Luckily someone volunteered to help film my instructional videos. During the filming I directed where to place the camera to best capture what was being conveyed. My directions were later removed during the editing process. However, without an eye composing each shot, letting me know if my body or hands were fully in the frame, or if the image was in focus, the videos would not have been usable.

The importance of good documentation is discussed in many studio art courses and is covered in greater depth in Art 295, Visual Art & Professional Practice, which stresses portfolio development. As the department is considering rotating the instruction of Art 295 between full-time art faculty, having extensive knowledge of documentation methods is vital. I have given presentations about my past art projects in colleagues classes, at career pathway events and I will present documentation of this sabbatical on future occasions.

College / community:

As my job descriptions states, I 'must be an active contemporary artist'. I intend to display artworks that I made during this sabbatical, and future artwork that I make using what I've learned, within both the college art gallery and the San Diego community. In addition, I have and will continue to give lectures about my artwork at MiraCosta College and within the larger community at galleries and museums where I exhibit.

When doing so, I have and will make certain my affiliation as an art instructor at MiraCosta is noted in exhibition statements and publications.

PART V. Documentation.

If you performed Advanced Academic Studies, your transcripts are to be attached to this section of the hardcopy of your report. If you performed self-directed studies, attach a weekly log in table form (e.g. generated in Excel or Word program – see sample table HERE (<https://drive.google.com/file/d/0B65aNZyaBt-IRGowWWtgRkNhVm8/view?usp=sharing>)) for each objective. A column of hours should be dedicated to each objective with a total of calculated hours at the end of each column. The sum of these columns must total 576 hours or more. You may also add a separate column that indicates any hours devoted to additional activities that were not originally provided in your application. These should not be included in your final sum of approved hours completed.

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

Sum total of hours completed for approved activities: *

602

Link to Google folder with documentation files: *

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

Documentation was reviewed and approved by the SLC task force.

THIS IS THE END OF THE SABBATICAL LEAVE REPORT

This form was created inside of MiraCosta College.

Google Forms

The superintendent/president shall establish procedures defining enrollment registration limitations and priorities, as well as the process for challenging an ~~enrollment~~ registration limitation. These procedures shall comply with Title 5 regulations.

See Administrative Procedure 5052, Student Open Enrollment, and Administrative Procedure 5055, Student RegistrationEnrollment Limitations and Priorities.

Enrollment in specific courses or programs may be limited as follows:

- A. Students may ~~enroll~~ register in no more than 18 credit units per semester and no more than 8 credit units per summer session. Concurrently enrolled high school students may ~~enroll~~ register in no more than 11 credit units per semester and no more than 8 credit units per summer session as defined in Administrative Procedure 5011, Admission and Concurrent Enrollment of High School and Other Young Students. Students who have extenuating circumstances and who need to ~~enroll~~ register in more than the allowed limit must meet with a counselor to discuss their options.
- B. Enrollment Registration may be limited to students meeting properly validated prerequisites and corequisites as outlined in Administrative Procedure 4260.
- C. Enrollment Registration may also be limited due to the following legal or practical considerations:
 - 1. Health-and-safety considerations
 - 2. Facility limitations
 - 3. Faculty workload
 - 4. Availability of qualified instructors
 - 5. Funding limitations
 - 6. Regional planning constraints
 - 7. Legal requirements imposed by statutes, regulations, or contracts.
- D. The college may establish audition or try-out as a limitation on enrollment for intercollegiate competition and public performance courses, or may establish a limitation on enrollment in honors courses, allocating available seats to those students judged most qualified. The specific criteria of the limitation shall be both well-defined and as measurably objective as possible.
- E. The college may limit enrollment to a cohort of students enrolled in two or more courses together provided a majority of all sections of each course do not have

such restrictions. However, the college may limit enrollment in a course section to any group of students, with approval of the vice president of instructional services, if the college does not claim that course section for state apportionment.

- F. With respect to students on probation or subject to dismissal, the college may limit enrollment to a total number of units or to selected courses for students who have appealed and been granted permission to set aside their dismissal as determined by the dean of counseling and student development.
- G. Enrollment in upper division courses is limited to students who are enrolled in the baccalaureate degree program.

See Administrative Procedure 5052, Student Open Enrollment, for the enrollment-limitation challenge process.

Enrollment Priority Registration System

Students will ~~have the following registration priority register~~ in the order of priority listed below. ~~Priority may not apply for enrollment in programs requiring having a separate application and/or enrollment process, such as nursing and the baccalaureate degree program.~~

Group A Students who have completed all the priority registration steps (also known as matriculation) steps for matriculation and are eligible as under any of the following categorical programs:

1. Member or former member of the armed forces of the United States and a resident of California (as determined by Admissions and Records) for any academic term within four years of leaving active duty or while receiving G.I. Bill benefits. Veterans who have been discharged within the last 15 years and have not taken advantage of priority enrollment registration for more than four years may request priority enrollment registration through the Admissions and Records Office.
2. Foster youth and h or former foster youth (up to and including the age of 24).
3. Homeless youth (up to and including the age of 24).
43. Disabled student as defined by statute and upon the recommendation of Student Accessibility Services (SAS) Disabled Students Programs and Services (DSPS).
54. Disadvantaged student as defined by statute and upon the recommendation of Extended Opportunity Programs and Services (EOPS).
65. CALWorks/Tribal TANF students. ~~student.~~

To receive and maintain priority enrollment registration, new and continuing Group A students must maintain good academic standing with at least a 2.0 grade-point average, develop a student education plan, complete at least 50 percent of enrolled units, and not have exceeded 90-100-degree applicable units.

Group B Students new to the college or returning after two semesters who have completed the priority registration steps (also known as matriculation) steps for matriculation which include, student athletes, and students enrolled in the baccalaureate program.

~~-~~To receive and maintain priority enrollment registration, new and continuing Group B students must maintain good academic standing with at least a 2.0 grade-point average, complete at least 50 percent of enrolled units, and not have exceeded 90-100-degree applicable units (-students in the baccalaureate program, homeless youth, foster youth, and students in the SAS program are exempt from the 100-unit limitation).

Group C Continuing students who have not completed the priority registration steps (matriculated)-matriculated and new and returning students, including those in Group A and Group B who have not completed the priority registration steps (matriculated)matriculated or previously earned a bachelor's degree.-

Group D Any student who has been on probation for at least two consecutive semesters, including students on academic probation (GPA based) or progress probation (based on percentage of courses completed with an evaluative grade).

Group E Students who have completed more than 90-100-units-100-degree applicable units (students in the baccalaureate program, homeless youth, foster youth, and students in the SAS program are exempt from the 100-unit limitation) with a grade of A-F, P, or NP. Courses considered "basic skills" will not be counted toward the completion of units in this category, but the unitsy will be counted in Group B and Group C.

Group F Concurrently enrolled high school students.

Loss of Enrollment-Priority Registration

Student Services Admissions and Records will notify each students -who are-who is placed on academic or progress probation, or who have earned 75 percent or more of the unit limit, of the potential for loss of enrollment-priority registration.

A -The student will beis notified for the loss of priority registration -that awhen placed on a second consecutive term on-of academic or progress probation or reaches the unit limit.

will result in the loss of priority registration until the student is no longer on probation or that enrollment priority will be lost when the student reaches the unit limit.

Appeal of Loss of ~~Enrollment~~ Priority Registration

Students may appeal to reinstate ~~enrollment~~ priority registration -for the following reasons:

- The student is enrolled in a high unit major.
- ~~Students may appeal the loss of enrollment priority when the~~ The loss of priority is due to extenuating circumstances or ~~when~~ a student with a disability applied for but did not receive a reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the student's control.
- ~~The Student~~ student ts who have ~~has~~ tested significant academic improvement ~~may also appeal the loss of priority enrollment status.~~ Significant academic improvement is defined as achieving no less than the minimum grade-point average and progress standard established in Administrative Procedure 4250, Probation, Disqualification, and Readmission.

The dean of Counseling and student ~~Student development~~ Development or ~~his/her~~ their designee will review ~~determine~~ the appeal ~~in his/her sole discretion.~~

Credit for prior learning (CPL) is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom. CPL may be earned for eligible courses approved by the district for students who satisfactorily pass an authorized assessment. An authorized assessment is a process that faculty undertake with a student to ensure the student demonstrates sufficient mastery of the course outcomes as set forth in the course outline of record. "Sufficient mastery" means having attained a level of knowledge, skill, and information equivalent to that demonstrated generally by students who receive the minimum passing grade in the course.

Students who are veterans or active duty members of the armed forces, who hold industry-recognized credentials, or who request credit for a course based on their prior learning will be referred to the college's appropriate authority for assessment upon completion of their educational plan.

Units earned for CPL cannot be counted for federal financial aid payment purposes but may be counted for pace of progression and maximum unit calculations.

Determination of Eligibility for Credit for Prior Learning

Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the student's prior learning and only for a course listed in the MiraCosta College Catalog.

Award of credit will be made to general education or program requirements when possible and to electives for students who do not require additional general education or program credits to meet their goals. Units for which credit is given shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

Approved Methods for Awarding Credit for Prior Learning

Students may demonstrate proficiency in a course eligible for CPL and receive college credit through the approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on any of the following standardized examinations: Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP).
- Evaluation of Joint Services Transcripts (JST).
- Satisfactory completion of an institutional examination, known as credit by examination, administered by discipline faculty.

Steering: AAC / AS

- Evaluation of industry-recognized credential documentation.
- Evaluation of a student portfolio or other assessment approved or conducted by proper authorities of the college.

AP, IB, CLEP, JST, and credit by exam can be used by MiraCosta College to certify specific CSU and/or UC general education requirements.

A. Credit for Standardized Examinations

1. Advanced Placement (AP) Examination Program: MiraCosta College grants credit to high school students who attain scores of 3, 4, or 5 on AP exams administered by the College Entrance Examination Board, **consistent with the CSU system**. The Advanced Placement Guide published in the MiraCosta College Catalog identifies how specific AP exams can be used as credit for prior learning. (See Administrative Procedure 4236: Advanced Placement Credit.)
2. International Baccalaureate (IB) Examination Program: MiraCosta College grants credit toward the associate degree for ~~most high-level IB~~ **higher-level** exams passed with a minimum score of **4 or 5, depending on the exam, consistent with the CSU system**. ~~However, individual departments may also determine course equivalency.~~ The International Baccalaureate Guide published in the MiraCosta College Catalog identifies how specific exams can be used as credit for prior learning. To receive credit, official IB transcripts must be on file in the Admissions and Records Office.
3. College Level Examination Program (CLEP): MiraCosta College grants credit for successful completion of certain CLEP general examinations and subject examinations with a minimum score of 50, **consistent with the CSU system**. The CLEP Guide published in the MiraCosta College Catalog identifies how specific exams can be used as credit for prior learning. To receive credit, official CLEP transcripts must be on file in the Admissions and Records Office.

B. Credit for U.S. Military Service/Training

MiraCosta College grants experience credit of three elective units for submission of any DD214, 295, or other military transcript. Additionally, active duty military personnel and U.S. military veterans may satisfy the Self-Development general education (GE) requirement from MiraCosta College's GE pattern (Plan A) or the California State University GE-Breadth pattern (Plan B) through submission of a military transcript.

Military service school training will be evaluated and awarded associate degree credit in accordance with the recommendations contained in the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Forces. In most circumstances, the units awarded will be elective credit. Students may also receive credit for USAFI/Dantes subject standardized tests and USAFI courses by submitting an official transcript to the Admissions and Records Office. Students should submit a verified copy of their DD214/military transcript to the Admissions and Records Office for evaluation.

C. Credit by Examination

Credit by examination is a process whereby discipline faculty administer a locally developed exam to determine whether a student can demonstrate sufficient mastery of the learning outcomes of that course. The determination to offer credit by examination rests solely on the discretion of the discipline faculty. A separate examination shall be conducted for each course for which credit is to be granted.

Credit by exam will be offered only under the following conditions:

1. A departmental or program credit by institutional examination policy is on file with Student Services.
2. An instructor who has been designated by departmental statement as eligible to give credit by institutional examination in the course agrees that such credit by institutional examination is appropriate. The instructor is responsible for selecting an appropriate exam.
3. The student must be currently enrolled at the college and in good standing (see Administrative Procedure 4250: Probation, Disqualification, and Readmission).
4. An examination may be taken only one time for a specific subject and will not be given in a subject previously completed unsatisfactorily (D, F, or NP).
5. The deadline for returning a completed Credit for Prior Learning Assessment petition to the Admissions and Records Office is Friday of the sixth week of classes during a regular semester or the third week of classes during summer intersession.
6. Students have until the 75% deadline to withdraw their intent to take the exam; after that, they must take the exam or they will automatically be issued a grade of "F."
7. Credit by institutional examination will generally not be offered for a course the student is currently enrolled in or for a course that is a prerequisite to a more advanced course in the same subject for which the student has already received college credit.
8. A maximum of 15 units will be granted as credit by institutional examination at MiraCosta College. Note: This number does not include CLEP or other similar standardized tests.
9. Credit by institutional examination will be recorded on the student's permanent record only if department and institutional policy has been followed.

10. Charges will be assessed for credit by institutional examination. The fee will not exceed the enrollment fee associated with enrollment in the course for which the student seeks credit by examination. Credit by institutional exam is covered by the Board of Governors Fee Waiver Program, if eligible.
11. Credits acquired by examination are not applicable to meeting of such unit-load requirements as Selective Service deferment, Veterans, or Social Security benefits.

D. Credit Using Industry-Recognized Credentials

The determination to offer CPL using industry-recognized credential documentation rests solely on the discretion of the discipline faculty. Students shall receive credit if the discipline faculty who normally teach the course for which credit is to be granted determine the industry certification adequately measures mastery of the course outcomes as set forth in the course outline of record.

Students who wish to demonstrate proficiency in a course eligible for CPL using industry certification and receive college credit must file a Credit for Prior Learning Assessment petition to the Admissions and Records Office by the Friday of the sixth week of classes during a regular semester or the third week of classes during summer intersession.

E. Credit Using Other Assessments

The determination to offer CPL using other types of assessment rests solely on the discretion of the discipline faculty. The nature and content of other types of assessment, such as student portfolios or skills demonstrations, shall be determined by faculty in the discipline who normally teach the course for which credit is to be granted. Students shall receive credit if the faculty determine that the assessment adequately measures sufficient mastery of the course outcomes as set forth in the course outline of record.

Students who wish to demonstrate proficiency in a course eligible for CPL and receive college credit using a faculty-approved assessment method must file a Credit for Prior Learning Assessment petition to the Admissions and Records Office by the Friday of the sixth week of classes during a regular semester or the third week of classes during summer intersession.

Prior Learning Assessment Grading Policy

- A. Grading shall be according to the regular grading system in accordance with AP 4230: Grading and Academic Record Symbols.
- B. Students shall be offered a "Pass/No Pass" option, in accordance with AP 4232: Pass/No Pass, if that option is ordinarily available for the course.

C. Students shall be given the opportunity to accept, decline, or appeal decisions related to the award of credit, and in cases of credit by exam, pursuant to AP 4230: Grading and Academic Record Symbols and AP 4231: Grade Changes.

DRAFT

Transcription of Credit for Prior Learning

The student's academic record shall be clearly annotated to reflect that credit was earned by an assessment of prior learning. Credit earned through an advanced placement exam will be specifically notated as such.

DRAFT

MiraCosta College 2023-2024 Academic Calendar

Summer Session 2023 June 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	

Fall Semester 2023 August 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		

Spring Semester 2024 January 2024

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			

July 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					

September 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

February 2024

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		

IMPORTANT DATES

SUMMER

June 12 Start of Summer 8-week Intersession
 June 12 Start of Summer 6-week Intersession
 August 5 End of Summer Intersession

FALL

Aug 18 All-College Day
 Aug 21 Classes Begin
 Sept 1 Last Day to Add Classes
 Sept 1 No "W" Deadline*
 Sept 5 First Census
 Sept 25 30% Pass/No Pass Deadline**
 Nov 17 75% Withdrawal Deadline***
 Dec 11-16 Final Exams
 Dec 16 End of Semester
 Dec 24-Jan 1 Campus Closed

SPRING

Jan 22 Classes Begin
 Feb 3 Last Day to Add Classes
 Feb 3 No "W" Deadline*
 Feb 5 First Census
 Feb 28 30% Pass/No Pass Deadline**
 Mar 18-23 Spring Break
 Apr 23 75% Withdrawal Deadline***
 May 21-24 Final Exams
 May 24 Commencement

*Last day to withdraw from classes without a "W"

**Last day for exercising pass/no pass option

***Last day for exercising option to withdraw without an evaluative grade (A, B, C, D, F, Pass, No Pass)

June 19 Juneteenth (Legal Holiday)
 July 4 Independence Day (Legal Holiday)
 Sept 4 Labor Day (Legal Holiday)
 Nov 10 Veterans Day (Observance)
 Nov 23 Thanksgiving Day (Legal Holiday)
 Nov 25 Day after Thanksgiving (Local Holiday)
 Dec 25 Christmas (Observance)
 Dec 25-31 Winter Closure
 Jan 1 New Year's Day (Observance)
 Jan 15 Martin Luther King, Jr. Day (Legal Holiday)
 Feb 12 Lincoln Day (Observance)
 Feb 19 Washington Day (Legal Holiday)
 Mar 21-22 Thursday/Friday of Spring Break (Local Holiday)
 May 27 Memorial Day (Legal Holiday)

October 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				

March 2024

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 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		

April 2024

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 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						

May 2024

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 15+1 15 15+1
 82 Days of Instruction • 5 Days of Flex
 1 All-College Day

15 16+1 16+1 16+1 16+1 15
 83 Days of Instruction • 5 Days of Flex

 Legal/Local Holidays	 Spring Semester
 Commencement	 Flex
 Final Exams	 Spring Break
 Summer Intersession	 Non-class days
 Fall Semester	 All-College Day



Recommendations from Goal #4 Taskforce

Goal #4: A taskforce, in consultation with our local Native Tribe Leaders, will develop and implement a plan to create physical markers on each of our campuses to acknowledge the land, beginning this Spring 2022 at the Community Learning Center.

The taskforce originally sought to establish physical land acknowledgements on the MiraCosta College campus. After consulting with several American Indian students, faculty, and staff at MiraCosta College, and American Indian scholars at Cal State San Marcos and University of San Diego, the goals of the taskforce were re-evaluated.

While the different stakeholders all supported the creation of physical land acknowledgments if done in a culturally sustaining manner with community input, the larger message was that the institution should think beyond this singular action. We heard that a physical land acknowledgment does little to impact the well-being of American Indian people if there is no accompanying effort to return the land, revitalize native cultures, or reinvest in native communities.

Recommendations:

1. Host a gathering and invite American Indian students, staff, faculty and community members to break bread and acknowledge our American Indian community.
1. Create a taskforce in 2022-2023 to establish an Academic Senate Scholarship focused on supporting the needs of our local American Indian Community, in consultation with MiraCosta College's American Indian students, staff, and faculty.

GOVERNANCE MANUAL

Summer 2020 Update

This manual is written in fulfillment of Administrative Procedure 2510–*Collegial Governance and Participation in Local Decision Making*.



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I. Collegial Governance and Participation in Local Decision Making

MiraCosta Community College District (MCCD) has a long and rich history of collegial governance with broad participation across all constituent groups. The collegial culture at MCCD rests on a partnership in which faculty, staff, administration, and students participate in the decision-making process. This partnership flourishes when each group understands its own role and respects the roles of other constituent groups. Members of the district community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the district. The level of involvement and the process for decision-making depends on the type of issue facing the college.

MCCD uses both formal assessment and informal feedback to make improvements. The governance structure is regularly evaluated as a whole, while committees annually review and assess their charge, composition, and meeting schedules. The groups discuss modifications needed and make recommendations for change to College Council, which is ultimately responsible for the effectiveness of the governance function of the college.

There are three basic categories of issues:

- A. **Governance:** A district governance issue is a policy, procedure, plan, or project that has an impact on the district as a whole. These include board policies, administrative procedures, strategic and master plans, and program review processes.
- B. **Operational:** Operational issues are those that involve the implementation of approved policies, procedures, plans, and programs. Administrative and other procedures frequently designate the division head, or the committee or individual that advises the division head, as responsible for operational decision-making within the parameters of the policy, procedure, plan, or program. Procedures that pertain to the internal functioning of a division and do not have districtwide impact may also be designated as operational.
- C. **Working Conditions:** Working conditions are those issues that affect employee groups related to wages, benefits, workload, and other terms and conditions of employment.

This manual focuses on the structure of governance within the district. Operational policies and procedures are maintained by the specific divisions or departments. Working condition issues are referred to the appropriate collective bargaining unit or employee group and are addressed as outlined in their respective collective bargaining agreements or employee handbooks.

Governance System Organization

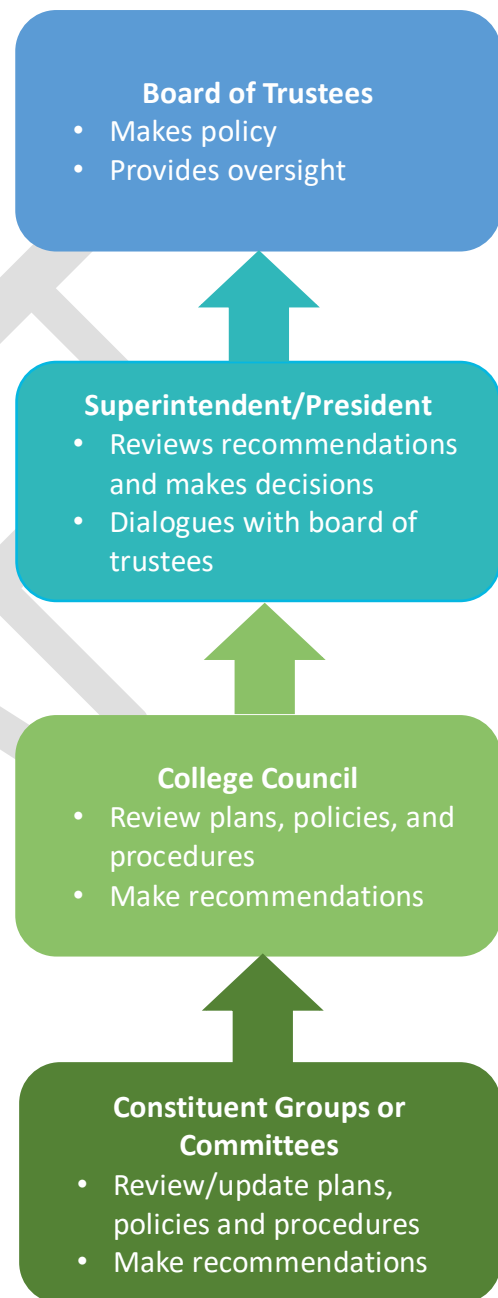
The governance system organization at MCCD reflects the ability to collegially address the three basic types of issues. In developing the governance system organization, the following goals were identified:

- A. Clarify and simplify the governance process to make explicit the scope, charge, authority, membership, and reporting relationships of each group assigned a role within it.
- B. Ensure the governance process encourages collegiality and broad, constructive participation by each group, while honoring discipline expertise when recommendations need to be made that directly affect a specific discipline.
- C. Preserve core institutional values. Enhance practices and procedures that have proven effective in the past while remaining flexible for changing circumstances. Adhere to prevailing statutes, regulations, policies, and procedures.
- D. Provide a reasonable, realistic, and balanced distribution of workloads imposed by the governance process.

The Board of Trustees is the ultimate decision maker on districtwide policies and master plans. The board delegates to the superintendent/president final approval of administrative procedures, operational issues, and strategic plans. The College Council is charged with directing policies, procedures, plans, and other matters to the appropriate governance committees and representative councils, and receiving recommendations back regarding those issues.

All new or revised board policies (BPs), administrative procedures (APs), or other governance issues routed to governance committee or representative and districtwide committees must follow the procedure detailed in this manual. Specific routing assignments can be found on the College Council webpage.

To ensure the college is working towards its commitment to equity and to becoming a racially just organization, as policies and procedures are reviewed, the “Applying an Equity Lens to Policies and Procedures” schematic is used.



DRAFT

REVISED GROUP DEFINITIONS

<p>College Council: The committee and division leadership that meets regularly to serve in an advisory capacity to the college superintendent/president.</p>
<p>Representative Committees: A single constituency group that meets regularly and makes recommendations on governance issues to the College Council. Example: Academic Senate committee, Classified Senate committee, Administrators committee, Associated Student Government committee.</p>
<p>Districtwide Committee: A multiple constituency group that meets regularly to make recommendations to College Council on policies, procedures, plans, programs, and projects. Example: Budget and Planning Committee, Outcomes Assessment Committee, Institutional Program Review Committee.</p>
<p>Subcommittees: A group that meets either regularly or cyclically to address topics within the scope of the parent committee (either representative or districtwide) and makes recommendations to the same. The makeup of the subcommittee would be defined by the parent committee and may or may not include outside members or resources. Example: <u>Academic Affairs Committee, Courses and Programs Committee</u>, Diversity, Equity and Cultural Competency, MiraCosta Online Educators, facilities subcommittee of BPC, facilities master plan subcommittee of BPC.</p>
<p>Taskforce: A group convened with a specific charge and timeline that is disbanded after the task is complete. Example: Streamlining Governance Taskforce, Mission Taskforce.</p>
<p>Workgroups: A group created to explore options related to a charge that may require an unspecified period of time. Members may change over time based upon evolving needs. Recommendations are made to the parent group, committee, or individual. Example: Guided Pathways Workgroups.</p>
<p>Advisory Group: These operational groups are not part of the governance structure, but participation still counts toward fulfilling institutional service.</p>

II. Decision-Making on Governance Issues

The organization of governance at MCCD and the roles in decision-making depend on how a particular issue is categorized. The College Council routes governance issues to the governance committees and representative groups or committees. Once the College Council has routed a governance issue, the issue will thereafter be routed to that governance committee, unless a revised routing to a different committee and/or council is suggested.

College Council

Charge: Serve as a governance group that makes recommendations to the superintendent/president. College Council is the primary advisory for college-wide matters.

Responsibilities include:

- A. Provide input on district policy and procedure development.
- B. Ensure that policies, procedures, plans, and other matters are directed to the appropriate governance, operational, or working conditions groups.
- C. Ensure that governance process and priorities, accreditation processes, integrated plans, and activities promote institutional effectiveness, through collaboration, assessment, communication, coordination, and refinement.
- D. Review Board of Trustees meeting dockets.

Facilitated by the superintendent/president.

Composition: Sixteen members composed of the superintendent/president, four divisional vice presidents, dean of Research, Planning, and Institutional Effectiveness, Academic Senate president and vice president, Associated Student Government president, Classified Senate Committee president and vice president, and chairs or co-chairs of each of the four districtwide committees.

Website: <https://miracosta.edu/governance/college-council/index.html>

Districtwide Committees

~~Four~~ Three districtwide committees address their respective, routed governance issues and forward their recommendation to the identified constituent groups or committees.

Budget and Planning Committee (BPC)

Charge: BPC is responsible for formulating and recommending to the appropriate councils policies and procedures related to institutional, strategic, and integrated planning, grants and gifts, and budget management and preparation. BPC is also responsible for recommending tentative and final budgets, strategic and master plans, grant proposals, and resource allocation processes to the appropriate committee(s) or to the vice president, administrative services (VPAS).

Co-chairs: Co-chaired by a faculty member appointed by the Academic Senate president and an administrator appointed by the Administrative Committee. The faculty

co-chair may serve for three years, nonrenewable. No term limits on the administrative co-chair.

Composition: Sixteen members including seven faculty members (includes co-chair), four administrators (includes co-chair), four classified staff members, and one student, each selected by the appropriate representative committee.

Terms: Faculty, classified, and student members serve for two-year appointments, renewable twice for a maximum of six consecutive years. Administrative members have no term limits.

Website: <https://miracosta.edu/governance/budget-and-planning-committee/index.html>

Institutional Program Review Committee (IPRC)

Charge: IPRC is responsible for formulating and recommending to the appropriate committees policies and procedures related to the program review process and its associated standards, in cooperation with other governance committees (as required), and for ensuring incorporation of student learning and service outcomes assessment into institutional program review. IPRC is also responsible for assisting in the execution of the program review process, validating program reviews, and collecting feedback to act on process improvements.

Co-Chairs: Co-chaired by a faculty member appointed by the Academic Senate president and an administrator appointed by the Administrative Committee. The faculty co-chair may serve for three years, nonrenewable. No term limits on the administrative co-chair.

Composition: Sixteen members composed of seven faculty members (including the co-chair and outcomes assessment coordinator), four administrators (including the co-chair), four classified staff members, and one student, each selected by the appropriate representative committee.

Terms: Faculty, classified, and student members serve for two-year appointments, renewable twice for a maximum of six consecutive years. Administrative members have no term limits.

Website: <https://miracosta.edu/governance/iprc/index.html>

Outcomes Assessment Committee (OAC)

Charge: The OAC is responsible for facilitating meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness. They provide planning, support, facilitation, communication, and leadership that will promote the achievement of college goals pertaining to outcomes assessment.

Co-Chairs: One administrator and one faculty; faculty term is three years, non-renewable. No term limit for administrator co-chair. Co-chairs are included in the identified composition.

Composition: Nine faculty appointed by the Academic Senate, ideally to include five faculty (one of whom should be an associate faculty) who represent general education: one each who teaches in English, math, natural sciences, art and humanities (excluding English), and social and behavioral sciences (note: if a faculty member from this group takes an absence during the academic year or if a volunteer from each discipline does not step forward, a substitute faculty member may be from a department already represented on the committee.), two faculty members from Career Education, and one faculty member from each of the following: counseling and non-credit. Committee membership also includes four administrators representing all divisions and a variety of employee groups (includes co-chair), four classified staff appointed by the Classified Senate, and one student appointed by the Associated Student Government. The faculty director of Online Education, the articulation officer, and the dean of Research, Planning, and Institutional Effectiveness will serve as resources.

Terms: All members (except student member) serve two year terms; terms are renewable twice.

Website: <https://miracosta.edu/governance/oac/index.html>

Student Success, Equity, and Guided Pathways -Committee (SSCSSEGP) (on hiatus work being done by work groups and operational groups)

Charge: As an advisory group to the vice presidents of Student Services and Instruction, the Student Success, Equity, and Guided Pathways Committee is responsible for assessing and evaluating the effectiveness of student success initiatives across the district. The committee will serve as a platform for collaboration and communication across the college to ensure integration of student success and equity throughout campus-wide initiatives and is responsible for the review of institutional policies and procedures to assess disproportionate impact utilizing antiracist and equity-minded strategies. Committee responsibilities include the following:

- Assess the institution's progress in redesigning the student experience towards meeting Institutional Goals, focused on equitable student access and success
- Identify specific antiracist and equity-minded strategies to review institutional policies and procedures
- Champion the work of shared and integrated vision for the college's Guided Pathways, Redesign of the student experience, student success and equity efforts
- Regularly review data related to student success and equity to ensure campus efforts are appropriately leveraged to close equity gaps

- Redesign the student experience to facilitate the alignment of college initiatives that promote student success and reduce equity gaps for disproportionately impacted communities.
- Advise in the development and collaboration of the various college plans, grants, and initiatives that address student access, success, and equity efforts.
- In alignment with Research, Planning, and Institutional Effectiveness data, make recommendations to the College Council to support the continuous improvement of programs and services to address student success and equity needs.
- Provide a venue to dialog and integrate student access, success, and equity efforts college-wide.

Collaborate with other established groups, committees, task forces and programs to share information and minimize duplication of efforts.

~~The SSC is responsible for developing an institutional vision of student success and coordinating and facilitating the work of individuals, programs, departments, and committees that support and improve student success at the college. The committee is also responsible for reviewing and modifying policies, procedures, and other items as appropriate that are related to student success, providing connections between student success groups and the district integrated institutional planning and resource allocation processes, evaluating the college's overall effectiveness in supporting and improving student success, and assisting members of the college community with initiatives involving student success.~~

Chairs: Co-chaired by a faculty member appointed by the Academic Senate president and an dean administrator appointed by the Administrative Committee. ~~They should be chosen so that one of them is from the Instructional Services Division and the other is from the Student Services Division. The faculty co-chair may serve for three years, nonrenewable. No term limits on the administrative co-chair.~~

Composition: Eighteen to twenty members composed of ~~ten-four~~ faculty members, two deans from Student Services and Instruction, six classified staff members, three of whom represent equity programs, two to three students, each selected by the appropriate representative committee, RPIE dean, two classified administrators, two vice presidents, and other resource people, as needed. ~~four of whom are traditionally non-classroom, three administrators, five classified staff members, and two students, each selected by the appropriate representative committee.~~

Terms: ~~Faculty, classified, and student members serve for two-year appointments, renewable twice for a maximum of six consecutive years. Administrative members have no term limits.~~

Website: <https://miracosta.edu/governance/student-success-committee/index.html>

Representative Committees

Academic Senate (AS)

Mission Statement: It shall be the purpose for the Academic Senate to represent the faculty of MiraCosta College and thereby ensure a formal and effective procedure for participating in the formation of policies and procedures on academic, and professional matters.

Major responsibilities include the following:

- A. Promote and preserve the integrity of the educational program.
- B. Facilitate communication between the faculty, the superintendent/president, and the Board of Trustees.
- C. Develop equitable policies and procedures related to academic and professional matters, and promote their implementation.
- D. The Academic Senate shall review all proposals routed through the governance process. In academic and professional matters, the Academic Senate shall make final recommendations to the Superintendent/President and/or the Board of Trustees, as appropriate.
- E. Assist the members of the faculty of MiraCosta College in exercising their voice in academic and professional matters.
- F. Develop, communicate, and encourage ethical and professional conduct.
- G. Make recommendations (to the administration and Board of Trustees) on academic and professional matters.
- H. Represent the faculty of MiraCosta College to other faculties, to the local Academic Senates of other colleges and universities, and to the Academic Senate for California Community Colleges, the Faculty Association for California Community Colleges, and other appropriate state and national organizations, concerning academic and professional matters.

Chair: Academic Senate president, elected at-large by the full-time faculty.

Composition: Seventeen members composed of the Academic Senate president (ASP), and alternating years vice president (ASVP) or president-elect (ASPE), the superintendent/president (who serves as a nonvoting member), one coordinating officer (CO), eight at-large members of the full-time faculty, and five at-large members of the associate faculty. ASP and ASVP/PE are elected by all faculty. The CO (alternating terms of full-time and associate) is elected by the representative faculty group in alternating two-year periods. Full-time faculty members are elected at-large by the full-time faculty. Associate faculty members are elected at-large by the associate faculty.

Website: <https://www.miracosta.edu/governance/academic-senate/index.html>

Committees of the AS: <https://www.miracosta.edu/governance/academic-senate/committees.html>

~~*Mission Statement:* It shall be the purpose of the Academic Senate to represent the faculty of MCGD and thereby ensure a formal and effective procedure for participating in the formation of policies and procedures on academic and professional matters.~~

~~*Major responsibilities include the following:*~~

- ~~A. Promote and preserve the integrity of the educational program.~~
- ~~B. Facilitate communication between the faculty, the superintendent/president, and the Board of Trustees.~~
- ~~C. Develop policies and procedures related to academic and professional matters, and promote their implementation.~~
- ~~D. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to the Academic Senate.~~
- ~~E. Assist the members of the faculty of the MCGD in exercising their voice in academic and professional matters.~~
- ~~F. Develop, communicate, and encourage ethical and professional conduct.~~
- ~~G. Make recommendations (to the administration and board) on academic and professional matters.~~
- ~~H. Represent MCGD to other faculties, the Academic Senate of California Community Colleges, and other appropriate state and national organizations.~~

~~*Chair:* Academic Senate president, elected at-large by the full-time faculty.~~

~~*Composition:* Seventeen members composed of the Academic Senate president (ASP) and alternating years vice president (ASVP) or president elect, the superintendent/president (who serves as a nonvoting member), eight representatives of the full-time faculty, one coordinating officer (alternating terms of full-time and associate), and five representatives of the associate faculty. ASP and ASVP/PE are elected by all faculty. The CO is elected by the representative faculty group (associate or full-time) in alternating two-year periods. Full-time faculty representatives are elected at-large by the full-time faculty. Five associate faculty representatives are elected at-large by the associate faculty.~~

~~*Website:* www.miracosta.edu/governance/academicsenate/index.html~~

~~*Committees of the AS:* <https://miracosta.edu/governance/academic-senate/committees.html>~~

Administrators Committee (AC)

Mission Statement: The Administrators Committee provides leadership and direction for the college community, facilitates collaboration and communication among departmental administrators, and serves as a resource in achieving shared goals.

Major responsibilities include the following:

- A. Appoint administrators to serve on governance committees.
- B. Serve as advisory committee to the superintendent/president.
- C. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to Administrators Committee.
- D. Make recommendations to the superintendent/president on district budgets.
- E. Make recommendations to the superintendent/president on district plans and accreditation self-studies that have been routed to Administrators Committee.

Chair: Administrators Committee chair, selected by the Administrators Committee.

Composition: All academic and classified administrators, ~~six~~five vice presidents (including AVP), and the superintendent/president.

Associated Student Government (ASG)

Mission Statement: The purpose of the Associated Student Government (ASG) is to serve the collective needs of the students at MiraCosta College. Furthermore, the ASG shall endeavor to achieve this purpose with excellence and impart that standard to future ASG members.

Major responsibilities include the following:

- ~~A. A.~~ Appointing students to campus-wide committees.
- B. Participating in the development of district policies and annual budget.
- C. Adopting and overseeing use of an annual budget.
- D. Allocating funds for new programs/projects.
- E. Granting club charters.
- F. Providing and administering a program of activities and services for students.

G. Engaging in advocacy efforts at the local, state, and federal levels that aim to improve the community college student experience.

Chair: ASG president, elected at-large by the students.

Composition: On average, the ASG is composed of ~~twenty-six~~ ~~twenty-nine~~ student members, including ~~six~~ ~~five~~ elected officers (ASG president, student trustee, executive vice president, San Elijo Campus vice president, Community Learning Center vice president, and vice president for diversity, equity, and inclusion), four appointed executive officers (director of legislative affairs, director public relations, director of finance, the inter-club council vice chair), and the inter-club council chair who is elected through vote of the inter-club council. There shall be no less than 15 senator seats in the Associated Student Government, or one senator per 1,000 students representing the Oceanside Campus per 1,000 enrolled students (roughly twelve per year), one senator representing the San Elijo Campus per 1,000 enrolled students enrolled by the first census date in the fall semester, whichever is greater, equally assigned to represent the Oceanside Campus, San Elijo Campus, and the Community Learning Center. The ASG may also appoint student-at-large positions as outlined in the ASG constitution. (roughly four per year), and two senators representing the Community Learning Center.

Website: <https://miracosta.edu/governance/associated-student-government/index.html>

Committees of the ASG: <https://miracosta.edu/governance/associated-student-government/committees.html>

Classified Senate Committee (CSC)

Mission Statement: MiraCosta College's Classified Senate represents the interests, issues and concerns of classified staff through involvement in collegial governance. The Senate officially represents classified employees in matters relating to working conditions and compensation agreements through the collegial meet and confer process. The Senate promotes continued professional development opportunities and collaborative efforts with faculty, students, and administration to support a positive and productive campus culture.

Major responsibilities include the following:

- A. Facilitate communication among the Classified Senate and the administration, the faculty, and the Board of Trustees.
- B. Participate in the development and formation of policies and practices as they relate to activities and functions of the classified staff.

C. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to the Classified Senate.

D. Make recommendations to the administration and the Board of Trustees on all other matters determined pertinent.

Chair: Classified Senate president, elected at-large by classified staff members.

Composition: Twelve to thirteen members composed of the Classified Senate president and vice president, the immediate past president (if any), the treasurer, the secretary, and eight senators. The superintendent/president and the manager, human resources operations serve as nonvoting advisors. All members (except the immediate past president) are elected at-large by classified staff members.

Website: <https://miracosta.edu/governance/classified-senate/index.html>

Committees of CSC: <https://miracosta.edu/governance/classified-senate/index.html>

III. Governance Organization ~~Annual~~ Evaluation Process

Recognizing the importance of continuous improvement and maintaining the vibrancy and currency of the governance process in the MCCD, the College Council, assisted by the office of Research, Planning and Institutional Effectiveness, shall perform ~~the following on an annual basis:~~ an assessment of the governance structure and effectiveness every three years.

~~**In fall of the evaluation year: October of each year:**~~ An evaluation instrument (survey) ~~is employed reviewed by College Council~~ to measure the effectiveness of the governance organization in ensuring effective collegial governance and decision-making. The survey ~~is will be~~ electronically administered anonymously to all constituents, including associate faculty, full-time faculty, all administrators, all classified staff members, and student leaders of the ASG. Results are forwarded for action, if any, to the College Council.

~~**In spring of the evaluation year: February of each year:**~~ ~~A specific~~ The evaluation instrument (survey) to measure the effectiveness and efficiency of individual representative committees, districtwide committees, and subcommittees ~~governance committees~~ is administered to ~~all members within each of the governance committees.~~ This instrument is followed by a discussion of the survey results within the committee as well as a written report. ~~cCollege constituents.~~ The report summarizes the survey and discussion and suggests any changes to committee structure and function deemed necessary to increase the effectiveness of each governance committee. Results are forwarded for action, if any, to College Council.

~~**By April of the evaluation year:**~~ Each representative committee, districtwide committee, and subcommittee will reflect on and discuss the charge, composition,

strengths, and areas of improvement for their committee's effectiveness. Requests for modification to charge and composition will be forwarded to College Council.

~~Throughout the year: The College Council considers any requests for new governance committees or changes to the status or structure of existing governance organization committees.~~

March-April through May of each year: College Council reviews the survey results, specific representative committee, districtwide committee, and subcommittee governance committee recommendations, and requests for new governance committees or changes modification to the status of existing representative committees, districtwide committees, and subcommittees governance committees. Based on this review, the College Council decides on possible action(s).

~~Throughout the year: The College Council considers any requests for new representative committees, districtwide committees, and subcommittees governance committees or changes to the status or structure of existing governance organization committees.~~

Changes based on evaluation process: Any changes proposed are forwarded to all four representative committees for approval by the end of May and implementation the following fall.



Technology Plan 2022-2027

Draft

Approval/Review History:

Approved by Technology Advisory Committee for Circulation/Feedback March 30, 2022

Reviewed by Executive Management Team for Input April 4, 2022

NOTE: After review and approval the Potential Technology Impact, Technology Strategies and specific strategies in Appendix A will become the plan and the other sections will be provided as an Appendix to describe the environment and process used to create the plan.



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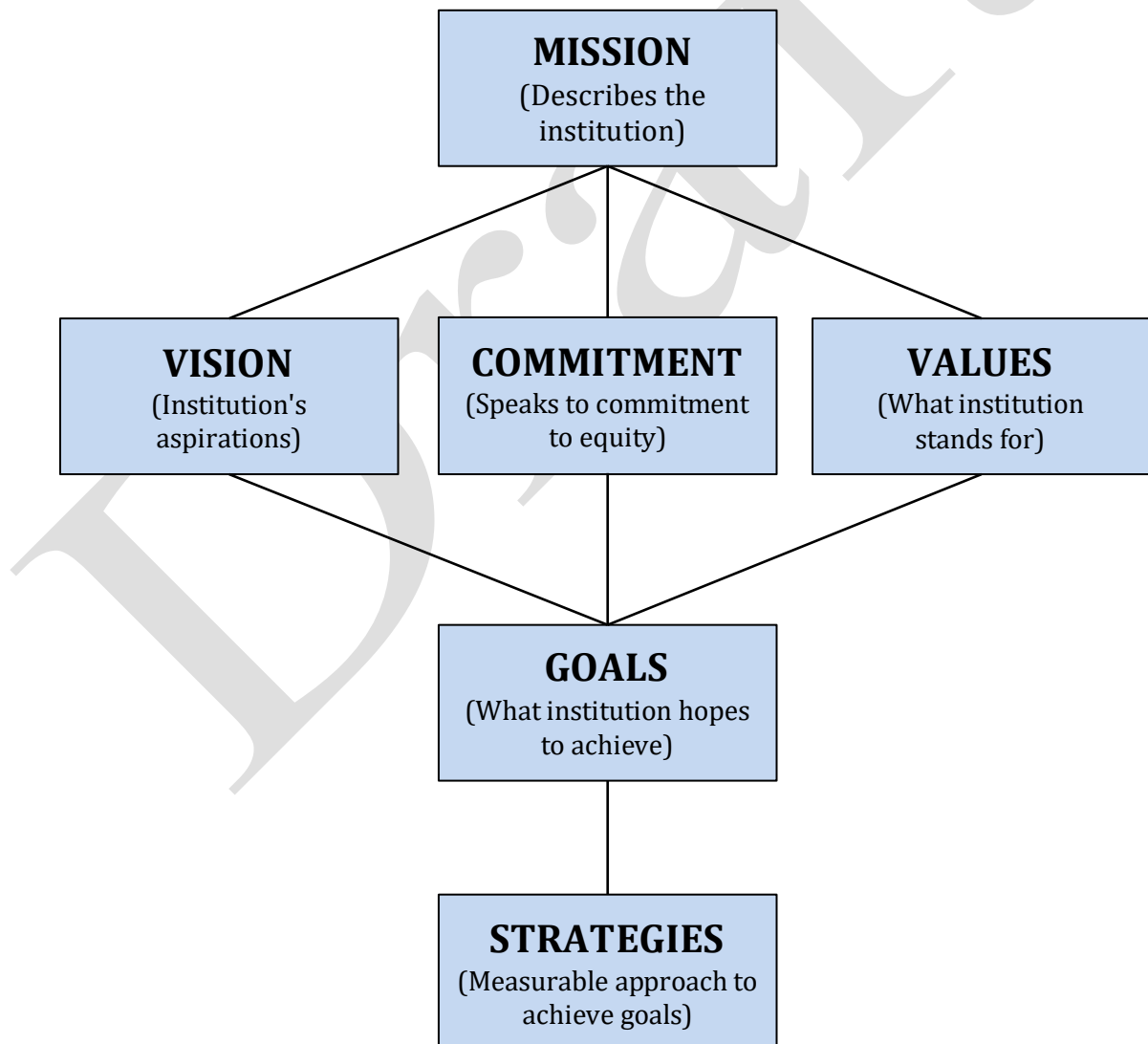
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PLANNING FRAMEWORK

MiraCosta College recently developed the *MiraCosta College Long-Term Planning Framework 2020-2026* 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. This framework was used in the development of the Technology Plan.

LONG-TERM PLANNING FRAMEWORK

The College's long-term planning framework is anchored by the mission, vision, values, and commitment of the institution. The goals represent broad areas of focus that are accomplished via more specific strategies with measurable outcomes. The relationship of the various elements of the long-term framework are illustrated in the following graphic.



MISSION, VISION AND COMMITMENT

Each of the statements below incorporate and reflect the input and perspective from multiple college constituent groups. The following definitions provide context to the statements below:

- **Mission** - Describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement.
- **Vision** - A statement of an organization's overarching aspirations of what it hopes to achieve or to become.
- **Commitment** - A statement that was created from a campus desire for the institution to articulate our commitment to equity, including the populations most impacted.

MiraCosta College Mission

MiraCosta College fosters the academic and holistic success of its diverse learners within a caring and equitable environment to strengthen the educational, economic, cultural, and social well-being of the communities it serves.

MiraCosta College achieves this mission through innovative teaching, learning, and support services, and by offering degree, certificate, career education, adult education, transfer, and life-long learning opportunities.

MiraCosta College Vision

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

MiraCosta College Commitment

MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately impacted populations including Latinx and Chicanx communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta College will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.

INSTITUTIONAL 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.

Equity:

We are committed to centering equity in all that we do to ensure that every student and employee receives what they need to be successful. We acknowledge that systemic barriers and racial inequities exist that negatively affect historically marginalized and disproportionately impacted populations and that everyone is responsible for intentional efforts to remove obstacles to employment, learning, participation, and institutional success.

Institutional Accountability & Responsibility:

As a Hispanic Serving Institution (HSI), veteran and military supportive institution, and Achieving the Dream Leader College, we take the responsibility for closing the equity gaps through empowering marginalized voices, nurturing our many identities and social circumstances, fostering cultural responsiveness, and standing against all manifestations of discrimination. We acknowledge that through supporting a culturally sustaining community of practice among academic and educational professionals, we enhance our ability to serve all students.

Diversity and Inclusion:

We are committed to providing a strong, supportive, authentic and accessible environment where difference is valued, respected, encouraged, and honored, and where all employee and student identities and cultural experiences are recognized and valued with opportunities for engagement both across the campus and within the diverse communities the college serves.

Integrity:

We honorably pursue our professional and institutional endeavors with a united commitment to honesty, responsibility, self-awareness, vision, and accountability.

Excellence:

We strive for the highest quality in all our instruction, programs, and services. We engage in continual improvement and innovation to realize the highest potential of students, employees, and the College.

Mutual Respect:

We nurture a culture of mutual respect through open and civil communication, knowledge sharing, and active listening through empathy, diversity, and truth.

Student-Centeredness:

The success of students inside and outside the classroom is the utmost priority by providing student-centered policies, instruction, support, events, and resources with opportunities for growth from student feedback. Learning is designed with students at the center and is personalized to students' unique needs, interests, identities, and aspirations—and designed with their ideas and voices at the table.

Innovation:

We are committed to pursuing new ideas and courageously experiment, explore, and take risks in developing new ways of teaching and serving students and our community.

Community:

We are committed to building a MiraCosta College community that affirms racial and cultural identities of all its members and empowers them to grow, create connections, and transform their lives. We partner with our diverse communities to engage students and their families in collaborative learning and cultural validation for community uplift and success. We are dedicated to preparing students to be positive contributors to the communities we serve and the global community at large.

Sustainability and Stewardship:

We are committed to the maintenance, conservation, preservation, enhancement, and effective utilization of the fiscal, environmental, human, and physical resources entrusted to us. We pursue innovations that enhance the quality of our communities, improve the environment, and strengthen sustainability in the management of our resources.

INSTITUTIONAL GOALS AND THE POTENTIAL TECHNOLOGY IMPACT

A goal is a broad statement of what the institution hopes to achieve. Each of the goals below in bold, is accompanied by action phrases that can be addressed with more specific strategies within college plans. The goals were developed by the long-term planning workgroup with feedback from college employees and students. The Technology Advisory Committee developed the associated potential impacts for each goal.

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.

Potential Impact of Technology on Goal 1:

The role of technology in student success has increased dramatically due to the pandemic. Technology has become the primary modality that students experience college, and it is important to enhance the delivery of student services and instruction, to meet student's needs and expectations. MiraCosta College is fully committed to closing equity gaps by developing inclusive policies and procedures as well as using data and technology in student centric ways. The steps listed below will support us in our goal to provide equitable access to technology.

- Assess student access to and use of technology
- Assess access to support for use of technology (days, times, and type of support needed)
- Assess the effectiveness of the current systems in terms of meeting the needs with a DEI perspective in mind
- Designate technology resources to meet the identified needs
- Provide the human resources necessary to provide equitable access to technology

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.

Potential Impact of Technology on Goal 2:

Technology can be an enabler or inhibitor of engagement with our external community. Technology, when used appropriately, can be a tool for engagement with our broader community. MiraCosta College is fully committed to deploying

technology tools that enhance, support, and encourage collaboration with students, community, and industry partners.

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.

Potential Impact of Technology on Goal 3:

In a rapidly changing world, MiraCosta College will continuously innovate by evaluating technology tools, services, and emerging technologies. Flexible learning environments provide access for our diverse students. Through content rich and student-driven experiences, MiraCosta College will use technology to enhance academic excellence. Technology tools are only as useful as the people who use them. For this reason, professional learning is critical to ensuring technology leads to student success.

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.

Potential Impact of Technology on Goal 4:

Technology tools can be used for employee growth and to effectively manage financial resources. It is important to acquire and discard technology in a manner that is environmentally responsible. MiraCosta College will do this by enhancing planning documents, forecasting technology expenses, procuring new systems with affordability in mind, and leveraging systemwide resources to remove or minimize costs.

DATA SUMMARY, PROJECTIONS AND TRENDS -EDUCATIONAL MASTER PLAN UPDATE AND OTHER MIRACOSTA PLANNING DOCUMENTS

Data Summary

For the preparation of this plan, data were analyzed in categories related to the community, the college, its students, and its employees. Such analysis includes the disaggregation of data by race and ethnicity, age, gender, disability, and socioeconomic status, among others, and identification of populations who are disproportionately impacted with respect to a particular metric. Below are some highlights of that data review that may impact, or be impacted by, the instructional programming of MiraCosta College.

Community

- **MiraCosta's service area is getting older.**
- **MiraCosta's service area is becoming more diverse.**
- **Geographically, there are age, race/ethnicity and educational attainment variations within the service area.**

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.**
- **Non-credit enrollment has fluctuated slightly. Overall noncredit enrollment has seen minor fluctuations and increased slightly between fall 2011 and fall 2019 (from 11,259 to 11,706).**
- **The gap between the percentage of White and Latinx students has closed over the past seven years.**
- **The percentage of students by admit type has remained stable over the past seven years (2012 to 2018).**
- **The enrollment of part-time students decreased, and full-time students increased from fall 2013 to fall 2019.**

Student Success

- **Overall course retention rates for first-time in college (FTIC) students have remained consistent over time but equity gaps exist.**
- **Equity gaps exist for FTIC students in course success rates.**

- **As with course retention and success, fall-to-fall persistence rates remain fairly consistent over time, but equity gaps exist.**
- **The overall number of awards granted has increased since 2013-14.**
- **The percentage of students earning degrees and certificates has also increased over time.**
- **MiraCosta Allied Health students are highly successful in passing their certification exams.**
- **Transfers have increased slightly amongst first time-in-college (FTIC) student cohorts.**
- **After the publication of the Educational Master Plan Update the statistics below were presented to the Board of Trustees:**
 - **There has been a 12% increase in students completing transfer-level English and a 17% increase in student completing transfer-level Math.**
 - **English students that completed a transfer-level course in one term (fall 2019) = 70% (statewide average = 61%)**
 - **First-time math students completed a transfer-level course in one term (fall 2019) = 56% (statewide average = 40%).**
 - **Equity gaps for completion of Math and English are closing for both LatamX and African American students but more work needs to be done particularly with students over 25 years of age.**

Employee Demographics

- **The number of full-time faculty has increased over the past five years, and they are slightly more diverse.**
- **The majority of associate faculty are older and female. In the EEO Plan, it is noted that associate faculty appear to be less diverse.**
- **More than half of classified staff employees are female, white and over the age of 44.**
- **The majority of administrators are over the age of 45 and identify as female.**

Labor Market and Program Alignment

- **Healthcare-related occupations are projected to grow faster than other occupations in San Diego County.**
- **STEM-related occupations have modest projections of growth of 5% in San Diego County.**
- **A diverse array of College CE programs have employment rates that exceed regional and state rates.**
- **MiraCosta's top 20 career education programs prepare students for living wage jobs.**
- **Enrollment and completion demographics for the top 20 career education programs mirror overall college demographics.**

- **According to the Center of Excellence, there are increased labor market needs in life science and biotech positions, computer science, information technology and cybersecurity.**

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 and 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.

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.
- The "Great Quit" during 2020-21 points toward better working conditions and more flexible job schedules in order to retain quality employees.
- 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 to 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.
- Demand for Information Technology workers is increasing in all sectors leading to higher salaries and demand for alternative working which makes it difficult for technology departments to attract quality staff.

Technology Plan Survey Brief Highlights

The Technology Plan survey informed the development of the plan. The complete survey and responses are in Appendix B. The survey was conducted in fall of 2020. Below are some brief highlights:

- There has been an increase in online learning offerings, including the pilot of HyFlex courses.
- 11.1% of students surveyed indicated they didn't have access to reliable internet.
- 13% of students who had trouble with internet reliability didn't complete their schoolwork.
- Students are using a combination of devices.
- Responses suggest students, possibly depending on the course they're taking and other factors, would like to see more online classes offered overall.
- Versatility for classroom setting desired.
- 4.5% of employees don't have regular internet access.

TECHNOLOGY SUPPORT STRATEGIES ADDRESSING INSTITUTIONAL GOALS

Below are listed the technology support strategies that the Technology Advisory Committee developed based on the data and trends presented above for each of the institutional goals. Specific strategies/initiatives are presented in Appendix A.

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

... meet students where they are by

- providing technical infrastructure to support multiple pedagogies and modalities to accommodate different students' needs
- providing software licensing and/or subscriptions to meet students' needs
- providing hardware to meet students' needs
- providing access to prompt and reliable support services in multiple modalities
- providing technology rich physical spaces that meet the needs of students

... create community by

- connecting people in virtual and physical hubs for collaboration
- providing communications that are accessible, intuitive, and easy to navigate to help users find the information needed about events and other students, faculty, staff and community partners with common interests seamlessly

... dismantle systems of inequity by

- identifying and implementing technologies that equitably support student success from the beginning of their experience to graduation and beyond
- implementing DEI technologies for employees to target talent acquisition, analytics, development/advancement, and engagement/retention

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

... provide workforce solutions by

- enabling partnerships with local employers and K12 Districts and promote pathways for access through dual enrollment participation and work-based learning
- enabling a portfolio site, with links to job sites like LinkedIn, GlassDoor, JAIN, etc. to connect students with employers for jobs, paid internships and other skill building opportunities locally and virtually
- providing real world training and internship opportunities

... prepare students to be active global citizens by

- providing Information Media Literacy Training

- providing Virtual International Exchange Program Support
- providing Digital Citizenship support

... provide opportunities for cultural enrichment by

- creating/enhancing physical and virtual spaces that support collaboration between the College, the community, local schools, businesses, and industry and provides opportunities for collaboration, community building, and cultural enrichment.
- providing support to advocate for political ideas- Social Justice & Equity Center
- supporting student life and leadership in addition to student government for events and advocacy

GOAL 3: MiraCosta College will foster academic excellence by:

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

- developing policies, procedures, and Academic Information Services (AIS) resources to provide students, faculty and staff with accessible, cyber-secure, essential computing resources in a timely and equitable way

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

- supporting investigation, evaluation, adoption, and support of emerging technologies for rich interaction and engagement such as simulations, augmented and virtual reality, telepresence, and metaverse tools

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

- knowledge/training that is curated, easy to navigate, and easy to access to get the knowledge needed
- tools to help address faculty needs for better teaching online, hybrid, and on the ground

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 by

- providing training and access to new and emerging technologies to improve student engagement and success
- enabling faculty and staff to investigate new technologies to pilot, and if successful, scale up for all to use, e.g., release time for mini sabbaticals
- better leveraging and coordinating professional development activities across the college and across constituency groups to align with the institutional mission, vision, goals, and commitments

... maintain a sustainable and transparent financial model by

- applying the total cost of ownership evaluation of all technology procurements
- management of software and hardware life cycles- sustainable financial and staffing support including training
- maintaining a catalog/map of what tools MiraCosta College has, how to access them, what they do, who uses them and who supports them
- developing a clear set of standards and evaluation procedures when considering adoption of new technologies
- developing a systematic equipment inventory
- developing a plan for sustainable maintenance and replacement of equipment

... reduce the environmental impact of our physical resources by

- buying and disposing of used equipment that can be recycled in a cost effective and environmentally responsible way
- providing one computer device per employee
- minimizing printing with a goal of zero printing

MEASURING PROGRESS ON THE TECHNOLOGY PLAN

The Technology Plan will be revisited annually by the Technology Advisory Committee over the next three years to evaluate progress toward meeting the technology support strategies described above by executing the strategies/initiatives described in Appendix A.

All data will be analyzed using an equity lens, paying particular attention to measures of disproportionate impact. The Technology Advisory Committee is responsible for overseeing that annual review.

In addition, academic, support services, and administrative departments play a central role in college-wide planning and budget development through the program review process which includes technology initiatives. Driven by the College's Mission, Vision, Values, and Commitment statements as well as the four institutional goals, all departments and programs develop goals and activities in a systematic three-year planning process with annual updates. These departmental plans encourage innovation and creativity in a bottom-up fashion that enhances the College's ability to fulfill its mission and goals. The program review process includes space for reflecting on data and information through student outcomes, program review data, enrollment management data, workforce trends, and other environmental information. MiraCosta College's cycle of program review encourages dialogue on priorities, builds coalitions for change, and provides an avenue for adaptive planning that allows stakeholders to explore solutions in a swiftly changing world.

FUTURE FOCUS AND ADAPTIVE PLANNING

The Technology Advisory Committee and AIS departments will participate in the future-focused organization and adaptive planning activities with an eye towards supporting and providing technology and innovation to support the process and sustain the future-focus and adaptive planning processes at the College.

A future-focused organization is not one that tries to predict the future. Instead, it is one that can imagine several 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.
- review the Futures Technology information to revise the plan.

MiraCosta College is 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 College's Technology Plan.

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 College's intention to develop planning strategies that allow it to be adaptive to changing conditions and to modify its strategic approach, when necessary, to meet institutional goals. With that in mind, the following strategies for adaptive planning have been identified and should be practiced by the Technology Advisory Committee:

- Regularly collect and review information/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 in all decision making.
- 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, adjusting where necessary.
- Build capacity across the college to remain future focused.

The Technology Advisory Committee and the AIS department will fully participate in and exercise a future focus and adaptive planning by reviewing and updating the Technology Plan at least annually and more often as needed.

APPENDIX A: TECHNOLOGY STRATEGIES/INITIATIVES TO SUPPORT INSTITUTIONAL GOALS

The following tables include technology strategies and initiatives that are or will be deployed to support the institutional goals outlined in the 2020-26 Long-Term Planning Framework for MiraCosta College.

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.					
Strategy/Initiative	Department/Program/Committee/Group	Other plan(s) containing equitable Strategy/Initiatives	Needed Resources	Projected Completion	Status (updated annually)
<p>1.1 Review current policies and, as needed, develop new policies, procedures, and resources to provide students, faculty, and staff with essential computing resources in a timely, equitable way by:</p> <p>1.1.1 Enabling network access on-site and remote for faculty, students, and staff when and where needed.</p> <p>1.1.2 Providing computers and other devices to access learning and registration systems.</p> <p>1.1.3 Providing software and processes to enable access to prompt and reliable support services that respond to student needs and alert faculty and student services when help is needed.</p> <p>1.1.4 Training faculty, students, and staff on how to access and use the computing equipment and software and provide opportunities to acquire and/or enhance technology knowledge and skills.</p> <p>1.1.5 Ensuring the right technology and training for each type of user and applications they need.</p> <p>1.1.6 Expanding student success and equity by developing and promoting affordable learning technologies and materials.</p> <p>1.1.7 Ensuring appropriate staffing levels to support maintenance of current systems;</p>	<p>Technology Advisory Committee Human Resources AIS</p>	<p>Facilities Master Plan Equity Plan</p>			

develop new and innovative systems, and provide appropriate service and support to administrators, faculty, staff, and students.					
1.2 Implement Diversity, Equity & Inclusion technologies for employees to target talent acquisition, analytics, development/advancement, and engagement/ retention in cooperation with Human Resources.	Human Resources AIS	Equity Plan			
1.3 Identify, implement, and continually assess technologies that equitably support student success from the beginning of their experience to graduation and beyond. 1.3.1 Technology support for increasing the visibility and amount of certificate and degree programs that students may complete through online and flexible attendance options. 1.3.2 Support Guided Pathways by completing the implementation of TargetX and/or identifying additional technology strategies that support guided pathways and Academic and Career Pathways including proactive student advising and early alert.	Guided Pathways Implementation AIS Technology Advisory Committee	Educational Master Plan Online Education Plan			
1.4 Institutionalize accessibility by identifying and supporting new technologies while insuring accessibility and cyber-secure access for users by: 1.4.1 Conducting assessments of college technology based upon WEB Content Accessibility Guidelines (WCAG) to measure digital accessibility. 1.4.2 Developing, procuring, or enhancing assistive technology, adaptive tutoring systems, and tools. 1.4.3 Enhancing resources and support to help faculty develop online courses that comply with accessibility regulations.	SAS Administrative Services Online Education AIS	Administrative Procedure 3725 Online Education Plan			

1.5 Secure the funding to ensure ongoing access to technology through semester long check outs of laptops and hotspots.	BPC Library AIS	Educational Master Plan			
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Related References:

<https://www.cio.com/article/3374838/diversity-and-inclusion-technology-tools-on-the-rise.html>

https://www3.weforum.org/docs/WEF_NES_DEI4.0_Toolkit_2020.pdf

<https://www.forbes.com/sites/sap/2021/06/28/how-technology-supports-workplace-diversity-equity-and-inclusion/?sh=4744926e28b8>

<https://www.shrm.org/resourcesandtools/hr-topics/technology/pages/how-hr-technology-supports-diversity-inclusion.aspx>

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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.					
Strategy/Initiatives	Department/Program/Committee/Group	Other plan(s) containing equitable Strategy/Initiatives	Needed Resources	Projected Completion	Status (updated annually)
<p>2.1 Establish and maintain information technology resources for the development of social networks, student life, college organizations by:</p> <p>2.1.1 Developing and maintaining a consolidated, mobile-friendly integrated approach to digitizing student services (e.g., processing applications, submitting required documents, setting appointments, offering online service and support).</p> <p>2.1.2 Developing and maintaining an integrated communications systems (text, email, web, social media) that reach target audiences with relevant messaging.</p> <p>2.1.3 Institutionalizing and facilitating adoption of PRONTO for student communications.</p>	<p>Technology Advisory Committee AIS Online Education PIO Student Services</p>				
<p>2.2 Identify, develop, and support technology to enhance the ability for industry and the community to collaborate with students by:</p> <p>2.2.1 Providing opportunities for cultural education</p> <p>2.2.2 Strengthening work based and professional learning and technologies to connect students to employers (i.e., associations and organizations).</p>	<p>Career Center Work-Based Learning Career Education Student Services Clubs Joyful Teacher and Professional Learning Technology Advisory Committee AIS</p>				

<p>2.3 Develop and enhance protocols and practices for prioritizing technology resource investments to support active engagement between students, business, and the community by:</p> <ul style="list-style-type: none">2.3.1 Establishing a regular review of all programming and help desk requests.2.3.2 Reviewing all requests quarterly for resource alignment.	<p>Technology Advisory Committee AIS</p>				
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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.

Strategy/Initiatives	Department/Program/Committee/Group	Other plan(s) containing equitable Strategy/Initiatives	Needed Resources	Projected Completion	Status (updated annually)
<p>3.1 Utilize and deploy educational technologies to provide students with effective, efficient learning experiences and support services and support exceptional delivery of instruction in a variety of modalities by:</p> <p>3.1.1 Developing and maintaining standards for classroom technology that support various learning modalities.</p> <p>3.1.2 Supporting teaching excellence and student success by regularly assessing, implementing, and promoting the use of emerging technologies into all facilities to increase and support collaborations.</p> <p>3.1.3 Providing access to electronic communications systems and reliable broadband wireless connectivity throughout all campus locations and facilities, including outdoor learning spaces.</p> <p>3.1.4 Improving the effectiveness of the Canvas Learning Management System (LMS) by evaluating, integrating, and supporting instructional technologies within Canvas.</p>	<p>Technology Advisory Committee Online Education Purchasing SAS MOE</p>	<p>Facilities Master Plan Online Education Plan</p>			
<p>3.2 Expand technology professional learning opportunities for the college community by:</p> <p>3.2.1 Supporting and enhancing innovative professional learning technologies for the college community fostering active, collaborative, learning techniques and spaces.</p>	<p>POP C3 Online Education</p>	<p>Online Education Plan</p>			

<p>3.2.2 Developing and implementing a knowledge base for accessible solutions and information on how to effectively use available teaching and learning tools.</p> <p>3.2.3 Adopting and teaching universal design principles and training the college community on the development of flexible learning environments and spaces that can accommodate learning differences.</p> <p>3.2.4 Providing faculty, staff, and students with training and support services on all adopted technologies.</p> <p>3.2.5 Developing a knowledge base for free tools used in instruction that are compliant with technology review standards.</p>					
<p>3.3 Support new and existing learning environments by:</p> <p>3.3.1 Establishing an Interactive Media Laboratory (e.g.AR, VR, Video games, and more).</p> <p>3.3.2 Improving internet access for faculty and students.</p>	<p>Technology Advisory Committee AIS</p>				
<p>3.4 Support content creation and storage by:</p> <p>3.4.1 Providing all students with ability to create an online presence, where they share their work (portfolio), resume, and other things that would better prepare them for the workforce.</p> <p>3.4.2 Hosting faculty created content, such as Open Education Resource materials.</p> <p>3.4.3 Providing technology that facilitates making high end videos for instruction.</p>	<p>Technology Advisory Committee</p>	<p>Online Education Plan</p>			
<p>3.5 Provide an excellent user experience by:</p> <p>3.5.1 Building a user experience/instructional design lab that provides for student feedback.</p>	<p>Technology Advisory Committee Online Education</p>	<p>Enrollment Management Plan</p>			

<p>3.5.2 Providing clear information in the class schedule regarding delivery modality options and permutations.</p> <p>3.5.3 Examining which productivity suite (or suites) the college supports, and how the support is provided.</p> <p>3.5.4 Improving learning outcomes and planning software.</p>					
<p>3.6 Develop and streamline the reporting process for core competency assessments so that data can be easily input and disaggregated.</p>	<p>Outcome Assessment Committee</p>	<p>Educational Master Plan</p>			

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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.

Strategy/Initiatives	Department/Program/Committee/Group	Other plan(s) containing equitable Strategy/Initiatives	Needed Resources	Projected Completion	Status (updated annually)
<p>4.1 Deploy streamlined, easily accessible technologies (e.g., SURF portal, single-sign-on) to fully support all students from entry to completion of their academic goals by:</p> <p>4.1.1 Developing a holistic approach to integrate and simplify student access to resources that are institutionally scalable.</p> <p>4.1.2 Developing and implementing strategies and tools to enhance, automate, and streamline bi-directional communications with students, while providing students with personalized, just in time, assistance.</p> <p>4.1.3 Creating and deploying strategies and tools to enhance, automate, and streamline enrollment management in a manner that facilitates student enrollment, registration, transfer, and completion of educational goals in a timely manner.</p>	<p>Instruction Student Services CRM Task Force AIS</p>	<p>Enrollment Management Plan</p>			
<p>4.2 Provide students with readily accessible technology support delivered in a variety of formats to meet students' diverse needs by:</p> <p>4.2.1 Developing and enhancing technical support services for students that address common issues with the learning management system, productivity tools, instructional software and tools, email, and administrative applications.</p> <p>4.2.2 Enhancing processes and analytical approaches to determine common technical support concerns and enhance support resources accordingly.</p>	<p>Technology Advisory Committee Instruction MOE Business Analyst Library AIS</p>	<p>Online Education Plan Student Hub</p>			

<p>4.2.3 Ensuring appropriate computing resources are available to students to meet them where they are.</p>					
<p>4.3 Adopt a systematic approach to assessing information technology initiatives and implementation resources, services, support, training and policies and procedures, including replacement cycles by:</p> <p>4.3.1 Reviewing and updating and regularly the infrastructure roadmap that embraces a cloud native, cloud first strategy, provides robust access to Wi-Fi and cellular services in administrative, instructional, and public areas, articulates refresh cycle for core infrastructure assets, and outlines standard on equipment, cabling, and installation.</p> <p>4.3.2 Onboarding and providing ongoing training resources to all employees for all college technologies.</p>	<p>BPC AIS Divisions</p>				
<p>4.4 Develop a review and approval process for technology requests that results in purposeful allocation of resources making strategic investment in technology and facilities by:</p> <p>4.4.1 Incorporating the total cost and total life cycle of the hardware/software, including funding from restricted funding sources (grants) and unrestricted general funds.</p> <p>4.4.2 Enhancing and improving annual program review processes to strengthen Total Cost of Ownership (TCO) calculations for all new technology initiatives.</p> <p>4.4.3 Developing procurement protocols for the review (functionality, accessibility, cyber-security, contract terms and conditions, pricing/payment), purchase, and maintenance of instructional technology.</p>	<p>BPC Purchasing AIS</p>				

<p>4.4.4 Developing District policy and procedures for grant proposals which include technology that include funding for support contracts, replacement at end of life and staffing for installation, training, and support.</p> <p>4.4.5 Developing a process to evaluate and sunset redundant and antiquated technologies.</p> <p>4.4.6 Developing and maintaining a user-friendly inventory of tools MiraCosta College has acquired and/or evaluated, including their function, access, user base, and support resources.</p>					
<p>4.5 Implement a technology tracking system to ensure a single source to manage all software and hardware inventory for asset management, security, and control.</p>	AIS				
<p>4.6 Build capacity and flexibility to uphold futures thinking.</p>	Futures Thinking and Planning AIS	Educational Master Plan			
<p>4.7 Provide the necessary tools to implement the Security Plan, Business Continuity Plan and the Facilities Security Plan and regularly review the plans and test systems to make sure the college is prepared to respond to potential disruptions.</p>	Technology Advisory Committee AIS	Security Plan Facilities Security Plan			
<p>4.8 Develop or enhance systems, practices, policies, and procedures to protect data, including cybersecurity, identity and access, privacy, and risk management by:</p> <p>4.8.1 Developing and delivering regular updates to our community of technology users' actionable information on security, security, data privacy policies, procedures, best practices and training opportunities.</p> <p>4.8.2 Using industry best practice security controls to protect the student and staff information assets.</p>	Technology Advisory Committee AIS	Security Plan			

4.8.3 Establishing and implementing protocols for regular security risk assessment, contingency plans and data recovery plans.					
4.9 Provide technology and support to ensure the college can meet the Board of Governors sustainability requirements for technology.	Facilities Sustainability Committee AIS	Facility Standards Facilities Master Plan 2021-2022 Final Budget			

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APPENDIX B – REPORT FOR TECHNOLOGY PLAN SURVEY

Note: To view the entire report double-click below and the PDF will open.

Report for Technology Plan Survey

Response Counts

