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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.*
- 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 Special Meeting of October 1, 2021
 - B. Approve Minutes of the Regular Meeting of October 1, 2021
 - C. Ratify Updates to Faculty Committee Assignments AY '21-22
- 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. New Business
 - A. Updated Draft of the Educational Master Plan (EMP) – *Tarman, Hill (Time Certain 9:30am)*
Description: *The most recent Educational Master Plan (EMP) expired in 2020, so this document contains updated data as well as strategies that align with the college's current Long-Term Planning framework. This is a first read.*
 - B. Recommended Ranking for Full-Time Faculty Positions – *Bonds*
Description: *AAC forwards a recommended ranking for full-time faculty positions for Academic Senate review and approval. This is a first read.*

IX. Information/Discussion

A. Change for Equivalency Policy and Practice – Ihara **[Time certain 9:50am]**

Description: *The Equivalency Committee seeks guidance from AS on a possible change that would simultaneously A) eliminate "eminence" altogether as a criterion for qualifying applicants for faculty positions and B) add an option under Section A (Equivalency for Disciplines Requiring a Master's Degree) for professional experience to partially qualify an applicant, which is currently not allowed except as "eminence." Is this a direction that could be supported by AS?*

B. Facilities Update – Flood **[Time certain 10:00am]**

Description: *Vice President of Administrative Services, Tim Flood, will present an update of district facilities and Measure MM projects.*

X. Senator Reports

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

XI. 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 the meeting is being held on the traditional territory and homelands of the Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among the Ipai and Kumeyaay people. In addition, we want to pay respect to elders, both past and present, the respected keepers of history, culture, wisdom, and knowledge. The meeting was called to order at **9:02:am**.

II. Roll Call

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

Members absent: Karla Cordero, Oswaldo Ramirez

Others present: David Bonds, Denée Pescarmona, and Afifa Zaman

III. Persons Wishing to Address the Senate

IV. New Business

A. Resolution Authoring Teleconferencing for Meetings Pursuant to AB 361

President Lara presented a resolution to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. In order 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. The Academic Senate considered the circumstances of the state of emergency and determined whether the emergency continues to directly impact the ability of members to meet safely in person.

MSU (Warren / Allyn) to suspend the rules in order to vote on the resolution to authorize teleconferencing meetings pursuant to AB 361, as presented today.

MSU (Safaralian / Warren) to approve the resolution authorizing teleconferencing meetings pursuant to AB 361, as presented.

It was further noted that each subcommittee of the AS is its own legislative body and will need to have a resolution like this or have a discussion and vote to allow for meeting remotely. Academic Senate will consider meeting in person beginning in January, in line with recommendations from the Board of Trustees. In the meantime, there will be time to discuss that option between now and then.

V. Adjournment 9:16am.

UNOFFICIAL MINUTES

I. Call to Order

Academic Senate President, Luke Lara, respectfully acknowledged that the meeting is being held on the traditional territory and homelands of the Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among the Ipai and Kumeyaay people. In addition, we want to pay respect to elders, both past and present, the respected keepers of history, culture, wisdom, and knowledge. The meeting was called to order at **9:17am**.

II. Roll Call

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

Members absent: Karla Cordero, Oswaldo Ramirez

Others present: David Bonds, Denée Pescarmona, Violeta Sanchez, and Puente students, Lou Pineda, Arely Siordia, Samantha (Sam) Kugler, Javier Morales, Valeria Guadarama, Marisol Lopez, and Giselle Perez, and Afifa Zaman

III. Persons Wishing to Address the Senate

Krista Warren read a portion of an email from a colleague who works with MCC students in the dual enrollment program and wanted to urge MCC to give faculty the option to waive the right to have unvaccinated high school students learn in person. This is a vulnerable population and are some of the most underserved and most challenged facing many obstacles.

Citing the “left out report,” Puente students, Lou Pineda, Arely Siordia, Samantha (Sam) Kugler, Javier Morales, Valeria Guadarama, Marisol Lopez, and Giselle Perez, addressed the Senate discussing and advocating for women in power, extending the number of students in the Honors programs, helping students during the pandemic, how Puente can be expanded at MCC for students, how to encourage diversity, and asking what can be done to show more representation of LatinX students at MCC.

IV. Changes to Agenda Order

None.

V. Consent Calendar

A. Approve Minutes of the Regular Meeting of September 17, 2021

The Consent Calendar was approved by unanimous consent.

VI. Reports

A. Academic Senate President

On behalf of the AS, Academic Senate President, Luke Lara, extended a warm welcome to MCC’s new VPI, Denée Pescarmona. Reminded everyone of a message that was sent to department chairs and SLO leads on behalf of AS, OAC, and IPRC to remind and encourage faculty to take this fall semester to be proactive and engage faculty in dialogue around learning outcomes processes in their areas and departments. In particular, to fully analyze the department’s learning outcomes process to ensure that learning outcomes are regularly evaluated so they are regularly updated and align with courses, programs, core competencies, and the college mission. This was a reminder sent because of why accreditation is done. It is part of the college’s self-evaluation process. This fall is the time to have those conversations. On Wednesday of this week, he attended a webinar presented by Estela Bensimon of USC from the Center for Race and Equity on “Decentering whiteness and Pathways.” This was in response to a year’s worth of work of PD activities put on by the statewide Academic Senate for California Community Colleges. It was a pointed analysis and showed things can be done better as a state. Faculty can be more racially literate and talk about racial equity as the center for equity in those conversations. This is a series of three webinars and there is still time to join. The first emphasized the importance of faculty who have the opportunity to impact student outcomes through a racial equity lens and see the patterns of racial inequity and what may need to be adjusted in their own classrooms.

B. College Superintendent/President

Superintendent/President, Sunny Cooke, noted the resolution passed at today's meeting is representative of the decisions that have had to be made during the pandemic. Last night was the first theater production with a limited audience in person. Athletics will be conducted with limited audiences, as well. The college has had to turn down requests from community members asking to use the large theaters. With breakthrough cases, there is still the need to be cautious. Since Juneteenth was signed into law, the calendar for the coming year does not have that Federal holiday, however it will be adjusted to incorporate the holiday, as will the 2023-2024 calendar. There will be an open house at the CLC on October 25th. An open house at the SEC will occur during the morning of November 8th. Two community events for Dia De las Muertos will happen on October 24th and 30th in Encinitas. Another book will be selected for a campus-wide reading. Send ideas to dei@miracosta.edu.

C. Classified Senate

Vice President of CS, Ingrid Phillips, noted that CS ratified the changes to all committee assignments. They are in the process of updating the classified employee manual. CS has selected the next and third cohort for their leadership program and congratulate Gina Hansen, Yurico Jimenez, Dulce Gangani, France Cruz, and Susan Corley.

D. Associated Student Government

ASG Executive Vice President, John Siebelink, announced that in place of a regular ASG meeting last Friday, they attended the CCCSAA Student Leadership Conference for community colleges on Zoom. A keynote speaker offered great resources for handling the pandemic and reinforcing the fact that we are students first. The ASG is almost completely full with only one more spot for representing the CLC. ASG approved a faculty request to allocate \$1K towards a SEC foodbank art piece. Next Friday ASG will also have a special meeting to vote on a resolution before having their regular meetings continue remotely.

E. Redesigning the Student Experience

Faculty Lead, Thao Ha, showcased part of an interview she conducted with faculty member, Annie Ngo, from Business Administration. She asked about her inspiration for her work in changing the things being done in the classroom to better serve students. After the clip, Ha left the Senators with a thought, "ask not what our students can do for us, what is it that we can do for our students, how are we redesigning ourselves and our institution's practices and policies to better serve our students?" She also included a report in the agenda packet.

VII. Old Business

A. Approve Local AS Goals

President Lara presented the goals that the AS body have crafted over several meetings. In addition, members of the AS were asked to join taskforces for each goal. The wording of goals changed slightly since the last meeting to make them more SMARTER and attainable within a timeline.

MSU (Safaralian / Ravanbaksh) to approve the local Academic Senate goals as presented.

With the remaining time after Senator Reports and after the meeting adjourned, the senators went into breakout rooms with their taskforce groups to discuss a meeting schedule or utilize the last half hour of each of the next several AS meetings. Senators were tasked to work with each group leader to find a schedule to accomplish these goals.

VIII. Senator Reports

Jim Julius urged faculty to look at the draft of the EMP and make sure the goals represented are understood. There was a process to gather the information but it is not clear it touched all areas. Robin Allyn recognized Hispanic Heritage Month. Puente students were recognized and thanked by several and senators noted that they have been heard.

IX. Adjournment

The meeting adjourned at 10:06am.



ACADEMIC SENATE

Updates to the Faculty Committee Assignments 21-22 (as of 10-15-21)

Remove: Jose Rodriguez from Faculty Awards Subcommittee

Add: Ruben Gomez to International Education Advisory Committee

AS President's Report on 10/15/21 – Luke Lara

1. Recent legislation has been signed into law that will impact the Community Colleges. CPC will be discussing the implications of AB 928 and AB 1111 (listed below) and will also provide a report to Academic Senate at our Nov. 5 meeting. The following is an excerpt from the Governor's office [update](#) on 10/6/21:

Governor Newsom today signed legislation to help facilitate access to the University of California (UC) and California State University (CSU) systems for students to attain four-year degrees and help further prepare them for the economy of tomorrow:

AB 928 by Assemblymember Marc Berman (D-Menlo Park) - Requires the CSU and UC to jointly establish a singular lower division general education pathway for transfer admission into both segments. Also requires California Community Colleges (CCC) to place students who declare a goal of transfer on an Associate Degree for Transfer (ADT) pathway for their intended major, and establishes the ADT intersegmental implementation committee as the primary oversight entity.

AB 1111 by Assemblymember Marc Berman (D-Menlo Park) - Requires, by July 1, 2024, the CCCs adopt a common course numbering system (C-ID) at all community colleges and for each community college campus catalog. This common course numbering system is required to be student-facing and ensures that comparable courses across all community colleges have the same course number.

In addition, **AB 927 by Assemblymember Jose Medina (D-Riverside)** – Public postsecondary education: community colleges: statewide baccalaureate degree program. This law allows MiraCosta and all CCCs to retain, develop, and expand their Baccalaureate degree programs!! Congratulations to our BioManufacturing program on successfully proving their viability, importance to the region, and for delivering on student success.

Other legislation helps find solutions to the student housing crisis and making financial aid more accessible.

2. The Chancellor's office has added two new DEI Learning Modules available to you on the Vision Resource Center. MiraCosta Innovative Source for Training (MIST) is integrated with the Vision Resource Center. MIST can be found under the [Single-Sign-on PortalGuard](#), or you can [log in to the Vision Resource Center](#) (and you will be directed to MIST). Below is an excerpt from a recent announcement:

Recognizing that the racial diversity of our students is one of our system's strongest assets, these learning modules are intended to support California community college employees in obtaining the knowledge needed to lead local DEI efforts, take personal and institutional responsibility for the success of our students and help to retain diverse faculty and staff. This learning opportunity is part of the ongoing response to our system's June 2020 "Call to Action," which invited you to continue to learn with us and called upon campus leaders to engage in open dialogue and address campus climate, which are key as we work together to meet the goals outlined in the [Vision for Success](#).

The two new learning modules, described below, will also help us all recognize our individual biases and develop culturally affirming policies, practices and pedagogy. Please note, to access the modules you must first [log in to the Vision Resource Center](#) [or [MIST](#)] and then search for the title. Everyone who completes these learning modules will receive a certificate of completion.

- **“I Don’t See Color, I Just See People: Becoming Culturally Competent”** - this module examines the way in which the U.S. educational system perpetuates inequity and introduces various frameworks that can be leveraged to promote cultural competence and improve students’ experiences on campus.
- **“Playing Behind the Screen: The Implicit Bias in Our Colleges”** - this module introduces implicit bias and how it manifests on a college campus. The module offers strategies to address implicit bias at the institutional level to improve the educational outcomes for students and experiences for everyone on our campuses.

I ask each of you to take the time to participate in this learning opportunity — one which will help us enhance our skills as professionals and educators working with diverse communities and build a more culturally competent, anti-racist campus environment for our students long-term.

Dr. Daisy Gonzales
Acting Chancellor, California Community Colleges

3. Today, October 15, 2021, is the deadline for Resource Allocation requests. Contact Kaitlin Fisher and/or Polo Mariscal if you have any questions.
4. The Faculty Awards Subcommittee sent out an announcement on October 4th soliciting nominations for the statewide Academic Senate for California Community College’s Exemplary Program Award. The theme for 2021-22 is ***Addressing Inequity in a Time of Crisis***. Excellence in this area can be demonstrated in programs by faculty and for faculty to aid in transitioning to and from virtual environments, engaging in transformative curriculum design, supporting colleagues through professional development, mental health support, and other services, and promoting efforts to advance social justice and establish equity-driven practices. For more information, go to the ASCCC website <https://www.asccc.org/events/exemplary-program-award-0>. Please submit a completed application to Robin Allyn, rallyn@miracosta.edu, by Friday, October 29th for consideration.
5. Status update on AS Goal 1b from 2020-2021: Faculty retention strategies. Six recommendations were adopted by the AS on 5/7/21. In the report made at the 9/3/21 meeting, I indicated that I would provide a status report in October. The AS officers have met to discuss each of the six recommendations and identify who (or what committee) should be consulted next in developing the ideas from each of the recommendations. I will provide another update by end of November 2021.

Redesigning the Student Experience Academic Senate Report for 10/15/2021 Meeting

- The Guided Pathways team is currently working on the job announcement for the position of “Program Manager, Academic & Career Pathways” and assembling the hiring committee. Zhenya Lindstrom will lead the effort.
- ACP Peer Mentor training took place earlier this month and recorded session along with supporting materials can be found in the Redesigning the Student Experience Canvas shell.
- MiraCosta will present a session at the CA Guided Pathways 2.0 Institute on Embedding Peers into Academic & Career Pathways teams.
- A report titled, “How to Achieve More Equitable Community College Student Outcomes Lessons From Six Years of CCRC Research on Guided Pathways” was released by the Community College Research Center in September 2021. Five areas were covered in their analysis: 1. Program organization and design 2. New student onboarding 3. Remediation and Academic Support 4. Ongoing student advising 5. Teaching and Learning

Below is a table from the report, and a full copy of the report can be found at this link [HERE](#):

Table 1.

How CCRC’s Thinking About Guided Pathways Has Evolved

AREA OF PRACTICE	REDESIGNING AMERICA’S CCs	CURRENT THINKING
Program organization and design	Organize programs into meta-majors and create default program maps for students	Build academic and career communities and make sure every student has an individualized educational plan
New student onboarding	Ensure new students receive career and transfer information and advising	Ensure new students participate in guided exploration to choose a pathway of interest, and help them make connections with other students and faculty in academic and career communities
Remediation and academic support	Use multiple measures to place students into appropriate developmental or college-level courses and provide corequisite remediation when possible	Teach students to be effective college learners in college-level program foundation courses (not just math and English)
Ongoing student advising	Provide holistic wraparound advising and other supports	Provide case-management advising by meta-major and use students’ educational plans to schedule classes and monitor progress
Teaching and learning	Establish program learning outcomes and promote faculty development through collaborative inquiry	Embed active and experiential learning in all programs

- This week’s Redesigning the Student Experience Spotlight is on Maria Figueroa, department chair of Letters and IFL for the Languages, Communications, and Humanities ACP. She discussed the principles of an equity framework from the Center For Urban Education and how certain principles helped her redesign her teaching practices such as implementing a “liquid syllabus”. For full recording of the interview, click [HERE](#)

Accreditation Report on 10/15/21 – 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. In today's report, I will introduce some basic information.

Accreditation Basics 101

Who accredits Us?

The Accrediting Commission for Community and Junior Colleges (ACCJC) supports its member institutions to advance educational quality and student learning and achievement.

What is accreditation?

Accreditation is a **practice** of academic quality control

- **Promotes** institutional excellence through application of standards
- **Advances** meaningful and effective student learning and achievement
- **Provides** assurance to students, general public, & others of quality of educational offerings

In the United States this is a **peer review driven process**. In many other countries, colleges, and universities are recognized by a government education agency, such as the Ministry of Education.

Why do we seek accreditation?

- Access to Title IV (Federal Student Aid)
- Credibility to degrees and credentials (transfer & employment)
- Assure quality to the public and students
- Stimulates institutional innovation and improvement
- Provides quality assurance to students, the public, and other institutions that you are achieving your mission

What's changed since the last time we submitted an ISER?

- ACCJC is now taking a different approach to accreditation.
- The assumption is that we are already accredited.
- Less evidence and writing will be required for the ISER, reducing the report from 600 pages to 200 pages in length.
- The site visit is now only focused on the standards where the ISER review team has questions and wants to further investigate, instead of reviewing the entire ISER during the site visit. Site visits will also be conducted in areas of the ISER where the review team deems worthy of commendations.

What is the accreditation cycle and what reports are required?

- Self-Evaluation (ISER) & Comprehensive Review (every 7 years)*
- Follow Up Reports (if required)
- Midterm Reporting (4th year after comp review)
- Ongoing Reporting
 - Annual Report
 - Annual Fiscal Report
 - Substantive Change Report

*MiraCosta College is beginning to gather evidence for and draft the ISER.

What happens now?

1. MiraCosta College has formed writing teams and is beginning to collect evidence to begin drafting the ISER (fall 2021, spring 2022, summer 2022).
2. A draft of the ISER will be shared with all governance and constituent groups, and the Board of Trustees in fall 2023 for approval.
3. In spring 2023, the ISER will be reviewed by an ISER review team as part of the Peer Review process.
4. In fall 2023, the ISER review team will conduct a focused site visit to ask questions or investigate specific standards, and make commendations.
5. In spring 2024, if all goes well, MiraCosta College's accreditation will be affirmed by ACCJC.

What are the Accreditation Standards?

There are four domains which contain 14 standard areas.

1. Standard I
 - a. Mission
 - b. Assuring Academic Quality and Institutional Effectiveness
 - c. Institutional Integrity
2. Standard II
 - a. Instructional Programs
 - b. Library & Learning Support Services
 - c. Student Support Services
3. Standard III
 - a. Human Resources
 - b. Physical Resources
 - c. Technology Resources
 - d. Financial Resources
4. Standard IV
 - a. Decision-Making Roles & Processes
 - b. Chief Executive Officer
 - c. Governing Board
 - d. Multi-College Districts

You can peek at the standards here: [Accreditation Standards](#).

More to come at the next meeting!

Most of the information above was obtained from the recent ACCJC ISER training provided by ACCJC president Stephanie Drocker on 9-13-21.



MiraCosta Community College District

Educational Master Plan Update

Fall 2021

I. INTRODUCTION

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

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

II. OVERVIEW OF THE DISTRICT

MiraCosta College opened in 1934 as the Oceanside-Carlsbad Junior College with approximately 120 students and 20 faculty members. While initially part of the Oceanside-Carlsbad Union High School District, the College separated in 1960 and in 1965 adopted the name MiraCosta College. The MiraCosta Community College District is located in San Diego County along the southern California coast, between Orange County to the north (95 miles) and the metropolitan area of San Diego to the south (35 miles). The District includes the cities of Oceanside, Carlsbad, Encinitas, Rancho Santa Fe, Solana Beach, Del Mar, the unincorporated areas of La Costa, Olivenhain, and portions of Carmel Valley and Camp Pendleton Marine Base. The District continued to grow and now employs 1,193 faculty, staff and administrators, and serves over 24,000 students.

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

As a Hispanic Serving Institution (HSI), veteran and military supportive institution, and Achieving the Dream Leader College, 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 is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher

Education Accreditation and the U.S. Department of Education. It also holds accreditations for its various nursing programs and is approved by the California Department of Education for the training of veterans under the provisions of the G.I. Bill of Regulations.

III. INSTITUTIONAL GUIDING STATEMENTS

1. Mission

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

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

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

2. Vision

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

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

3. Commitment

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

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

4. Values

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

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

IV. DATA SUMMARY, PROJECTIONS AND TRENDS

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

A. Data Summary

For the preparation of this plan, data were 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.

1. Community

- **MiraCosta's service area is getting older.** By 2035, there is anticipated to be an increase in populations over the age of 50, but a decrease in populations with age ranges of 18 to 19 and 25 to 29. Between 2010 and 2019, there has been a 12.3% growth in the population (from 384,084 to 418,554 residents); however, the population of older residents (50+ years old) has grown by 22.4% (from 118,329 to 144,847 residents) while the under 18 population has decreased by 1.2% (from 92,178 to 91,708 residents) in the same timeframe.

- **MiraCosta's service area is becoming more diverse.** By 2050, the MiraCosta service area is expected to be more diverse (with increases in Latinx and Asian/Pacific Islander populations). For example, between 2010 and 2019, the proportion of white residents has declined from 68% to 62%, whereas the proportion of Latinx residents has increased slightly from 18% to 19% and the proportion of Asian/Pacific Islander residents has increased from 9% to 13%.
- **Geographically, there are age, race/ethnicity and educational attainment variations within the service area.** Age categories are consistent across all of the MiraCosta service area, with the exception of the Oceanside/Camp Pendleton area which has approximately double (11%) the average percentage (7%) of the population in the 20-24 age range in 2019. While White residents make up the dominant proportion of the population (73% to 78%) in the coastal services areas (e.g., Carlsbad, Encinitas, Cardiff), Latinx students constitute from 36% to 43% of the population from northern coastal and inland services areas (e.g., Oceanside, Vista, San Marcos). In the coastal regions south of Oceanside, at least 60% of the adult population possess a bachelor's degree or higher. In Oceanside and inland portions of the service area, 44-47% of the adult population have an educational attainment of a high school diploma or some college, but no degree, while 13-17% of adults have less than a high school diploma.

2. Student Demographics

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

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

students, continuing students, returning students and transfer students has remained largely the same.

- **The enrollment of part-time students decreased and full-time students increased from fall 2013 to fall 2019.** While the enrollment of part-time students declined from 67.1% to 62.2% from fall 2013 through fall 2019, the percentage of full-time students (defined as a minimum of 12 units) increased from 33.0% to 37.8% during the same time frame.

3. Student Success

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

- **Transfers have increased slightly amongst first-time-in-college (FTIC) student cohorts.** The Guided Pathways transfer metric assesses the percentage of students in the FTIC cohort who transfer within three years. In the four most recent years of data available, the percentage of all cohort students transferring has increased from 11.3% to 13.2%. For students who began their college experience by attempting 12 or more units the increase was from 16.2% to 18.4% over the same time period. Latinx students (Latinx males, in particular) and economically-disadvantaged students have been consistently disproportionately impacted overall in terms of transfer.

4. Employee Demographics

- **The number of full-time faculty has increased over the past five years, and they are slightly more diverse.** The number of full-time faculty increased by 15.7% from fall 2015 to fall 2019. The diversity of the faculty has changed over the past five years (fall 2015 to fall 2019) with Latinx (20.4%) and Asian (8.7%) faculty increasing by two percent each, while White faculty (59.7%) decreased by four percent. Thirty-six percent of the faculty are over the age of 44 and 54.9% identified as female.
- **The majority of associate faculty are older and female.** In fall 2019, 56.3% of associate faculty were 45 or older and those who identified as females made up 63.6%. The percentage of White faculty declined over the past five years by three percent (66.5%), while Latinx faculty have increased by two percent (15.2%).
- **More than half of classified staff employees are female, white and over the age of 44.** While 52.8% of classified staff are White, the percentage of Latinx classified employees has increased over the past five years (fall 2015 to fall 2019) from 23.8% to 30.0%. In fall 2019, 50.3% of classified employees were over the age of 44 and 62.5% identified as female.
- **The majority of administrators are over the age of 45 and identify as female.** In fall 2019, 75.1% percent of administrators were over the age of 45 and 59.4% identified as female. The percent of Latinx administrators has increased over the past five years (fall 2015 to fall 2019) to 15.6% while the percentage of White administrators has decreased from 68.0% to 62.5% during the same period.

5. Labor Market and Program Alignment

- **Healthcare-related occupations are projected to grow faster than other occupations in San Diego County.** Healthcare support occupations are projected to increase 28.0% by 2029. During that same timeframe, healthcare practitioners and technical occupations are projected to grow at a rate of 15.0%.
- **A diverse array of College CE programs have employment rates that exceed regional and state rates.** The CE programs with the top employment rates range from 65.0 to 76.0 percent and seven of the top ten programs exceed regional and statewide highs. These programs cover a wide

range of disciplines including technical theater, design, biotechnology, CSIT:Business Information, Business Administration and Management, Commercial Dance, and Music Technology.

- **MiraCosta's top 20 career education programs prepare students for living wage jobs.** Of the top 20 career education programs at MiraCosta College, half of them pay living wages upon entry and all of them have average earnings that are above a living wage (defined as providing necessities for one adult and one child without relying on public assistance). Seven of the top ten programs in terms of total completions (Business Administration and Management, Child Development, Biotechnology and Medical Administrative Professional, Nursing, Business Marketing and Sale, and Automotive Technology) all showed positive change in available jobs between 2016 and 2019.
- **Enrollment and completion demographics for the top 20 career education programs mirror overall college demographics.** Enrollments and completions into the top 20 career education programs largely reflect the overall demographics of the college with respect to race/ethnicity and gender. This points to equitable access and success in those top programs which will also lead in large part, as stated above, to living wage jobs. In 2019-20, across the demographic categories of race/ethnicity, gender, and socioeconomic status, 80 to 100 percent of all completions in the top 20 career education programs were linked to jobs requiring less than a bachelor's degree but leading to a living wage.

B. Enrollment Projections

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

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

C. Other Relevant Trends in Higher Education

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

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

augmented reality, blockchain, artificial intelligence, cloud computing, and continued movement toward online educational resources.

- There will be continued pressure on sustainable practices and reducing environmental impacts.

V. INSTRUCTIONAL AND EDUCATIONAL SUPPORT STRATEGIES ADDRESSING INSTITUTIONAL GOALS

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

Numerous areas of the College have developed instructional and educational support strategies that are aligned with the goals of the Long-Term Planning Framework and are either current or will be deployed within the next one to two years. While some of these strategies were developed pre-COVID, a number of them reflect the adjustments made and lessons learned from the pandemic. Listed below are just a few samples of these strategies as they relate to the specific action phrases of the long-term planning goals. The complete list of strategies can be found in Appendix A.

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

... meet students where they are

- Provide targeted interventions and counseling services for students who are disproportionately impacted, first-generation to college, and/or low-income to connect with students early and often, provide career and educational planning, identify barriers and provide resources and solutions, and provide a regular contact for students throughout their time at the college. (Counseling Support Services)
- Expand resources and deepen career planning experiences for students in their first year through self-exploration using the Career Coach tool, career counseling sessions, career spot videos, instructor videos, etc. (Enter the Path Workgroup)
- Expanding hours for online services to include late night and weekend hours; allowing more access for students having childcare and transportation issues. (STEM Learning Center and Writing Center)

... create community

- Academic and Career Pathways (ACP) Success Teams will provide intentional community connections and points of contact and support for students throughout their educational journey to increase persistence and completion. (ACP Success Teams)
- Building connections for students with community organizations to ensure there is a “warm handoff” to ensure their long-term personal and academic success. (Campus Assessment, Resources, and Education [CARE] Program)
- Intercollegiate Athletics team, Club Sports, and Intramurals; Student Success Team focused on the personal and academic success of Student Athletes, particularly those who are disproportionately impacted. (Athletics & Intramural Sports)

... dismantle systems of inequity

- Implement student-centered course scheduling to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. (Guided Pathways)
- Increase alignment of career education programs to industry-recognized certifications and accreditation, including capstone certifications and credit for prior learning assessment. (Strong Workforce)
- Increase DEI staffing through recruitment, retention, and development strategies (Human Resources)
- As part of the Program Review process, authors are asked to identify equity gaps in their data and to provide goals and action plans aimed at reducing or closing gaps. (Institutional Program Review)
- Implementation of Academic Success Coaching (ASC) at the Community Learning Center for noncredit courses will connect coaches within the classroom experience via mini workshop modules designed to assist students with the classroom environment and mastering college success skills. (Tutoring & Academic Support Center [TASC])
- Students impacted by incarceration are given access to resources unique to their experiences so they can achieve their personal and educational goals. The program is a member of the Rising Scholars Network, an initiative of California's community colleges aimed at increasing higher education access and success for incarcerated and formerly incarcerated students. (Transitions Program)

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

... provide workforce solutions

- Partner with local employers and K-12 districts to create and promote STEM pathways that students, especially DI students, can access through dual enrollment participation. (Dual Enrollment)
- Provide paid internship opportunities with the community. (Strong Workforce)
- Facilitate the alignment of student learning outcomes to core competencies in order to provide students with 21st Century skills necessary for success in the global workplace. (Outcomes Assessment Committee)

... prepare students to be active global citizens

- Foster Intercultural Competence and other competencies needed for global workforce (International Education Advisory Committee)
- Gain tools, knowledge, and/or skills to support future behavioral choices that align with their goals; Articulate the impact of their behavior on others from an equity-minded perspective. (Student Conduct)
- Increase co-curricular opportunities for students that enhance inclusion and cross-cultural competence. (Outreach, Enrollment and Retention)

... provide opportunities for cultural enrichment

- The Social Justice and Equity Center provides space for students to engage the greater community to advocate for access to and success within higher education while

promoting a more understanding and welcoming campus culture for socially marginalized groups and peoples, with the ultimate objective of creating social justice and equity in our communities. (Student Equity Department)

- Create/enhance space on campuses that support collaboration between the College, the community, local schools, businesses and industry and provides opportunities for collaboration, community building, and cultural enrichment such as the enhanced Board Room (Facilities)

GOAL 3: MiraCosta College will foster academic excellence by:

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

- Establish the Cultural Curriculum Collective, a professional learning program that focuses on data and helps transform faculty pedagogy, syllabi, and course materials through an equity framework. (PADEI, HR, Equity, Academic Senate, President's Office, C3TLC)
- Identifying and promoting innovative and effective practices for equity-minded online instruction; Providing an array of support options (workshops, resources, peer mentors, PROJECT certification programs, etc.) for faculty to use the MiraCosta Online Class Quality Guidelines when designing, teaching, and enhancing online classes to improve student equity and success. (Online Education)

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

- Involve students in clubs and organizations, student government and other activities. (Student Life and Leadership)
- Service learning is a form of experiential education that partners academic instruction with community service. Students learn through participation in thoughtfully organized service activities that are course relevant and meet actual community needs. (Service Learning)
- Teaching in the context of careers helps instructors intentionally create curriculum that increases visibility and engagement with community partners such as industry, non-profits, government, etc. (Contextualized Teaching and Learning Program)
- Peer Educator program focused on bringing classroom learning and real world experience by providing intentional professional development for students interested in the mental health or social work profession. (Health Services)

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

- Develop and offer sessions that foster equity. Recent examples include convocation sessions with Dr. Pedro Noguero and Dr. Veronica Keiffer-Lewis (PADEI, DeqCC, HR, Equity, President's Office, PDP)
- The Letters faculty and Writing Center cooperatively run a community of practice for faculty so that embedded tutors can be integrated into writing courses in ways that build community in the classroom. This has included sharing resources to reduce linguistic bias as well as creating new ways of embedded tutoring to work in asynchronous environments. (Writing Center)

GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that:

... invest in our employees to reach their full potential

- SI Leaders and Mentors have also been provided opportunities to attend and present at local conferences which helps in their professional development at MiraCosta and beyond. (Supplemental Instruction)
- Balancing online and on-campus working and learning for the future. (Human Resources)
- Leadership development through collaboration with University of Southern California Race and Equity Center (Human Resources)

... maintain a sustainable and transparent financial model

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

... reduce the environmental impact of our physical resources

- Purposeful allocation of resources, making strategic investments in technology and facilities, and developing sustainable design practices to create a supportive, financially responsible, and environmentally conscious learning environment (Facilities)
- The Learning Centers are integrating spaces at all branch campuses to provide a consistent source of support for students. This model can be more sustainable and allow for additional collaboration between permanent and temporary staff to build their skills and abilities related to student support. (Learning Centers)

VI. MEASURING PROGRESS ON THE EDUCATIONAL MASTER PLAN

The Educational Master Plan will be revisited annually over the six years of the Long-Term Planning Framework to evaluate progress toward meeting the Institutional Goals outlined in the framework and to ensure the currency and relevancy of each strategy in supporting those goals. This evaluation will involve reviewing key data dashboards, including, **but not limited to** the Guided Pathways Cohorts, Course Success and Retention, Core Competencies, Enrollment Management, Student & Employee Demographics, Workforce & Career Education, and Award Completion & Transfers to universities. All data will be analyzed using an equity lens, paying particular attention to measures of disproportionate impact. The College Council is responsible for overseeing that annual review.

In addition, the academic, support services, and administrative departments play a central role in college-wide planning and budget development through the program review process. 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.

VII. FUTURE FOCUS AND ADAPTIVE PLANNING

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

A. Future Focus

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

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

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

B. Adaptability and Planning

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

During the spring 2022 semester, MiraCosta will be building on the fall futures training by developing a number of two-curve models that may include – but are not limited to –

the future of learning, equity, the college, students, higher ed and the community. Once those curves are developed, they will be included in an appendix in an updated version of this document.

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

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

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

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

APPENDIX A

CURRENT INSTRUCTIONAL AND EDUCATIONAL SUPPORT STRATEGIES
ADDRESSING INSTITUTIONAL GOALS

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

GOAL 1: MiraCosta College will provide equitable access, enhance student success and close equity gaps by deploying strategies that meet students where they are; create community; and dismantle systems of inequity.		
Department/Program/ Committee/Group	Strategy	Other plan(s) containing strategy
Academic and Career Pathways (ACP) Success Teams	<ul style="list-style-type: none"> Implement, scale, and institutionalize holistic, high-touch student support through ACP Success Teams to close equity gaps for first-time to college Black/African American, Latinx, and Adult student populations. Specifically: <ul style="list-style-type: none"> Provide intentional First Year experience to assist students with career and education planning. Provide intentional community connections and points of contact and support for students throughout their educational journey to increase persistence and completion. Identify permanent staffing solutions for ACP Success Teams Monitor which program every student is in and how far along the student is toward completing the program requirements. 	
Administrative Services/BPC	<ul style="list-style-type: none"> Redesigned resource allocations to enhanced student success and close equity gaps by including equity metric in the resource allocation scoring rubric Assist in the development and approval of grants targeted to improve student success and community needs Implementation of Planet Bids and Workday that will provide greater access to college contracts for S/HUBE entities 	
Co-Curricular Learning Opportunities and Holistic Student Success (Student Affairs)	<ul style="list-style-type: none"> Campus Assessment, Resources, and Education (CARE) program: Focused on student basic needs by: <ul style="list-style-type: none"> Embracing a holistic and seamless approach to student learning and success; Connection to community resources in the areas of childcare, food, employment, financial, health/medical, housing, legal aid, mental health, technology, and transportation; Building connections for students with community organizations to ensure there is a “warm handoff” to ensure their long-term personal and academic success. Athletics & Intramural Sports: Intercollegiate Athletics team, Club Sports, and Intramurals; Student 	

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	<p>Success Team focused on the personal and academic success of Student Athletes, particularly those who are disproportionately impacted.</p> <ul style="list-style-type: none"> • All Student Affairs Departments: Intentional hiring practices to ensure that we hire faculty, staff, and administrators who reflect the diversity of the student population with the intention to create community and ultimately close the equity gap 	
Counseling Support Services (Academic Counseling, EOPS, DSPS, Transfer Center)	<ul style="list-style-type: none"> • Provide advising and counseling services to MiraCosta's service area including outreach and advising/counseling services to local high schools. • Provide targeted interventions and counseling services for students who are disproportionately impacted, first-generation to college, and/or low-income to connect with students early and often, provide career and educational planning, identify barriers and provide resources and solutions, and provide a regular contact for students throughout their time at the college. 	
Dual Enrollment	<ul style="list-style-type: none"> • In collaboration with local high school districts, develop and implement intentionally structured dual enrollment pathways for historically marginalized high school student populations to increase access and create a college-going culture. • Use data to guide conversations with local K-12 leaders to refocus dual enrollment course offerings and recruitment efforts on equity. • Enhance student success in dual enrollment through embedded tutoring, dedicated counseling, and peer mentorship resources. • Embed career and college planning resources for high school students taking dual enrollment program. 	
Enter the Path Workgroup	<ul style="list-style-type: none"> • Implement comprehensive intake for all new, incoming students to identify student needs early on and connect students to resources as necessary. • Develop differentiated orientations/onboarding experiences for students. • Expand resources and deepen career planning experiences for students in their first year through self-exploration using the Career Coach tool, career counseling sessions, career spot videos, instructor videos, etc. 	
Facilities	<p>Designing, constructing and upgrading facilities to ensure equitable access, enhanced student success and closing equity gaps by creating spaces for community and community building</p> <ul style="list-style-type: none"> • Creating academic hub spaces, tutoring areas and group study areas • Designing of the Equity Village • Creating space for student art and other items that will provide a sense of community and reflect the diverse population of MiraCosta College • Completion of architectural barrier removal projects such as path of travel improvements, ADA parking and EV stations, creation of location rooms, and Gender Inclusive restrooms 	

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Guided Pathways Implementation	<ul style="list-style-type: none"> Clearly map programs for students by providing semester-by-semester course sequences that lead to specific transfer and career goals. Create and promote academic maps for different student populations (day students, evening students, part-time, working adults, etc.). Explore student case management and advising processes and implement a technology solution for proactive student advising and early alert to provide just-in-time support. Help students complete “gateway” Math and English courses in their first year and provide support to DI populations. Implement student-centered course scheduling to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. 	
Institutional Program Review	<ul style="list-style-type: none"> IPRC regularly reviews the Program Review prompts to ensure that Program Reviews align with the College’s mission, vision, values, goals, and commitments. As part of the Program Review process, authors are asked to identify equity gaps in their data and to provide goals and action plans aimed at reducing or closing gaps. 	
International Education Advisory Committee	<ul style="list-style-type: none"> Increase student access to and participation in International Education through Virtual International Exchanges (VIE) and short-term Study Abroad <ul style="list-style-type: none"> Ongoing monitoring and implementation of strategies to address equity gaps Expand outreach and communication with students (develop a presence in Engage with a badging system, and co-curricular transcript) Fundraise to support scholarships and programming (payroll giving is already in place) 	
Online Education	<p><u>Current Online Ed Plan:</u></p> <ul style="list-style-type: none"> Establish online education programs and resources within a comprehensive web-based environment. Engage students in effective supports for success in online education. <p><u>Planned:</u></p> <ul style="list-style-type: none"> Identify and promote online and/or zero-cost program pathways that the college commits to offering in a meaningful, consistent manner. Informed by data, continuously innovate, evaluate, and increase effectiveness of online student support resources and services, especially in support of disproportionately impacted student populations. Research the impacts of adoption of Open Educational Resources (OER) and Zero Textbook Cost (ZTC) course materials at MiraCosta. 	Online Education Plan
Outcomes Assessment Committee	<ul style="list-style-type: none"> Focus on developing and assessing student learning outcomes that promote equity in the classroom and within student support services. 	

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STEM Learning Center	<ul style="list-style-type: none"> Expanding hours for online services to include late night and weekend hours; allowing more access for students having childcare and transportation issues to meet students where they are. This includes balancing support for on-campus and online student demand. Creating and implementing the Spark program for students impacted by AB-705, which allows students in math/science classes to have a supportive place to learn study tips, best practices for success in STEM courses, and review pre-requisite knowledge and skills in a supportive environment with in-person interventions from Learning Coaches. Expand Embedded Tutoring for first-level math courses and first course in sciences as well. These create stronger community experiences as students have a direct connection to other support services as well as additional support inside the class. Merging the spaces and staff in STEM and MLC to provide more access to tutors and provide opportunities for those in multiple subjects to assist students in more than one center. 	
Strong Workforce Program	<ul style="list-style-type: none"> Develop learning resources and support for career education students fluent in languages other than English Increase alignment of career education programs to industry-recognized certifications and accreditation, including capstone certifications and credit for prior learning assessment Expand career education student ambassador program to sustainably represent each career education program and our diverse student population. Support developing more and better career education pathways in traditionally underserved communities from high school to MCC Proactively outreach to disproportionately impacted populations to retain in career education pathways 	
Student Equity Department	<ul style="list-style-type: none"> In addition to the charge of implementing goals identified in the 2019-2022 Student Equity Plan, the department focuses on creating community and raising awareness around the experiences of marginalized groups through planning of monthly history and heritage month activities 	
Supplemental Instruction	<p>For historically difficult courses:</p> <ul style="list-style-type: none"> Provides students the opportunity to work with a peer facilitator in group study sessions Students build study skills, understand difficult course concepts and create a community with their peers outside of class. SI Leaders develop session plans geared toward group collaboration and active learning for all students in the course. The SI Leaders are mentored by an experienced SI Leader and also their faculty members to help create open and inviting learning environments for their students. 	

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	<ul style="list-style-type: none"> • SI Leaders build rapport with students that helps them recommend additional support services so students can achieve academic success. • The SI Program works closely with the Learning Centers and sometimes share student staff that work as both tutors and SI Leaders. This is very helpful to students as they can find their SI Leader/tutor in multiple instructional areas and further build their network of support. 	
Transitions Program	<ul style="list-style-type: none"> • Students impacted by incarceration are given access to resources unique to their experiences so they can achieve their personal and educational goals. The program is a member of the Rising Scholars Network, an initiative of California's community colleges aimed at increasing higher education access and success for incarcerated and formerly incarcerated students. 	
Tutoring & Academic Support Center (TASC)	<ul style="list-style-type: none"> • Our outreach extended to include ASE programs via an embedded tutoring (ET) intervention specifically for Umoja, MANA, and Puente programs. This ET intervention enhanced our efforts to increase Black/African-American, Asian Pacific Islander, and Latinx student populations utilizing academic support services. Courses targeted were in Counseling and Sociology. • ET has also expanded to Career Education disciplines where DI populations reside (CSIT-Cybersecurity, Media Arts Technology, Design). • Our emerging Academic Success Coaching program continues to evolve as we provide services that unpack the “hidden curriculum” and help students transition to a comprehensive college identity. • Academic Success Coaching (ASC) is now integrated into the peer mentor component of Success Teams within the Academic & Career Pathways organizational structure focused on re-designing the student experience. Collaboration amongst multiple members of the Success Teams enables a stronger outreach and retention component of ACP vision. • The initial stage of implementing ASC at the Community Learning Center-non-credit courses is underway. This implementation will connect coaches within the classroom experience via mini workshop modules designed to assist students with the classroom environment and mastering college success skills. 	
Various	<ul style="list-style-type: none"> • Academic Success and Equity Programs: Support Academic Success and Equity Programs (ASE) that include MANA, Puente, RAFFY, and Umoja geared towards providing tailored interventions and culturally relevant services for Native Hawaiian/Pacific Islander, Latinx (Hispanic), former Foster Youth, and African American students. • Outreach, Enrollment, and Retention Activities: Continue to support outreach, enrollment, and retention strategies for DI students to increase access to the campus and success. MiraCosta has worked with K12 partners to increase the college-going 	Student Equity Plan (2019-2022)

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	<p>culture in its service area, particularly for high schools with student populations reflecting our DI populations. Strategies include early access to the college and support services for students transitioning from high school to college and increasing co-curricular opportunities for students that enhance inclusion and cross-cultural competence.</p> <ul style="list-style-type: none"> • Continue to implement AB705: In order to promote math and English completion and ensure equitable outcomes, first-in-sequence and transfer-level courses in these foundational disciplines will utilize an embedded tutoring model. 	
Writing Center	<ul style="list-style-type: none"> • Expanding hours for online services to include late night and weekend hours; allowing more access for students having childcare and transportation issues to meet students where they are. This includes balancing support for on-campus and online student demand. • Provide Embedded Tutoring for English courses required transfer-level courses. This service increases the likelihood that students will use the Writing Center; data shows that this intervention as well as use of the WC increase student success, especially for several DI populations. 	

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GOAL 2: MiraCosta College will meet identified external community needs by collaborating with community and industry partners to develop strategies that provide workforce solutions; prepare students to be active global citizens; and provide opportunities for cultural educational enrichment.		
Department/Program/Committee/Group	Strategy	Other plan(s) containing strategy
Academic and Career Pathways (ACP) Success Teams	<ul style="list-style-type: none"> In partnership with WBL Engage industry and community partners into ACP career fairs, panels, and other events to help students make informed major and career choices. 	
Co-Curricular Learning Opportunities and Holistic Student Success (Student Affairs)	<p>Student Conduct: Through an educational student conduct process, students will:</p> <ul style="list-style-type: none"> Understand the role of the Standards of Student Conduct in supporting our campus community, which values diversity, equity, and inclusion; Increase their knowledge of their specific rights and responsibilities as students; Gain tools, knowledge, and/or skills to support future behavioral choices that align with their goals; Articulate the impact of their behavior on others from an equity-minded perspective. 	
Dual Enrollment	<ul style="list-style-type: none"> Partner with local employers and K-12 districts to create and promote STEM pathways that students, especially DI students, can access through dual enrollment participation. 	
Facilities	<ul style="list-style-type: none"> Using a collaborative process, design, construct and upgrade facilities to meet identified external community that provide workforce solutions, prepare students to be active global citizens, and provide opportunities for cultural educational enrichment. <ul style="list-style-type: none"> Create/enhance space on campuses that support collaboration between the College, the community, local schools, businesses and industry and provides opportunities for collaboration, community building, and cultural enrichment such as the enhanced Board Room Newly constructed and/or renovated CTE/WD facilities support programs that are business and industry-relevant and responsive to local workforce needs Strong workforce computer lab, Health and Wellness Hub, Chemistry-Biotechnology Building 	
Guided Pathways Implementation	<ul style="list-style-type: none"> Provide information to students on regional labor market needs for specific careers, for which our academic programs prepare students. Implement and market the Career Coach tool to allow students explore careers and labor market data on their own. 	
International Education Advisory Committee	<ul style="list-style-type: none"> Establish and maintain International partnerships with other institutions Promote further faculty exchange through Fulbright Scholars or other programs Foster Intercultural Competence and other competencies needed for global workforce <ul style="list-style-type: none"> Expand co-curricular programming Explore virtual business exchange 	

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	<ul style="list-style-type: none"> ○ Pursue local internships with international businesses 	
Outcomes Assessment Committee	<ul style="list-style-type: none"> • Facilitate the alignment of student learning outcomes to core competencies in order to provide students with 21st Century skills necessary for success in the global workplace. 	
Strong Workforce	<ul style="list-style-type: none"> • Establish paid internship opportunities within the community • Develop and improve career education programs, especially in entrepreneurship, computer science, cybersecurity, biotechnology, engineering technology, and supply chain management, meeting in-demand, high-wage careers in north San Diego county 	
Student Equity Department	<ul style="list-style-type: none"> • The Social Justice and Equity Center provides space for students to engage the greater community to advocate for access to and success within higher education while promoting a more understanding and welcoming campus culture for socially marginalized groups and peoples, with the ultimate objective of creating social justice and equity in our communities. 	
Various	<ul style="list-style-type: none"> • Outreach, Enrollment, and Retention Activities (also listed under a different goal) Strategies include: <ul style="list-style-type: none"> ○ early access to the college and support services for students transitioning from high school to college and ○ increasing co-curricular opportunities for students that enhance inclusion and cross-cultural competence. 	Student Equity Plan 2019-22

GOAL 3: MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world.		
Department/Program/Committee/Group	Strategy	Other plan(s) containing strategy
Co-Curricular Learning Opportunities and Holistic Student Success (Student Affairs)	<ul style="list-style-type: none"> • Student Life & Leadership Department: Student Club and Organization involvement; Associated Student Government; Chariot News Media; Phi Theta Kappa (Honor Society); Emerging Leaders Institute; Assessment of AAC&U Core Competencies for Student Leadership programs (e.g. Competencies such as Teamwork, Oral Communication, Written Communication, etc.); Co-curricular Transcripts, including events and training in the areas of: Cultural Awareness, Cultural Responsiveness & Cultural Humility through Identity Development; Civic Engagement & Advocacy; Service & Community; Personal Development; Critical and Creative Thinking & Expression • Health Services: Provide medical and mental health services needed to keep students on the path to their personal and academic success; students can meet with a nurse, nurse practitioner, and/or mental health counselors; mental health counseling is available to students for individual, relationship, family, and group counseling; workshop series aimed at aiding students in strengthening their learning environment by focusing on personal and professional strategies to help them grow and succeed in college; Peer Educator program focused on bringing classroom learning and real world experience by providing intentional professional development for students interested in the mental health or social work profession. 	
Contextualized Teaching and Learning Program	<ul style="list-style-type: none"> • Teaching in the context of careers helps instructors intentionally create curriculum that increases visibility and engagement with community partners such as industry, non-profits, government, etc. • Instructional partnership with Service Learning program for community engagement and employment opportunities • Instructional partnership with Internship program for work experience • Instructional partnership with Work Based Learning initiative through a Community of Practice that engages faculty with student services that have formal ties to the community • Instructional partnership with Virtual International Exchange program that provides opportunities within courses for remote learning in a global context • Instructional partnership with Honors Scholar Program that provides real world undergraduate research and conference presentation opportunities 	

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	<ul style="list-style-type: none"> Professional development for teaching in the context of equity, work based learning, and careers through workshops and communities of practice Learning Communities - Development of an inclusive educational environment that promotes deeper and richer learning through cohort enrollment, integrated curriculum, and strong partnerships between instruction and student services. 	
Dual Enrollment	<ul style="list-style-type: none"> Provide professional development to faculty teaching dual enrollment courses with the focus on equity, culturally inclusive pedagogy, and approaches to teach high school population. 	
Enter the Path workgroup	<ul style="list-style-type: none"> Provide professional development to instructional and counseling faculty on equity-minded career planning; develop ready-to-use resources on possible career lessons that can be embedded in the classroom. 	
Facilities	<p>Design, construct and improve facilities to create/enhance the teaching and learning environment, support co-curricular activities, and are flexible enough to respond to the needs of a changing world</p> <ul style="list-style-type: none"> Ensure early and consistent involvement of a diverse group of internal and external stakeholders and subject matter experts throughout the design process for all construction and remodel projects on each campus 	
Guided Pathways Implementation	<ul style="list-style-type: none"> Review and better align program learning outcomes with employment and further education. Offer professional development to faculty to support such review. Collaboratively review CCSSE results related to student engagement and design professional learning for faculty and staff based on survey findings. Expand the integration of applied learning opportunities into ACPs and applicable coursework within each major. Work with Instructional Faculty Liaisons to engage more faculty into this work. 	
Human Resources	<p>Student Success and Equity (draft strategy)</p> <ul style="list-style-type: none"> Support 3-5 year implementation and sustainability plan Respond to Campus Climate Survey Enhance and increase professional development DEI programs for all employees that are responsive to a changing world 	
Institutional Program Review	<ul style="list-style-type: none"> Provide ongoing professional development opportunities to enhance the robust reflection of a Program Review. Identify Program Reviews that can serve as models to other programs. With the collaboration of Budgeting Planning and Outcomes Assessment, identify areas of strength and areas of improvement in Program Reviews. 	
International Education Advisory Committee	<ul style="list-style-type: none"> Expand and increase the impact of international education across the curriculum <ul style="list-style-type: none"> Establish a Program Coordinator position to oversee implementation of VIEs, Study Abroad, faculty development, and completion of International Education Committee goals 	

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	<ul style="list-style-type: none"> ○ Support ongoing faculty development in international education through participation in conferences including the Community Colleges for International Development (CCID), California Colleges for International Education (CCIE) ○ Provide virtual international exchanges (VIE) at a scale that allows for wide engagement and participation ○ Provide resources and guidance to faculty seeking to develop short-term study abroad programs ○ Expand co-curricular activity opportunities for students and faculty (VIEs, speakers, programs, etc.) 	
Online Education	<p><u>Current Online Ed Plan:</u></p> <ul style="list-style-type: none"> • Enhance support and clarify procedures for faculty involved in online education. <p><u>Planned:</u></p> <ul style="list-style-type: none"> • In partnership with the Academic Senate, C3 Teaching & Learning Center, PDP, and academic departments, continue to support faculty teaching online through: <ul style="list-style-type: none"> ○ Hiring the instructional designer position approved through program review in 2020 ○ Identifying and promoting innovative and effective practices for equity-minded online instruction ○ Providing an array of support options (workshops, resources, peer mentors, PROJECT certification programs, etc) for faculty to use the MiraCosta Online Class Quality Guidelines when designing, teaching, and enhancing online classes to improve student equity and success ○ Collaborating on faculty and student support initiatives for online education within specific disciplines, departments, ACPs, student equity programs, etc. ○ Updating and effectively deploying the MiraCosta DE Handbook as a key resource for faculty teaching online • Continually assess the effectiveness of MiraCosta's online education technology environment, and make enhancements as needed. Establish guidance for evaluating, selecting, and implementing online education technologies, at any level from institution-wide to faculty/course-specific. • Identify, promote, and support promising and effective practices for faculty when implementing OER/ZTC resources. 	Online Education Plan
Outcomes Assessment Committee	<ul style="list-style-type: none"> • Expand recruitment of faculty across disciplines and student services professionals to support and encourage participation in the core competency assessments. • Develop and streamline the reporting process for core competency assessments so that data can be easily input and disaggregated. 	

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	<ul style="list-style-type: none"> • Provide ongoing professional development opportunities to promote transparency in teaching and learning. • Provide ongoing professional development opportunities to develop equity-minded and culturally relevant outcomes and assessments. 	
PADEI, DeqCC HR, Equity, Pres. Office	<p>Convocation Sessions Fostering Equity:</p> <ul style="list-style-type: none"> • Dr. Pedro Noguero • Dr. Veronica Keiffer-Lewis 	
PADEI, HR, Equity, Academic Senate, Pres. Office	<ul style="list-style-type: none"> • Academic Senate - passed a resolution to Support the Development of an Ethnic Studies Department on February 19, 2020, that directed the following work: <ul style="list-style-type: none"> ○ Support the creation of a faculty led workgroup that will develop a plan to create an Ethnic Studies program that is sustainable. • Academic Senate - passed a resolution on Black Lives Matter and Call to Action on June 25, 2020, that directed the following work: <ul style="list-style-type: none"> ○ Work with Administration to create a Student Conduct and Police Advisory Committee ○ Commitment to reviewing policies and practices within its purview through a race-conscious and anti-racist lens. ○ Establish the Cultural Curriculum Collective, a professional learning program that focuses on data and helps transform faculty pedagogy, syllabi, and course materials through an equity framework. Faculty also develop culturally relevant resources. ○ Work with Courses and Programs to review degree and graduation requirements through an equity and anti-racist framework. • Collaboratively selected books for campus wide reading and discussion. Provided books to employees and hosted 4 separate discussion/learning events on: <ul style="list-style-type: none"> ○ Sentipensante - Dr. Laura Rendon ○ So you Want to Talk About Race? Ijeoma Oluo ○ How to be an Antiracist-Ibram X. Kendi 	
Service Learning	<ul style="list-style-type: none"> • Service learning is a form of experiential education that partners academic instruction with community service. Students learn through participation in thoughtfully organized service activities that are course relevant and meet actual community needs. 	
STEM Learning Center	<ul style="list-style-type: none"> • Required training for tutors includes components relating to equity and cultural competence, as well as understanding microaggressions, communication styles, and a connection with the Black Community Ally Training. The goal is to have a learning environment that is welcoming and safe for all students. • The STEMLC will promote connections between our supported courses and additional opportunities for undergraduate research, workshops and special events, and job opportunities both at MCC and outside. 	
Strong Workforce	<ul style="list-style-type: none"> • Promote professional development in culturally relevant teaching and learning practices for career education programs 	

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	<ul style="list-style-type: none"> • Support ongoing instructional design improvement in career education programs for improved online learning • Develop a sustainable model of work-based and contextualized learning opportunities across all disciplines, including professional development, coordinated learning activities, communities of practice, and colleague-to-colleague support 	
Student Equity Department	<ul style="list-style-type: none"> • The Social Justice and Equity Center through several programming efforts, provides opportunities for faculty to present interactive workshops around issues related to social justice and equity. This strategy provides additional learning environments beyond the classroom on critical and contemporary issues related to social justice and equity. 	
Supplemental Instruction	<ul style="list-style-type: none"> • SI Leaders participate in training that includes collaboration strategies, group learning techniques, Socratic methods of facilitation and how to work with their faculty member to encourage student participation in SI sessions. 	
Tutoring & Academic Support Center (TASC)	<ul style="list-style-type: none"> • CRLA International Tutor Certification Training is the foundation that all tutors receive throughout the academic year. Embedded within this training are new modules that attend to cultural proficiency/humility in an online environment. Professional development opportunities are focused on Student Equity program activities. Specific conferences and organizations (ACTLA) integrating anti-racism structures and tutoring/learning assistance are made available to all employed tutors/coaches. • Graduate interns provide leadership and mentoring for tutors as well as program development. • Academic Success Coaches receive additional training utilizing empathic practices that develop student resiliency, identity, and excellence. 	
Various	<ul style="list-style-type: none"> • Equity-focused and scaled Guided Pathways framework: Using leading indicators based on guided pathways momentum points, continue to proactively design and deploy key components of a guided pathways framework with a particular focus on areas where students are not progressing in their academic journey and on scaling the practices to ensure that all students in disproportionately impacted groups are supported. • Culturally sustaining pedagogy in the classroom: Create intentional opportunities to integrate cultural perspectives into the learning experiences. Research shows that culture is central to not only communication and receipt of information, but also in shaping learning. Utilizing Student Equity categorical funds and partnering with other grants to intentionally create professional development opportunities for MiraCosta community members to attend equity related conferences and trainings to increase learning around culturally sustained pedagogies and contextualized learning. 	Student Equity Plan 2019-22

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	<ul style="list-style-type: none"> • Academic Success and Equity Programs (also listed under a different goal): ASE programs provide dedicated counseling, learning communities, culturally relevant curriculum and connection to instructional faculty, and critical skills in the areas of financial literacy, time management, coping skills, and educational planning. 	
Writing Center	<ul style="list-style-type: none"> • The WC in integrating antiracism into its hiring practices, training processes, and mission statement as demonstrable ways of increasing equity. This includes creating WC Insiders which offers ASE faculty and their students insights into WC hiring to demystify the process. For training, it includes practice in responding to microaggressions as staff build rhetorical resources they can use while working with student writers. • The Letters faculty and Writing Center cooperatively run a community of practice for faculty so that embedded tutors can be integrated into writing courses in ways that build community in the classroom. This has included sharing resources to reduce linguistic bias as well as creating new ways of embedded tutoring to work in asynchronous environments. • Peer writing consultants provide and engage in multimedia presentations through the Southern California Writing Centers Association Showcase. This deepens learning as well as connecting MCC students with many public and private transfer institutions. • Learning coaches engage in conferences in a variety of ways which allow them to both learn and present about ways of building equity, reducing master narratives through self-reflection and innovation, and maintaining currency in the fields of writing and tutoring. 	

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GOAL 4: MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources by deploying strategies that invest in our employees to reach their full potential; maintain a sustainable and transparent financial model; and reduce the environmental impact of our physical resources.		
Department/Program/Committee/Group	Strategy	Other plan(s) containing strategy
Administrative Services/BPC	<ul style="list-style-type: none"> Improved transparency regarding resource allocation process by communicating at each step of the resource request prioritization process Allocating college resources to support scheduled maintenance and instructional materials needs when funding was not provided by state 	
Dual enrollment	<ul style="list-style-type: none"> Identify resources for robust support of the Dual Enrollment program. 	
Facilities	<ul style="list-style-type: none"> Purposeful allocation of resources, making strategic investments in technology and facilities, and developing sustainable design practices to create a supportive, financially responsible, and environmentally conscious learning environment <ul style="list-style-type: none"> College projects meet LEED Silver building certification at a minimum, and are designed to reduced environmental impact and meet the sustainability goals of the college Total Cost of ownership is factored into the design and specification process for each project to reduce ongoing operational costs Building technology and infrastructure meet the current programmatic requirements and are designed to be flexible to meet evolving needs 	
Human Resources	<ul style="list-style-type: none"> Balancing Online and On-campus working and learning for the future (draft strategy) <ul style="list-style-type: none"> Enhance online learning and technology endeavors (online certifications) Provide for the future of learning and working through a flexible, balanced work environment Safe Campus Academic Impressions Participation in USC Race & Equity Center Leadership Alliance Leadership Development through USC -Estela Bensimon Student Access (draft strategy) <ul style="list-style-type: none"> Invest in new programs: ethnic studies, economic recovery and workforce development programs Invest in existing instructional programs to expand as needed: automotive, biomanufacturing, health care (short and medium term), and noncredit vocational Support enrollment management plan and educational master plan Student Success and Equity (draft strategy) <ul style="list-style-type: none"> Support 3-5 year implementation and sustainability plan Increase DEI staffing through recruitment, retention, and development strategies 	
Institutional Program Review	<ul style="list-style-type: none"> Enhance resources that will assist in the execution of the Program Review process. Create and implement the new process for academic and nonacademic program review validation. 	

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	<ul style="list-style-type: none"> • Create a new Program Review handbook that correlates with Campus Labs. • Provide ongoing Campus Labs tutorial videos. • Provide an ongoing academic year Program Review timeline. • Program Reviews that can serve as models to others. • IPRC has volunteered mentors to support our Program Review authors. 	
International Education Advisory Committee	<ul style="list-style-type: none"> • Increase virtual opportunities as a sustainable method to foster wide access to international education experiences • Maintain a vibrant and self-sustaining international student program 	
Learning Centers	<ul style="list-style-type: none"> • The Learning Centers are integrating spaces at all branch campuses to provide a consistent source of support for students. This model can be more sustainable and allow for additional collaboration between permanent and temporary staff to build their skills and abilities related to student support. 	
Online Education	<p><u>Current Online Ed Plan:</u></p> <ul style="list-style-type: none"> • Ensure Online Education is in compliance with external regulations. <p><u>Planned:</u></p> <ul style="list-style-type: none"> • Implement processes to ensure compliance with regulations related to state authorization to offer distance education to residents of other states. • Enhance resources and support to help faculty develop online courses that comply with accessibility regulations. 	Online Education Plan
Strong Workforce	<ul style="list-style-type: none"> • Expand computer lab space for computer science and computer systems and information technology courses • Support expansion of research and planning resources for improved evidence-based decision-making • Expand internal stakeholder knowledge of career education pathways that lead to in-demand, high-wage careers for better advising of students 	
Supplemental Instruction	<ul style="list-style-type: none"> • The SI Program recruits MiraCosta College students to become SI Leaders. Faculty who work with the SI program recommend their own students to work with them in future semesters. • Further, SI Leaders have the opportunity to transition into SI Mentors. The SI Mentors help new and returning SI Leaders develop in their roles as facilitators and also help the Program Supervisor develop training for the SI Leader team. • SI Leaders and Mentors have also been provided opportunities to attend and present at local conferences which helps in their professional development at MiraCosta and beyond. 	
Tutoring & Academic Support Center (TASC)	<ul style="list-style-type: none"> • Learning coaches, Administrative support, classified para-professionals, and Faculty reside across the district virtually and on-ground to deliver competent and holistic service delivery. 	

RECOMMENDED RANKINGS OF FULL-TIME FACULTY REQUESTS-Draft

Academic Affairs Hiring Taskforce

October 1, 2021

In this hiring cycle, 9 departments requested a total of 10 replacement and growth full-time faculty positions. Many strong rationales for full-time faculty hires were submitted and well-justified, but only an estimated 4 to 5 positions are to be funded. The subcommittee discussed a deep commitment to all positions being funded, especially within those departments requesting replacements that ranked lower. Members of the AAC hiring subcommittee read each full-time faculty hiring plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration detailed in the AAC Hiring Guide rubric provided to plan authors. On October 1, 2021, the subcommittee met and shared their request ranking order, engaged in robust discussion of the justifications provided by the plan authors, and the potential for each request to positively impact the campus community. The subcommittee's rationales for ranking are provided for each of the ten requested positions. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

The subcommittee members (listed below) were unanimous in the following prioritization of the faculty hiring requests.

Shafin Ali, Economics

Daniel Ante-Contreras, Letters

Adrean Askerneese, Counseling

David Bonds, Mathematics

Claudia Flores, Child Development

Jonathan Fohrman, acting VP Instruction

Yana Gardiner, Nursing and Allied Health

Tricia Hoste, Non-Credit ESL

Stacey Hull, Biology

Dave Massey, Dance

Lauren McFall, Library

Thong Nguyen, Chemistry

Kris Peck, Student Accessibility Services

Beth Powell, Mathematics

Steve Torok, Music

Richard White, Computer Studies and Information Technology

Alketa Wojcik, VP Student Services

1. Ethnic Studies: (Growth)

After creation of a new Ethnic Studies program at MiraCosta College, which demonstrates the commitment of the college values toward diversity & equity centered career pathways, a full-time instructor position is necessary to ensure that this new program is established and grown effectively. Currently, only associate instructors are teaching courses in ethnic studies, and the new hire will be the only full-time faculty member to develop this new program. This new hire will be expected to increase student success by expanding ethnic studies courses, teaching current courses, and aligning program goals with the new state requirements for students to complete coursework in ethnic studies in order to graduate.

2. Child Development: (Replacement)

The Child Development full-time faculty hire request will serve as a replacement for a senior faculty member with 21 years of experience at the College. Many of the foundational endeavors associated with the Child Development Center and linked to the department

(including inclusive classroom practices, project-based learning, natural playscapes, and connections with numerous California Department of Education initiatives) require continued full-time faculty leadership provided by this proposed hire. The request is directly related to the department's efforts in support of the College's Mission and Institutional Goals of closing equity gaps (Goal 1), collaborating with community and industry partners (Goal 2), and bridging classroom learning and real-world experiences (Goal 3). It is also consistent with key elements of the College's Long-Term Planning Framework (2020-26) linking mission, vision and commitment, and values to goals and strategies.

Specifically, this full-time hiring request will allow the department to better support the needs of more diverse learners, improve retention and success rates, strengthen online course offerings, develop new courses, credential programs, and provide greater connections with those populations who receive more comprehensive student support (e.g., Puente, RAFFY, Umoja, MANA and UPRISE). In addition to the department's efforts to support under-served populations of students, this replacement position will allow the department to place additional focus and emphasis on closing equity gaps and strengthening our participation in and contributions to the Strong Workforce initiative.

Multiple sections of key CHLD GE and transfer courses will not have a full-time faculty presence and state education initiatives and associated curriculum development will be more difficult to complete without the proposed hire. The 2019-20 Program Review documented the continued imbalance of the associate to full-time faculty ratio (80%/20%), with only three full-time colleagues teaching 100% due to the reassigned time associated with the Department Chair and Center Director. The need to update all 22 courses to align with the newly developed CDE Master Plan for Early Learning and Care specific to workforce competencies, incentivizing career pathways, and implementing support program standards will require the leadership of this requested full-time colleague.

3. Computer Science: (Replacement)

This full-time faculty hire is intended to replace June Porto, who retired in December 2019. Besides focusing on advanced/capstone courses (primarily CS113: Basic Data Structures and Algorithms), as well as a new Software Engineering course, the new hire (with significant industry experience) will address equity-gaps in terms of retention/success of African-American/Black, Chicanx/Latinx, and Pacific Islander students, as well as the diversity/inclusion of those student populations, while they persist through the department's main courses (those for transfer and certificate/associate degrees): CS101: Intro to CS Principles, CS111: Intro to CS I - Java, CS112: Intro to CS II - Java, CS113: Basic Data Structures and Algorithms, CS220: Computer Architecture and Assembly Language and avail five new sections of mostly advanced courses from Spring 2022 (CS113, CS112, CS151: Advanced C++ Programming, CS138: Programming with Python). Leadership will be provided to help build further internships (the CS department is a "Level Two Preferred Provider" of a regional working group "Advancing San Diego") in a workforce with a 90% demand-supply gap. Besides strong job training, the CS department's course content,

curriculum and field strongly aligns with Math & Sciences (providing interdisciplinary collaborations), is the Academic and Career Pathway (ACP), and coincides with developing Student Equity Plans and Academic Success and Equity (ASE) programs. The new hire would also aid in future departmental endeavors, such as creating formal relationships with ACE programs (Umoja, Mana, and Puente), continuing to revolutionize the curriculum through innovative research-based practices (active-learning, culturally responsive pedagogy), and maintaining support of active clubs (Women in Computer Science (WiCS), Empowering Chicanx and Latinx in Exploring STEM (EChALE STEM), and CS Club) to help close equity gaps. The department has already drawn on MiraCosta's Student Equity Plan's definition of disproportionate impact (DI) and observed an overall success rate of about 59% over the period 2013-2020 for groups in CS which passed the Percentage Point Gap, with Hispanics, Black / African-American and Pacific Islanders having percentage figures of about 60%, 54% and 50% respectively. These success rates increased in 2020-2021 to about 72% overall, 63% (Hispanics), 64% (Black / African-American) and 75% (Pacific Islanders). Women of color were more successful than men of color, and experienced positive growth (from 16% during 2013-2020, to 22% during 2020-2021). The new hire will continue this proactive engaging trend.

CS experienced substantial growth in FTES in the last seven years (128%), two years (14%) and last year (5%). WSCH over the time periods 2017-2020 and 2019-2020 grew by 4.6% and 6.3% respectively. WSCH/FTET (8 years-2012 to 2020) average of 374 was 9.5% over MCC 2021 average (341). Since 2011 and through the pandemic, CS has maintained a steady growth rate (averaging 2 new sections every year), with Enrollments, Student Retention and Student Success between 2015-16 to 2019-20 increasing by 26%, 11% and 10% respectively. FTEF taught by associate faculty was 85% in 2017-2018 and 77.5% in 2018-19 (2020-21 data was not available), with the availability of qualified associate faculty being extremely limited due to competition from a high-paying industry. The new full-time hire would continue to alleviate the load that full-time faculty carry, as well as provide another leader and role-model for our current and future associate faculty.

4. Counseling-ACP Social and Behavioral Sciences: (Growth)

One of the college's critical priorities to support student success is the implementation of Guided Pathways through Academic and Career Pathways (ACPs) of which our counselors occupy a central role in creating Comprehensive Educational Plans (CSEP) for our disproportionately impacted (DI) populations (Latinx, Black/ African American, and students aged 25+). The Counseling Department is deeply committed to serving students from disproportionately impacted (DI) populations and Social and Behavioral Sciences ACP is the largest ACP in the number of students that we serve. This position will be dedicated to serving students in the Social and Behavioral Sciences ACP and will serve as the lead Counselor on the Student Success Team. This position is critical to institutionalizing ACP efforts towards closing the Equity gap in addition to providing counseling services to the general student population.

5. Nursing and Allied Health, Certified Healthcare Simulation Educator: (Growth)

Keeping up with the clinical requirements for our Nursing and Allied Health department is challenging, especially once COVID-19 occurred. Fortunately, MiraCosta College (MCC) was one of two nursing programs in the county who was able to continue the current students on the graduation track. A large part of this accomplishment was using nursing simulation as clinical hours for our students. The Board of Registered Nursing (BRN) visited MCC in September to review and accredit the nursing program. Implementation of a Simulation Curriculum Coordinator throughout the Nursing and Allied Health Department was a recommendation to meet current nursing school requirements that aid our nursing students in meeting clinical hours. Many schools have implemented simulation because clinical placements were difficult to find and caring for multiple patients to prepare students for transitioning to the practice environment cannot take place due to student-to-faculty ratios, high patient acuity, and patient safety considerations which limits their practice readiness after they graduate. It is imperative to support the investment in the new building and simulation lab with the appropriate faculty. Research conducted by the National Council of State Boards of Nursing (NCSBN) showed substantial evidence that substituting high-quality simulation experiences for up to half of traditional clinical hours produces comparable end-of-program educational outcomes and new graduates that are ready for clinical practice. A full-time faculty level presence will reduce the threat to the continued clinical success of MiraCosta nursing students due to diminishing clinical placements. This is supported by further development of simulation technology and research supporting student outcomes. This position will participate in curriculum development, expansion of simulation to all content areas, and evaluation of the simulation program

6. Counseling-Generalist: (Replacement)

This position is a replacement of a .4 Generalist/.6 IIP Counselor, though the needs of the Department may dictate this position to be a full generalist replacement instead. The general Counseling Department serves the larger student population, both credit and noncredit, and has dedicated many counselors towards special populations. This position would have dedicated hours to the non-special populations. Additional program-specific leadership responsibilities will include: Attending training specific to student learners, developing comprehensive strategies to offer both individual and group counseling services during nontraditional hours across different modalities.

This position would also collaborate across Counseling Departments (EOPS, SAS, Transfer Center, and the Career Center), Instructional partners, and various stakeholders in developing effective practices and services. It should also be noted that this backfill position would allow the department to offer another dedicated COUN100 course for our general student population.

In the Academic Year (AY) 2020, the department assisted 15,001 students in full and drop-in appointments, in AY 2021, we are on pace to exceed this number. In response to the political

and social environment, compounded with impact of COVID and the estimated 1,000+ undocumented students in credit and non-credit (per 2017-2018 data), there has been an effort to institutionalize support of undocumented students through the UPRISE program. This counselor/coordinator will work to ensure that services across the campus are delivered and programming is adjusted to serve this student population. Therefore, the department has provided a dedicated reassigned time of .50 to the full-time Counselor serving this program to serve as coordinator and counselor.

7. Philosophy: (Replacement)

This Philosophy position is a replacement for retired faculty member Dr. Louisa Moon. The Philosophy and Religious Studies (PHREL) Department consists of two totally independent disciplines – religious studies and philosophy – with separate designators, program reviews, associate faculty pools, and different ACPs. With Dr. Moon's retirement in 2020, there is currently only one full-time faculty member left teaching and managing the entire Philosophy discipline. That means 72% of FTEF for Philosophy is being taught by associate faculty. The pool of highly qualified associates is very limited because people with graduate degrees in Philosophy are highly marketable, which raises the concern that Philosophy classes will rely on sub-par instructors. This is especially concerning for upper division Phil 302 Bioethics, a requirement of the Biomanufacturing Bachelor's Degree.

Philosophy classes are very popular, and not a single section has been canceled despite a global pandemic and a move to all online learning. In 2019-2020, Philosophy enrollment went up 3.5% from the prior year, fill rate (at 91.6%) went up 1.5%, section counts (at 36) went up 2.9%, FTES went up 3.3%. With high enrollment, Philosophy students are still achieving an academic success rate of 79% (compared to MiraCosta's rate of 71.7%). Furthermore, students from all demographics are showing good success rates in Philosophy classes.

Philosophy faculty have been leaders in ACP work and equity within the Honors department. In addition, 8 classes have been converted to Zero Textbook Cost courses in the last year. A discipline that has done so much good with only 2 full-time faculty members is being cut in half. There is no way Philosophy can sustain their efforts with only 1 full-time faculty member. And, in a time when critical thinking is more important than ever, this is particularly concerning. Philosophy is an antidote against irrationality and trains the mind to think with reason.

8. Art-Painting and Drawing: (Replacement)

This full-time faculty hiring request is a replacement for the recently retired Painting and Drawing area lead in the Art Department. This area in the Art department comprises almost 30% of all courses offered. The responsibilities of the lead Painting and Drawing faculty in the Art Department are those of a core or foundational faculty member. Painting and Drawing have been and remain a mainstay of visual ideation and visual communication. This hiring request replaces a much-needed pillar of the department, and also fulfills a continuing

responsibility to teach basics of 2D composition, contemporary and traditional painting, color, value, and the navigation from three to two-dimensional representation. These are increasingly important skills for the digital economies of the future workforce and are proving so in increased demand in recent years.

In the 2019-20 academic year, 22 of 24 sections, or 91 %, of the Art Department's 24 sections of Drawing, were taught by associate faculty. Currently, these courses have a 91 % fill rate, and they account for 8.7 (23 %) of the Art Department's total 38.2 annual FTEF. Combined painting and drawing classes for 2019-2020 academic year numbered 32 total. With 2 full-time faculty teaching in these areas, 66.5% of course were taught by associate faculty. Loss of a replacement hire for the Painting and Drawing position would result in an increase to 87.5% of painting and drawing classes taught by associate faculty. As we continue to have high success rates among historically underrepresented groups of students, we also see that this may yield changes demographically as a more diverse population enters the workforce and creative sphere. This faculty lead will help guide student centered curricular updates in educational and technological shifts in visual creative industries of the present and future for our diverse student body.

This request aligns with the Art Department's commitment to a contemporary, relevant, sustainable, and equitable approach to curriculum and long-term success in transfer degree completion. Furthermore, this request aligns with broader and longer-term commitments to maintaining productive and inclusive environments that support creative pursuits at individual and community levels. This request aligns and intersects with a number of Institutional and Strategic goals at MiraCosta College particularly the commitment to maintain equitable access and enhancement of student success and cultural enrichment. Lastly, replacement of this position demonstrates an ongoing commitment to offer vibrant and robust arts programs at MiraCosta College

9. English as a Second Language (credit program): (Replacement)

Credit ESL is seeking a full-time faculty replacement for Melissa Lloyd-Jones who retired May 2021. Not replacing this hire means that the sole full-time faculty member remaining must manage the full department and its many initiatives. With only one full-time faculty member, only 4 of the ESL and English 100 ML/ESL offerings of over 30 sections total are taught by full-time faculty, resulting in a FT to PT ratio of 13% FT to 87% PT. The remaining full-time faculty member will be retiring in four to six years. Hiring a new full-time faculty replacement now would ensure that they receive the proper mentorship and support necessary through a tenure process before the next retirement. The replacement hire would be responsible for Student Learning Outcome work, expansion of classes at San Elijo Campus, and take the lead on dual enrollment. The new faculty position would also work with the Noncredit ESL department to continue to ensure curriculum alignment in efforts to transition immigrant students who have foreign degrees and seeking to advance into their professions and or further career study.

Credit ESL has been a leader in implementing the requirements of AB 705 legislation for ESL well ahead of targets, working to create a self-assessment placement instrument, ensuring students can complete the program if they start at the entry level in one year (vs. three allowed) to transition to English 100, successfully closing some equity gaps. For ESL, the law requires that students entering a Credit ESL program must have the pathway to move to Transfer English in no more than a three-year timeframe while our MCC program does so in one year or less. Credit ESL allows F1 Visa and other students on various Visas to meet their mandates to remain in the United States. Institutes for International Perspectives (IIP) students must enroll as full-time in order to maintain their status and take various ESL and other general education courses during their first year. The program's overall population serves 50% California residents (mostly Latinx), 40% out of country (International population) and 10% out of state. The program serves the "lifelong learning" mission of community colleges as well as supports students seeking degrees, certificates, or transfer, 77% of the ESL population in their program. The Credit ESL program's overall success rate in ESL classes is 83% as compared to English and the college's overall success of 70%.


10. Chemistry-Organic/Allied Health Support: (Growth position approved in 2019-20)

This full-time faculty hire will ensure that new sections of organic chemistry are properly staffed, as well as provide leadership for the allied health chemistry courses, CHEM 112/116. 56.6% of chemistry courses were taught by part-time faculty (2019-2020). The new hire would reduce this down to 51.1%. The student caps for the organic chemistry courses for science majors (CHEM 210/211) were recently reduced from 30 to 20 students. The reduction was done for laboratory safety reasons. This change necessitated additional section offerings. CHEM 210/211 are 9-LHE courses, so a full-time faculty member can only teach a maximum of two sections, and even that is overload. Organic chemistry faculty are the most challenging to hire as few instructors possess both the specialized educational background and direct teaching experience. This makes staffing these courses with associate faculty difficult. These challenges have locked our current full-time organic faculty in to teaching only these organic chemistry courses. For this reason, our allied health chemistry courses have been without a full-time faculty presence. The new hire would provide the needed stability in the rigorous organic chemistry sequence for science majors as well as leadership in our allied health chemistry courses. With regards to equity, both CHEM 210 and CHEM 211 serve diverse, underrepresented populations. In CHEM 210 during 2020-21, the ethnic breakdown was 41% white, 29% Hispanic, 19% Asian, and 5% 2+ races. For CHEM 211, the numbers were 42% white, 33% Hispanic, 14% Asian, and 6% 2+ races. Having one-third of students identify as Hispanic is a testament to the success of our program in reaching this typically underrepresented group within STEM. A full-time faculty member is critical in preparing students for careers in STEM and allied health fields.

August 31, 2021

MEMORANDUM

TO: Provost/Vice Presidents for Academic Affairs
Vice Presidents for Student Affairs and/or Enrollment Management

FROM: Alison M. Wrynn, Ph.D. 
Associate Vice Chancellor
Academic Programs, Innovations and Faculty Development
Alison Wrynn (Aug 31, 2021 14:32 PDT)

Suzanne Phillips, Ed.D. Suzanne Phillips, Ed.D.
Interim Associate Vice Chancellor
Student Affairs and Enrollment Management
Suzanne Phillips, Ed.D (Aug 31, 2021 14:58 PDT)

SUBJECT: Implementation Guidance for CSU General Education Policy and Transfer

With the passage of AB 1460 and related policy changes (Education Code 89032), [CSU General Education Policy](#) was revised to include a three-unit lower division Ethnic Studies course as a general education requirement. This memorandum provides additional guidance on campus implementation, particularly as it applies to students who transfer to the California State University (CSU) from one of the California Community Colleges (CCC). This guidance considers catalog rights, continuous and non-continuous enrollment and how the new general education policy will be implemented.

The new General Education policy is **effective fall 2021**. In general, any student who begins their academic work at either a CCC or CSU fall 2021 and beyond will be required to complete the new general education requirements.

Students who began at a CCC or CSU **prior to fall 2021, and maintained continuous enrollment**, will **not** be held to the Ethnic Studies requirement due to their pre-2021 catalog rights.

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

The following guidance applies to students who attended a CCC, stopped out and **did not maintain continuous enrollment**. If a transcript indicates completion of any of the following, the student is **NOT** required to complete a course in Ethnic Studies prior to graduation:

- Conferral of an Associate Degree for Transfer (ADT)
- Fully CSU GE Breadth certified
- Intersegmental General Education Transfer Curriculum (IGETC) certified

If a student stops out before completing any of the above mentioned academic milestones and is admitted to the CSU in fall 2021 or beyond, then they may lose catalog rights to a pre-2021 year and will be required to complete a course in Area F Ethnic Studies after transfer.

CSU campuses can expect to see CSU and IGETC general education certification that includes Area F Ethnic Studies as outlined below. This timeline is contingent on the time needed to make the necessary curricular revisions.

- Beginning fall 2023 – If a student’s transcript indicates CSUGE fully certified, Ethnic Studies is expected and required; it should be completed before transfer as part of CSU GE-certification.
- Beginning fall 2024 – If a student’s transcript indicates full IGETC certification, Ethnic Studies is expected and required be completed before transfer.

Technical Implementation

To implement the new general education pattern, and in keeping with existing policy, the Division of Academic and Student Affairs (ASA) worked with the Common Management Systems (CMS) unit to develop a new PeopleSoft process. The process allows campuses to ensure that continuous enrollment is captured and that the appropriate catalog rights are maintained. Campuses may use this centrally developed modification or their own process, provided that the outcomes are equitable across all campuses. The newly developed CMS modification is designed to provide sufficient logic and flexibility for campuses to use indefinitely, beyond this initial transition period.

Some campuses **offer multiple categories of catalog rights**: one for general education and one for the major. There are instances whereby students may claim pre-2021 catalog rights, but their selected major was established after that date. Therefore, if a new program or major was recently created, it is difficult for campuses to backdate the catalog year to a time before the major existed. To address this, a campus may create an exception to the Ethnic Studies requirement on a student-by-student basis. This is a manual intervention that is not feasible at a system level, but it is appropriate to address individual student circumstances.

Students transferring from **private or out-of-state institutions** will be required to complete Ethnic Studies, as catalog rights pertain only to California public institutions.

Questions regarding admissions may be directed to Assistant Vice Chancellor, Enrollment Management Services, Dr. April Grommo at agrommo@calstate.edu; questions regarding General Education articulation and transfer may be directed to Assistant Vice Chancellor and State University Dean, Academic Programs, Dr. Melissa Lavitt (mlavitt@calstate.edu).

- c: Dr. Joseph I. Castro, Chancellor
- Dr. Sylvia Alva, Executive Vice Chancellor, Academic and Student Affairs
- Dr. Robert Keith Collins, Chair, Academic Senate of the California State University
- CSU Presidents
- CSU Associate Vice Presidents, Academic Programs and Deans of Undergraduate Studies
- CSU Associate Vice Presidents, Enrollment Management
- CSU Directors of Admissions
- CSU Registrars
- CSU Articulation Officers



Ethnic Studies Taskforce Charter

September 2021

BACKGROUND

In 2020, the Academic Senate for California Community Colleges (ASCCC) adopted resolution [9.03](#) calling for an ethnic studies graduation requirement. The Student Senate for California Community Colleges (SSCCC) similarly adopted resolution [S21.01.05](#) also advocating for an ethnic studies graduation requirement. Additionally, the [California Community Colleges Ethnic Studies Faculty Council](#) (CCCESFC), consisting of 200 ethnic studies faculty from across the California Community Colleges (CCC), advocated for these ethnic studies reforms. There was a clear call from both faculty and students to implement an ethnic studies degree requirement.

ESTABLISHMENT AND AUTHORITY

The Chancellor's Office, in partnership with the California Community Colleges Curriculum Committee (5C), recommended revisions to Title 5, §55063 to incorporate ethnic studies as a minimum requirement for the Associate degree. Additionally, revisions were recommended to streamline the order and flow of this section of regulation. This recommendation went before the Consultation Council on March 18, 2021 for review and was presented to the Board of Governors on May 24, 2021 for a first reading. On July 12, 2021, the Board of Governors unanimously approved this regulatory revision, making an ethnic studies course an Associate degree graduation requirement.

The Chancellor's Office has established a short-term Ethnic Studies Taskforce to discuss and provide recommendations for implementation of this new requirement in the CCC system.

MEMBERSHIP

Voting Members

- Two representatives from the Educational Services and Support Division of the Chancellor's Office
- Two representatives from the Academic Senate for California Community Colleges
- One representative from the California Community Colleges Ethnic Studies Faculty Council
- Four Ethnic Studies faculty from the four core Ethnic Studies disciplines (appointed by the ASCCC)
- One representative from the California Community Colleges Curriculum Committee (5C)
- One student representative and one alternate (appointed by the Student Senate for California Community Colleges)
- One Articulation Officer (appointed by the ASCCC)

- One Admission & Records representative (appointed by the California Association of Community College Registrars and Admissions Officers)
- One Chief Instructional Officer/Vice President of Instruction/Vice President of Academic Affairs (appointed by the California Community Colleges Chief Instructional Officers organization)
- One Chief Student Services Officer/Vice President of Student Services (appointed by the Chief Student Services Officers Association)

Additional Chancellor's Office staff may attend Ethnic Studies Taskforce meetings at the discretion of the Vice Chancellor of Educational Services and Support.

LEADERSHIP

The California Community Colleges Ethnic Studies Taskforce is overseen by the Vice Chancellor of Educational Services and Support and is coordinated by a steering committee which consists of:

- the presiding Vice Chancellor of Educational Services and Support and a designated Dean of Educational Services and Support,
- the President and Vice President of ASCCC, and
- the co-chairs of the CCC Ethnic Studies Faculty Council.

PURPOSE AND RESPONSIBILITY

The purpose of the Ethnic Studies Taskforce is to support the implementation of the new revisions to title 5, section 55063. The Ethnic Studies Taskforce will coordinate with the Chancellor's Office to provide guidance and implementation support for the new Ethnic Studies course requirement.

The goals of the Ethnic Studies Taskforce are as follows:

- To determine an implementation date for the new requirement
- To determine if and how to establish a unified definition of Ethnic Studies and/or core competencies for the California Community Colleges
- To help coordinate professional development and technical assistance for CCCs to ensure ethnic studies is implemented with fidelity to the discipline
- To coordinate with CSU for intersegmental alignment

DECISION MAKING AND RECOMMENDATIONS

A quorum is more than 50% of the voting members present in person or by teleconference. Vacancies do not count toward the determination of the quorum. The Ethnic Studies Taskforce shall make every effort to reach consensus when making recommendations. If consensus is not reached, then recommendations shall be made by simple majority vote of the voting membership present.



MEMORANDUM

February 11, 2021

ESS 21-300-001 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Curriculum Committee Chairs

FROM: Aisha Lowe, Vice Chancellor, Educational Services and Support
Dolores Davison, President, ASCCC

RE: Impact of AB 1460: Ethnic Studies Transfer Alignment

This memorandum provides background information and implementation guidance regarding the new ethnic studies requirement for general education mandated for the California State University (CSU) system recently enacted by Assembly Bill 1460 (Weber). This memo discusses how the new CSU GE Breadth Area F impacts California Community Colleges (CCC), and also includes a list of tasks for local colleges to ensure successful implementation of this new GE area.

Background and Collaboration with California State University

Assembly Bill 1460 was signed into law in August 2020. This legislation (AB 1460) requires each CSU campus to offer courses in ethnic studies by the fall of 2021 and requires that “commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies”. Additionally, AB 1460 requires CSU “to develop core competencies to be achieved by students who complete an ethnic studies course”.

Toward those ends, the California State University Chancellor’s Office (CSUCO) and CSU faculty began to coordinate with the California Community Colleges Chancellor’s Office (CCCCO) and CCC faculty, understanding that implementation of AB 1460 would impact the CCC system. The California State University Board of Trustees approved updates to title 5, §40405 at their November 17-18, 2020 meeting. Updates reflecting the changes to CSU general education requirements were released on December 3, 2020, providing details pertaining to the newly created Area F for general education to implement the ethnic studies requirement. Implementation details were also provided in the revised [CSU General Education Breadth Requirements policy](#) (formerly titled Executive Order 1100), and in the [Guiding Notes for GE Course Review](#). Further clarification from CSUCO was also given in the [Revised Ethnic Studies FAQs](#).

The new Area F three-semester unit course in lower-division general education fulfills title 5, §89032 and cannot be waived or substituted. These courses should meet three of the five core competencies listed in the Guiding Notes for GE Course Review as updated in December 2020 by the CSU, and have the appropriate prefix as stated in the Guiding Notes.

Ethnic Studies Transfer Alignment for CCCs

Given our essential intersegmental collaboration with CSU in support of CCC students' transfer and academic success, all California Community Colleges are expected to provide the Ethnic Studies courses our students will now need to prepare them for transfer to the CSU system. The CSUCO extended the submission date for Area F course approvals to February 5, 2021 and some colleges were able to meet that deadline. CCCCCO recommends colleges prepare to meet local curricular deadlines to begin offering courses by fall of 2022 (or earlier), so that students transferring to the CSU who begin at a California Community College in fall 2021 are able to meet this new requirement (having course availability by their second year).

To fulfill this new requirement California Community Colleges should:

- Prepare curriculum committees and local academic senates to discuss ethnic studies as a discipline and possible need for new or additional ethnic studies prefixes
- Review [CSU core competencies](#) for ethnic studies courses
- Coordinate local processes to meet deadlines for GE approval to CSU for Area F
- Prepare potential courses for curriculum review (may include new course proposals or revisions to meet new CSU Area F requirement)
- Submit courses in ASSIST for CSU GE Area F
- Review ADTs to determine any 60-unit compliance impact (i.e., ADTs where all nine units of Area D are doubled counted) and continue the process in 2021-2022, as needed, to prepare submissions to CCCCCO
- Create fall catalog updates/catalog addendums and revise GE advising sheets

Framing the Work in Diversity, Equity, and Inclusion Innovation

As colleges begin to prepare and design for this ethnic studies reform, it is important that colleges continue and build upon innovative approaches to curricular design and program creation with a focus on diversifying curriculum and eliminating pedagogical equity gaps. This work supports the Vision for Success and the system-wide shared goals of increasing transfer and closing equity gaps, for which design and decisions are made with the student in mind. This reform also supports the 2020 Equity Call to Action goal to create anti-racist curriculum. Ensuring our students of color see themselves reflected in curriculum and providing all students a space to engage on topics of social justice, and race, class, and social stratification within society, is an important first step toward meeting our curricular DEI goals.

The California Community Colleges Curriculum Committee (5C) recommends framing local dialogue and decision making on the following principles:

- Principle 1: Commitment to curricular diversity, culturally responsive content, and anti-racism to support disproportionately impacted students
- Principle 2: Commitment to removing systemic barriers to student success and equity
- Principle 3: Commitment to building system resiliency

We look forward to supporting the system in implementing ethnic studies courses with fidelity to the mission and ideology of ethnic studies. We also look forward to further engaging in the broader work of ensuring diversity, equity and inclusion is embedded throughout curriculum and classrooms.

Ethnic Studies Transfer Alignment

February 11, 2021

If you have any questions regarding this guidance, please contact Dean Raul Arambula (rarambula@CCCCO.edu) and Specialist Bob Quinn (bquinn@CCCCO.edu).

cc: Eloy Ortiz Oakley, Chancellor
Daisy Gonzales, Deputy Chancellor
Marty Alvarado, Executive Vice Chancellor, ESS
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, ESS
CCCCO Staff



MEMORANDUM

October 6, 2021

ESS 21-300-014 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Curriculum Chairs

FROM: Dr. Aisha Lowe, Vice Chancellor, Educational Services and Support
Dolores Davison, President, Academic Senate for California Community Colleges

RE: Ethnic Studies Implementation

This memorandum provides guidance regarding the California State University's (CSU) course review and approval process for the new Area F ethnic studies requirement (lower-division CSU general education requirement established to fulfill title 5, §89032) and an update on next steps for the implementation of the California Community Colleges' (CCC) ethnic studies graduation requirement.

CSU Area F Ethnic Studies Course Review and Approval

Assembly Bill 1460 was signed into law in August 2020. This legislation requires each CSU campus to offer courses in ethnic studies beginning fall 2021, and requires that "commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies." Additionally, AB 1460 requires CSU "to develop core competencies to be achieved by students who complete an ethnic studies course."

To comply with AB 1460, the CSU Office of the Chancellor (CSUCO) created a new GE Breadth Area F. Given the California Community Colleges essential intersegmental collaboration with CSU in support of CCC students' transfer and academic success, all California Community Colleges are expected to provide the ethnic studies courses our students will now need to prepare them for transfer to the CSU system. For courses to fulfill Area F, the course must meet three of the five core competencies listed in the CSU Guiding Notes for GE Course Review as updated in December 2020 by the CSU Chancellor's Office, and have the appropriate prefix as stated in the Guiding Notes. Most community colleges submitted ethnic studies courses for review to the CSUCO by the extended deadline of February 5, 2021.

During the CSUCO course review process of the courses submitted by the February 5, 2021 deadline, many of the courses submitted by community colleges were not approved. For those courses that were denied, colleges had an opportunity to resubmit courses for re-review. During the re-review process, community colleges continued to face high levels of course disapprovals. In discussion with CSUCO regarding the causes of the high level of course disapprovals the below information was provided.

The primary issues found with courses that were **not** approved were:

- The competencies were **not** listed within the Course Outline of Record (COR). CSUCO's feedback (as well as the instructions given throughout the process) clearly state that this information must be in the COR.
- The competencies **were** included in the COR, however, there was no clear link between the competencies and the course content described in the COR. In those instances, the CSUCO responded via feedback that colleges must make this connection more explicit and definitive.

The CSUCO is bound by the COR as the official document for the course. The key to successful approval of ethnic studies courses for the CSU Area F requirement is the Course Outline of Record. Even for courses that may have been previously or historically approved, community colleges must review and revise the COR to include the CSU ethnic studies core competencies (three of the five) and demonstrate alignment to those core competencies across the COR's content.

Community Colleges should make the necessary changes to CORs before submitting them for CSU review and approval during the next regular review cycle this December. The CSUCO has agreed to provide an additional re-review in late spring 2022 for courses not approved during the fall 2021 cycle. For courses approved through this late spring 2022 re-review, the approval will be backdated to a fall 2021 approval status.

Please also review CSU memorandum "Implementation Guidance for CSU General Education Policy and Transfer" disseminated by Dr. Alison Wrynn (CSU Associate Vice Chancellor, Academic Programs, Innovations and Faculty) and Dr. Suzanne Phillips (CSU Interim Associate Vice Chancellor, Student Affairs and Enrollment Management) which discusses the implications of the Area F Ethnic Studies requirement on catalog rights for California Community Colleges.

California Community Colleges Ethnic Studies Graduation Requirement Implementation

In June 2020, the Chancellor's Office released the Diversity, Equity and Inclusion (DEI) Call to Action which called for, among other things, campuses to audit classroom climate and create action plans to create inclusive classrooms and anti-racism curriculum. Historically, ethnic studies is the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized groups—Native Americans, African Americans, Asian Americans & Pacific Islanders, and Latina/o Americans. As such, instituting ethnic studies as a graduation requirement for the Associate degree is an important step in diversifying curriculum and one important tool for creating anti-racism curriculum.

Also in 2020, the Academic Senate for California Community Colleges (ASCCC) adopted [resolution 9.03](#) calling for an ethnic studies graduation requirement. The Student Senate for California Community Colleges (SSCCC) similarly adopted [resolution S21.01.05](#) also advocating for an ethnic studies graduation requirement. Additionally, the California Community Colleges [Ethnic Studies Faculty Council](#), consisting of 200 ethnic studies faculty from across the CCC system, hosted two CCC Ethnic Studies Summits advocating for this (and other) ethnic studies reform. There was a clear call from both faculty and students to implement an ethnic studies graduation requirement.

The Chancellor's Office and the California Community Colleges Curriculum Committee (5C) responded to that call and developed revisions to title 5 regulations to implement an ethnic

studies graduation requirement. At the July 2021 Board of Governors meeting the Board unanimously approved revisions to title 5, §55063, Minimum Requirements for the Associate Degree, adding an ethnic studies graduation requirement. In collaboration with the Academic Senate for California Community Colleges (ASCCC) and the California Community Colleges Ethnic Studies Faculty Council, a short-term (2021-2022) Ethnic Studies Taskforce has been established to support the implementation of the CCC ethnic studies graduation requirement.

The goals of the Ethnic Studies Taskforce are as follows:

- To determine an implementation date for the new requirement
- To determine if and how to establish a unified definition of ethnic studies and/or core competencies for the California Community Colleges
- To help coordinate professional development and technical assistance for CCCs to ensure ethnic studies is implemented with fidelity to the discipline
- To coordinate with CSU for intersegmental alignment

The Ethnic Studies Taskforce will begin meeting as soon as possible this term. We look forward to sharing further details about the work and results of this taskforce.

If you have any questions regarding this guidance, please contact Dean Dr. Candice Brooks (cbrooks@CCCCO.edu).

Attachments:

- CCC Memorandum ESS 21-300-001, Impact of AB 1460: Ethnic Studies Transfer Alignment (2/22/2021)
- CSU memorandum, Implementation Guidance for CSU General Education Policy and Transfer (8/31/2021)
- CCC Ethnic Studies Taskforce Charter

cc:

Dr. Daisy Gonzales, Acting Chancellor
Marty Alvarado, Executive Vice Chancellor
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, ESS
CCCCO Staff

MiraCosta Community College District (district) provides an opportunity for individuals applying for academic positions to provide evidence of their qualifications as stated in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* or through an equivalency process.

An Academic Senate Equivalency Committee shall be established to fulfill the requirement of Education Code section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications..." Review of minimum qualifications for applicants including equivalencies will be done in accordance with established procedure. The procedure will ensure a fair and objective process for determining if an applicant has the equivalent qualifications and is not intended to grant waivers for lack of the required qualifications.

I. QUALIFICATIONS FOR EMPLOYMENT

Minimum Qualifications: Minimum qualifications are established by the Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges and published as the Board of Governors-approved *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Faculty shall meet minimum qualifications established by the Board of Governors, or shall possess qualifications that are at least equivalent to the minimum qualifications set out in the regulations of the Board of Governors.

Diversity Qualifications: In accordance with California Code of Regulations, Title 5, section 53022, job requirements shall include "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." These criteria are included in standard language on all district faculty job announcements.

Equivalency: Equivalency, as defined in California Education Code section 87359, California Code of Regulations, Title 5, section 53430, and by the Academic Senate of the California Community Colleges, was established to credit those whose preparation

is at least equal to the state-adopted minimum qualifications as defined in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Equivalency for disciplines in which a master's degree is required means equal to a master's degree. In disciplines for which a master's degree is not generally available nor expected as determined by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, equivalency means equal to either a required lower-level degree, or a combination of degree and experience. The authority to grant equivalency resides with the board of trustees or designee. The board relies primarily on the expertise of the faculty in the discipline utilizing the board's procedures developed and agreed upon jointly by the Academic Senate and approved by the board. It does not give the district the authority to waive or lower standards and accept less-qualified individuals.

Minimum qualifications shall be determined for disciplines, not for courses or subject areas within disciplines. In compliance with the California Community Colleges State Chancellor's Office regulations, "[A] district is not authorized to establish a single-course equivalency as a substitute for meeting minimum qualifications in a discipline." The district board of trustees or designee will not approve single-course equivalencies.

II. PROCEDURE FOR THE DETERMINATION OF COMPARABLE DEGREE MAJOR TITLES WITHIN DISCIPLINES

This procedure is to establish and approve a list of degree major titles acceptable at MiraCosta College that are comparable to the degree major titles listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.

- A. A department compiles a list of comparable degree major titles and reviews with faculty for input and approval.

For each comparable degree major title, the following documentation is required:

1. A table comparing coursework from any U.S. accredited institution awarding a degree major title that is listed in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* with coursework from another U.S. accredited institution awarding a comparable degree with a different major title. The table should include:
 - a. Name of institutions
 - b. Course numbers
 - c. Course titles
 - d. Course descriptions
 - e. Semester units
 2. Catalog pages from both institutions showing course descriptions
- B. Department chairs submit the comparable degree major title list and required documentation to the Equivalency Committee for review. Department chairs may attend the equivalency committee meeting to advocate for the request to add the comparable degree major title(s). Equivalency Committee members review the documents, meet, and make a recommendation to Academic Senate.

- C. Academic Senate reviews the documents and acts on the recommendation of the equivalency committee, accepting or rejecting the recommendation. If the department chair wishes to appeal the decision by the Academic Senate, they may do so at a future Academic Senate meeting.
- D. Action by Academic Senate is recorded by the administrative secretary to the Academic Senate president.
- E. The comparable degree major title is sent to the board of trustees via the superintendent/president for approval.
- F. If the comparable degree major title is approved, the degree major title is added to the list of comparable degree major titles maintained by the administrative secretary to the Academic Senate president.
- G. After board approval, the administrative secretary to the Academic Senate president sends an e-mail notification to the requesting department chair, dean, vice presidents of instructional services and/or student services, and human resources technicians.
- H. If a comparable degree major title is not approved, the administrative secretary to the Academic Senate president sends an e-mail notification to the requesting department chair, dean, vice presidents of instructional services and/or student services, and human resources technicians.
- I. Faculty positions posted will contain the approved comparable degree major titles.
- J. All applicants holding degrees with approved comparable degree major titles will be deemed equivalent and will not be required to individually go through the equivalency process.
- K. The list of approved comparable degree major titles will be sent by the administrative secretary to the Academic Senate president to all department chairs, deans, vice presidents of instructional services and student services, and human resources technicians on or about June 1 of each year.

III. PROCEDURE FOR THE DETERMINATION OF EQUIVALENCY FOR APPLICANTS

- A. All faculty position announcements state the required qualifications as specified by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and diversity qualifications, including the possibility of meeting the degree requirements by equivalency.
- B. Applicants may request equivalency under the district's criteria as stated in Administrative Procedure 7211-2.IV. It is the responsibility of the applicant to supply all evidence and documentation for the equivalency request at the time of application.

If an exact degree title from an applicant does not match the language in the

Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook, but is a minor variation, the department chair (or representative) and the Equivalency Committee may confirm equivalency after reviewing the applicant's transcripts. Both the department chair (or representative) and the Equivalency Committee must agree that the specific degree title is deemed equivalent. Otherwise, the applicant must provide additional documentation as outlined in the *Instructions for Faculty Equivalency Requests*.

The department chair (or representative) and the Equivalency Committee may recommend to Academic Senate that these degree titles be added to the district list of comparable degree major titles as described in section II.

*Possible degree title variation examples:

- Art history vs. history of art
 - Religious studies vs. religion
 - Earth sciences vs. earth science
 - Women's studies vs. gender and women's studies
- C. The department chair reviews the equivalency request. If the department chair wishes to support the request, they must notify the Equivalency Committee chair and send a letter of support to the Equivalency Committee chair to be attached to the applicant's equivalency request.
- D. The Equivalency Committee members individually review the applicant's equivalency request and supporting documentation.
- E. The Equivalency Committee meets to discuss each equivalency request, and makes a recommendation to the Academic Senate to approve or deny the equivalency request.
- F. Academic Senate reviews the applicant's equivalency request, supporting documentation, and Equivalency Committee recommendation. The Academic Senate votes to approve or deny the equivalency request. During the summer intersession, an Academic Senate taskforce consisting of the Academic Senate officers and one associate faculty Academic Senate member, on behalf of the Academic Senate, will review the applicant's equivalency request, supporting documentation, Equivalency Committee recommendation, and either approve or deny the equivalency request.
- G. If the Academic Senate recommends the equivalency request, the request is sent to the board of trustees via the superintendent/president for approval.
- H. Human Resources notifies the equivalency applicant, department chair, and dean of the outcome of the equivalency process.

IV. EQUIVALENCY CRITERIA FOR APPLICANTS

A. Criteria for Equivalency: Disciplines Requiring a Master's Degree

1. *[Before electing to proceed with this guideline, please review guideline*

A4 below to determine if A4 is a simpler option for you.] Candidate holds a related master's degree that is not specifically listed for that discipline under minimum qualifications in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with a different title from the candidate's granting institution. (The recommending department may petition the Board of Governors for a permanent addition of the degree to the list of minimum qualifications.)

2. *[Before electing to proceed with this guideline, please review guideline A3 below to determine if A3 is a simpler option for you.]* Candidate holds a master's degree that is on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, but the title of candidate's bachelor's degree is not the exact title of the degree on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with a different title from the candidate's granting institution.
3. Candidate holds a master's degree that is on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, the candidate lacks the required bachelor's degree identified on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. The candidate must have at least twenty-four (24) semester units of discipline-related, upper division/graduate coursework towards the required bachelor's degree for which equivalency is being requested.
4. Candidate holds a master's degree in another field, but the candidate has at least 24 semester units (3 quarter units = 2 semester units) of discipline-related graduate-level coursework.
5. Candidate does not hold a master's degree, but has a bachelor's degree in the discipline and five years of full-time or full-time equivalent of discipline-specific experience in higher education teaching, research and/or publication, or professional work experience in the field.
6. Candidate may qualify by eminence. Eminence and experience are not synonymous, although a candidate with eminence will clearly have significant experience in the field. Eminence does not necessarily include education. Determination of eminence should be based upon a conviction that the candidate, if considered by recognized authorities in the field, would have an eminent reputation and would be judged superior. Moreover, evidence must be provided that the candidate possesses the ability to clearly articulate the subject matter in a collegiate context.

B. Criteria for equivalency: disciplines in which a master's degree is not generally expected or available, but which require a specific bachelor's degree

1. *[Before electing to proceed with this guideline, please review guideline B2 below to determine if B2 is a simpler option for you.]* Candidate holds a related bachelor's degree that is not specifically listed for that discipline under minimum qualifications in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*; however, it is a comparable degree with a different title from the candidate's granting institution. (The recommending department may petition the

Board of Governors for a permanent addition of the degree to the list of minimum qualifications.)

2. Candidate does not hold the required bachelor's degree. The education may be substituted for as follows: 120 semester units minimum of coursework, including substantial general education coursework. At least 60 units of the coursework must be upper division. Candidate must have earned a minimum of 18 semester units of upper-division coursework in the discipline in which equivalency is requested.
 3. Candidate must have at least ten years of related full-time or full-time equivalent professional experience when not using any education to qualify for a discipline in which the minimum qualifications are a bachelor's degree. Moreover, evidence must be provided that the candidate possesses the ability to clearly articulate the subject matter in a postsecondary educational context.
 4. Candidate may qualify by eminence. Eminence and experience are not synonymous, although a candidate with eminence will clearly have significant experience in the field. Eminence does not necessarily include education. Determination of eminence should be based upon a conviction that the candidate, if considered by recognized authorities in the field, would have an eminent reputation and would be judged superior. Moreover, evidence must be provided that the candidate possesses the ability to clearly articulate the subject matter in a collegiate context.
- C. Criteria for Equivalency: disciplines in which a master's degree is not generally expected or available, and the minimum qualifications are any bachelor's degree and two years of professional/occupational* experience or any associate degree and six years of professional/occupational* experience

**“Professional experience” includes teaching experience. “Occupational experience” does not include teaching experience. (Title 5, Article 1, section 53404 - Definition of Experience)*

1. Candidate may be eligible under a combination of education and experience of at least ten years of full-time or full-time equivalent. One year of related professional/occupational experience is equivalent to and may be substituted for 15 semester units of coursework. Evidence must be provided that the candidate possesses the ability to clearly articulate the subject matter in a post-secondary educational context.
2. Candidate must have at least ten years of related full-time or full-time-equivalent professional/occupational experience when not applying any education toward equivalency. Evidence must be provided that the candidate possesses the ability to clearly articulate the subject matter in a postsecondary educational context.
3. Candidate may be eligible by a combination of work experience and professional certification when not applying any education. The certification must be issued by a recognized professional organization in the discipline. Candidate must also have at least eight years of related full-time or full-time-equivalent professional/occupational experience. The department must validate the candidate's certification. Evidence

must be provided that the candidate possesses the ability to clearly articulate the subject matter in a postsecondary educational context.

4. Candidate may qualify by eminence. Eminence and experience are not synonymous, although a candidate with eminence will clearly have significant experience in the field. Eminence does not necessarily include education. Determination of eminence should be based upon a conviction that the candidate, if considered by recognized authorities in the field, would have an eminent reputation and would be judged superior. Evidence must be provided that the candidate possesses the ability to clearly articulate the subject matter in a collegiate context.

Academic Senate Capital Improvement Program Update

October, 2021



AGENDA

- **Program Status Summary**
 - **Standing reports**
 - **Status of Projects**
 - **Community Learning Center**
 - **San Elijo Campus**
 - **Oceanside Campus**
 - **Status of Contracts Let**
 - **Status of Finance**
 - **Q&A**
-



PROGRAM STATUS SUMMARY

Program Schedule Summary

5 Year Plan / Board Approved Projects

43

Active Projects = 25

Completed Projects = 6

Not Started = 12

Upcoming / Planned FMP Projects

12

Program Financial Summary

(as of July 2021)



\$141M
Commitments

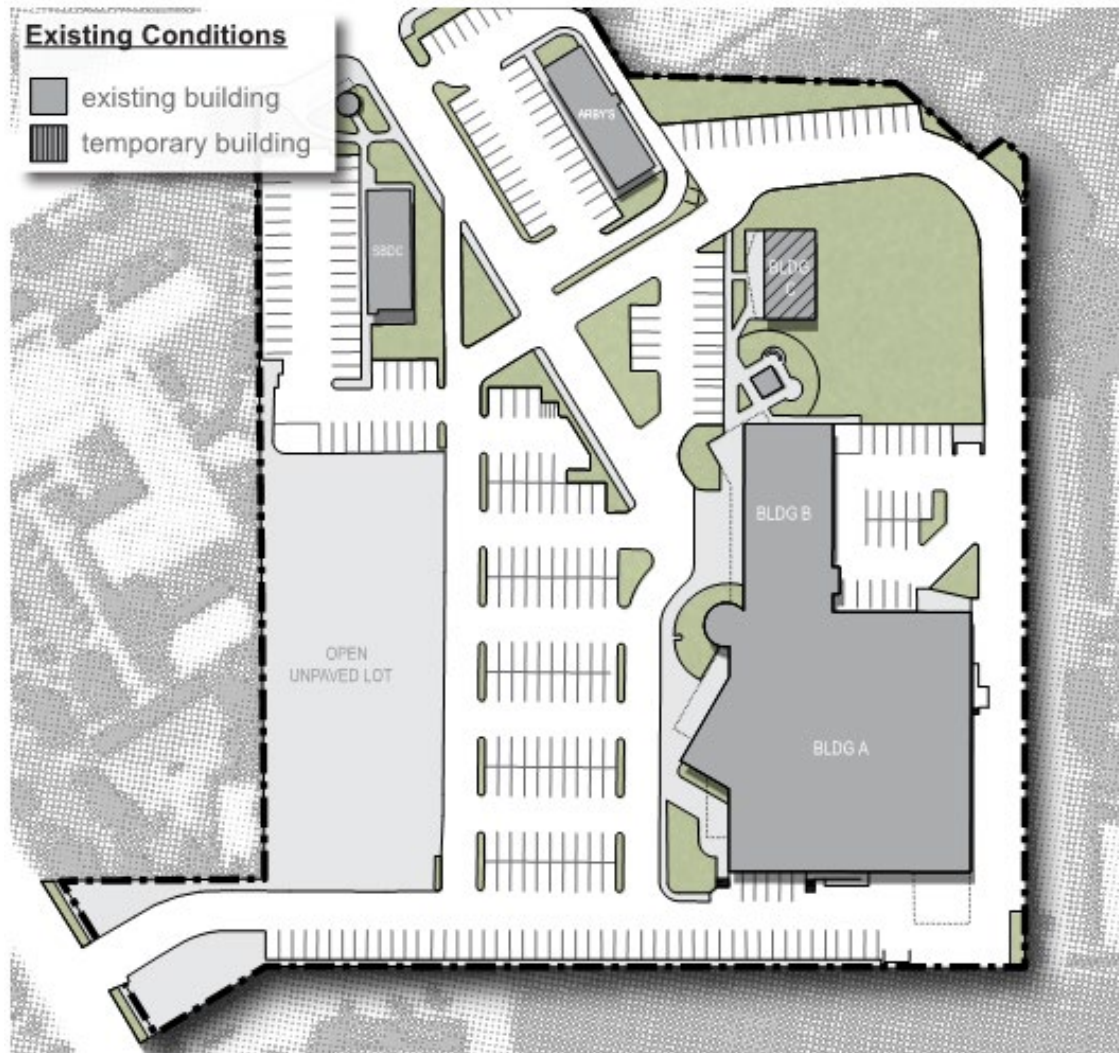
\$116M
Expenditures

Program by the Numbers



STATUS OF PROJECTS

COMMUNITY LEARNING CENTER



COMMUNITY LEARNING CENTER

COMMUNITY LEARNING CENTER	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS
Building D (300) / New Student Services Building	\$12,305,973	<i>Started</i> - Spring 2020	<i>Completed</i> - Spring 2021	CLOSEOUT
Monument Sign and SBDC Demolition	\$1,130,514	Complete	Complete	COMPLETE
Building 100 & 200 Classrooms and Offices Renovation	\$12,671,405	<i>Started</i> - Spring 2021	Fall 2021	CONSTRUCTION
Parking Lot Renovation and Building C Demolition	\$3,140,562	Spring 2022	Fall 2022	DESIGN
Arby's Building Demolition	\$122,245	Complete	Complete	COMPLETE
Community Learning Center Total =	\$29,370,699			

Community Learning Center

Work Planned – Next 6 Months

- Closeout the new Student Services Building
- Complete current construction on the 100 & 200 Buildings. Skylight replacement is being planned for summer 2022 to complete this building.
- Complete design on CLC Site project and submit to Division of State Architects (DSA)
- Open House on October 25, 2021, starting at 4:00pm, more info to follow later

CLC BUILDINGS 100 + 200 RENOVATION

- **Phase:** Construction
- **Delivery Method:** Design-Bid-Build
- **Current Budget:** \$12.7M
- **Architect:** SGPA Architects
- **Building SQ FT:** 38,505 SF
- **Scope:** This project will include renovation of the spaces where Student Services was previously located. Academic Services, the library, faculty offices, and California Adult Education Program will all be significant parts of the remodel portion where layouts are being updated. The remaining portion of the buildings is approximately 29,500 sf, consisting primarily of classroom space and will retain most current wall locations and undergo a lighter renovation focusing on needed system upgrades.
- **Status:** Construction activities are nearing completion. Classroom areas are down to punch activities. Renovation spaces are undergoing final inspections and punch walks. Furniture and move in are scheduled for October.



CLC PARKING & BLDG C DEMOLITION

- **Phase:** Design
- **Delivery Method:** Design-Bid-Build
- **Current Budget:** \$3.1M
- **Architect:** Lord Architecture
- **Building SQ FT:** N/A
- **Scope:** This final project for the CLC campus will reconfigure the remaining unrenovated parking and site areas to create an efficient traffic flow and meet the overall parking stall counts for the campus. Landscape and bioswales will be used to improve the campus aesthetic and mitigate storm water issues. In addition, Building C will be demolished as the campus looks to remove a temporary facility built in 2002 that currently is poorly organized and under-utilized.
- **Status:** Design efforts continue for this site project. It is now in the Construction Document phase of design.

3d's Eye View from South-West



SAN ELIJO CAMPUS



SAN ELIJO CAMPUS

SAN ELIJO CAMPUS	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS
Building 1100 New Student Services & Administration	\$13,980,978	<i>Started</i> - Fall 2019	<i>Completed</i> - Spring 2021	CLOSEOUT
Building 900 Student Center Renovation	\$2,535,079	<i>Started</i> - Summer 2021	Spring 2022	CONSTRUCTION
Building 400 Science Labs Renovation	\$4,570,386	<i>Started</i> - Summer 2021	Spring 2022	CONSTRUCTION
Building 500 Renovation	\$3,839,311	Complete	Complete	COMPLETE
Building 200 Renovation	\$4,842,280	<i>Started</i> - Spring 2020	<i>Completed</i> - Spring 2021	CLOSEOUT
Building 300 Renovation	\$2,931,822	Complete	Complete	COMPLETE
Building 600 Renovation	\$2,505,891	Complete	Complete	COMPLETE
Swing Space	\$2,916,709	Ongoing	Ongoing	ONGOING
Building 100 Library Renovation	\$5,798,064	<i>Started</i> - Fall 2020	Fall 2021	CONSTRUCTION
Building 700 Renovation	\$685,895	Summer 2022	Fall 2022	UPCOMING
Central Campus Quad Renovation and B800 Demo	\$4,049,416	Summer 2022	Fall 2022	DESIGN
Underground Utilities Renovation	\$1,852,737	<i>Started</i> - Summer 2021	Spring 2022	CONSTRUCTION
San Elijo Campus Total =	\$50,508,567			

San Elijo Campus

Work Planned – Next 6 Months

- Closeout the new Student Services and Administration Building project
- Complete construction on the B100 renovation project
- Complete construction on the B400 renovation project
- Complete construction on the B900 renovation project
- Complete construction on the Utilities and Stormwater Mitigation project
- Continue design of the Quad, B800 Demo, Landscape and Monument Project
- Complete removal of campus swing spaces
- Begin design efforts on projects to install security cameras and miscellaneous final building scopes
- Open House on November 8, 2021, starting at 8:00am, more information to follow

SAN B100 Library RENOVATION

- **Phase:** Construction
- **Delivery Method:** Design-Bid-Build
- **Current Budget:** \$5.8M
- **Architect:** PBK Architecture
- **Building SQ FT:** 14,020 SF
- **Scope:** B100 is the Library building in San Elijo. This project scope will include renovation to the library, tutoring spaces, computer labs, offices, restrooms, and AV/IT support spaces. All mechanical equipment is being replaced due to aging. This building will be a hub for academic and learning support.
- **Status:** Finishing activities including paint and ceiling work are now occurring within the building. Stucco work is completed on the exterior and about to be painted. Underground utilities are wrapping up ahead of site concrete.



SAN B400 RENOVATION, PHYSICAL SCIENCES

- **Phase:** Construction
- **Delivery Method:** Design-Bid-Build
- **Current Budget:** \$4.6M
- **Architect:** HPI Architecture
- **Building SQ FT:** 6,005 SF
- **Scope:** The B400 building currently houses Physical Sciences classrooms and labs. The building will undergo renovation to improve classroom adjacencies and functionality. The goal is to create more flexible and useful space and a Physical Sciences Hub for the San Elijo campus.
- **Status:** Wall framing and in wall rough in are wrapping up. Drywall has begun. Overhead rough in is ongoing.



SAN B900 RENOVATION STUDENT CENTER

- **Phase:** Construction
- **Delivery Method:** Design-Bid-Build
- **Current Budget:** \$2.5M
- **Architect:** PBK Architects
- **Building SQ FT:** 8,693 SF
- **Scope:** The B900 building is the Student Center of the San Elijo Campus and will be undergoing a partial renovation. The current Bookstore and Conference room functions will be moving to the new Student Services and Administration Building. This will allow for creation of more student-centered gathering spaces (ASG, Clubs, etc.), expansion of Health and Mental Health Counseling into more functional space, addition of gender-neutral restroom and a mother's lactation room.
- **Status:** Wall framing and in wall rough in are wrapping up. Drywall has begun. Overhead rough in is ongoing.



SAN CAMPUSWIDE UNDERGROUND UTILITIES

- **Phase:** Construction
- **Delivery Method:** Design-Bid-Build
- **Current Budget:** \$1.9M
- **Engineer:** NV5
- **Scope:** This project includes various utility repairs around the San Elijo campus to sewer, storm drain, water, and gas lines. Additionally, the scope will include bringing reclaimed irrigation water to campus and installing a storm water retention system to meet City of Encinitas requirements.
- **Status:** Construction has commenced. Potholing for valve installation work is ongoing in preparation for excavation. Excavation on the retention system near Manchester Ave. is planned in the coming weeks.



CENTRAL CAMPUS QUAD AND LANDSCAPE

- **Phase:** Design
- **Delivery Method:** Design-Bid-Build
- **Current Budget:** \$4.0 M
- **Engineer:** NV5
- **Scope:** This project includes demolition of the old Administration Building (B800) no longer in use with the new Student Services and Administration Building in operation. In its place a new unifying campus Quad will be created. Landscaping and reclaimed irrigation upgrades throughout campus will be included. Additionally, plans include upgrades to campus monument signage and path of travel improvements.
- **Status:** A design team has been selected and user group meetings began in July. The project is currently wrapping up the Schematic Design phase of design.



OCEANSIDE CAMPUS



OCEANSIDE CAMPUS

OCEANSIDE CAMPUS	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS / PHASE
Building 5100 New Allied Health	\$26,168,334	Spring 2022	Fall 2023	DSA
Building 1300 New Chemistry & Biotechnology	\$41,421,154	Spring 2022	Summer 2024	DESIGN
Building 1400 New Student Services (includes Veterans)	\$62,064,022	<i>Started</i> - Summer 2021	Fall 2023	CONSTRUCTION
Building 5000 New Gymnasium Complex	\$43,092,096	Spring 2022	Fall 2023	DSA
Building 1000 Administration Renovation	\$12,815,305	<i>Started</i> - Summer 2021	Fall 2022	CONSTRUCTION
New Parking Lot 5A, PV and Tennis	\$13,609,435	<i>Started</i> - Spring 2021	Fall 2021	CONSTRUCTION
Track and Field and Support Building Renovation	\$10,099,374	<i>Started</i> - Summer 2019	<i>Completed</i> - Spring 2021	CLOSEOUT
Strong Workforce Development Lab/ Trailer	\$950,000	<i>Started</i> - Summer 2021	Fall 2021	CONSTRUCTION
Building 2800 New Art/Media	\$20,959,673	Fall 2022	Spring 2024	DESIGN
Building 1200 Library Renovation	\$32,480,013	Fall 2022	Spring 2024	DESIGN
Building 3000 Classrooms Renovation	\$9,218,154	Spring 2024	Spring 2025	PROCUREMENT
Building 3100 Office / Classrooms Renovation	\$5,884,857	Spring 2024	Spring 2025	PROCUREMENT
Building 3200 Student Resources Renovation	\$4,402,176	Spring 2024	Spring 2025	PROCUREMENT

OCEANSIDE CAMPUS - Continued

OCEANSIDE CAMPUS	CURRENT PROJECT BUDGET	ANTICIPATED CONSTRUCTION START DATE	ANTICIPATED COMPLETION DATE	STATUS / PHASE
Building 3300 Classrooms Renovation	\$5,998,201	Spring 2024	Spring 2025	PROCUREMENT
Building 3400 Renovation	\$22,737,799	Summer 2024	Fall 2025	PROCUREMENT
Building 3700 Classrooms Renovation	\$5,205,142	Spring 2024	Spring 2025	PROCUREMENT
North Storm Drain Replacement	\$790,000	Complete	Complete	COMPLETE
Monument Sign	\$167,512	TBD	TBD	UPCOMING
New North Campus Parking Lot 4C Ex	\$3,190,820	Summer 2022	Spring 2023	DESIGN
Building 4100 Office / Meeting Space Renovation	\$3,744,481	TBD	TBD	UPCOMING
Building 4700 Office Renovation	\$2,105,405	TBD	TBD	UPCOMING
Building 4500 Science Renovation	\$33,346,062	TBD	TBD	UPCOMING
Wayfinding and Signage	\$90,000	TBD	TBD	UPCOMING
Campus Wide ADA Improvement Renovation	\$1,310,141	Ongoing	Ongoing	ONGOING
Campus Wide Utility Infrastructure Renovation	\$4,841,155	Ongoing	Ongoing	ONGOING
Swing Space	\$6,258,137	Ongoing	Ongoing	ONGOING
Oceanside Campus Total =	\$372,949,449			

OC B1000 ADMINISTRATION RENOVATION

- **Phase:** Construction
- **Delivery Method:** Design-Bid-Build
- **Current Budget:** \$12.8M
- **Architect:** Little Architects
- **Building SQ FT:** 18,800 SF
- **Scope:** The Administration Building will undergo a renovation to improve space efficiency and accessibility and replace failing infrastructure components. The existing mechanical, electrical, plumbing and structural systems will be replaced/upgraded to meet current building and seismic code requirements. The project also includes the construction of temporary portables to provide a home for campus administration while the renovation is underway.
- **Status:** Swing space was completed. Construction began in July. Interior demolition was completed and rough in and framing work has begun.



OC NEW PARKING LOT 5A

- **Phase:** Construction
- **Delivery Method:** Design-Build
- **Current Budget:** \$13.6M
- **Criteria Architect:** Lionakis
- **DBE:** Balfour Beatty / HMC Architects
- **Scope:** A new parking Lot will provide 500+ additional parking spaces and will be located near the main entrance to the campus. The parking lot will have electric vehicle (EV) charging stations and infrastructure for future photovoltaic shade structure system.
- **Status:** An initial course of asphalt has been put down on the parking lot. Landscaping activities are on going.



OC NEW KHAN BUILDING and GYM BUILDING

- **Phase:** DSA
- **Delivery Method:** Design-Build
- **Current Budget:** \$43.1M
- **Criteria Architect:** Lionakis
- **DBE:** Balfour Beatty / HMC Architects
- **Building SQ FT:** 35,000 SQ FT
- Scope: The new Gymnasium and the Kinesiology, Health and Nutrition Studies (KHAN) building will replace the existing gym buildings and provide a consolidated location for the new gymnasium, athletics instruction spaces, and the Wellness Center. The facility will also include locker rooms, equipment storage, and a multi-purpose studio.
- Status: This project is currently under DSA review. Initial comments were received in August and plans are being updated for a backcheck submittal planned in October.



OC NEW ALLIED HEALTH BUILDING

- **Phase:** DSA
- **Delivery Method:** Design-Build
- **Current Budget:** \$26.1M
- **Criteria Architect:** Lionakis
- **DBE:** Balfour Beatty / HMC Architects
- **Building SQ FT:** 20,450 SQ FT
- **Scope:** A new facility will provide a consolidated location and appropriate facilities for all of the Allied Health programs. Preliminary program includes state-of-the-art simulation spaces, including patient and operating rooms, as well as hands-on skills labs and classrooms. The master plan assumes a single story building whose design is coordinated with the new gym complex to create a unified campus and design aesthetic.
- **Status:** This project is currently under DSA review. Initial comments were received in August and plans are being updated for a backcheck submittal planned in October.



OC NEW STUDENT SERVICES BUILDING

- **Phase:** DSA / Construction
- **Delivery Method:** Design-Build
- **Current Budget:** \$62.1M
- **Criteria Architect:** Gensler
- **DBE:** Swinerton / DLR
- **Building SQ FT:** 39,040 SQ FT
- **Scope:** The new Student Services facility will consolidate student service functions currently scattered throughout the campus to a single, one-stop shop, and will include a new home for the Veterans Center. Located at the current Pedley Park, the new building is strategically located to act as a gateway building for the campus, providing a much-needed sense of entry and easy wayfinding for new or prospective students. Currently proposed as a two-story structure, the building will also allow access and entry from the street level for visitors and campus promenade level for current students. Project includes re-building failing slope between the B1000 building and Pedley Park.
- **Status:** The building design is under DSA review. Initial comments were received and backcheck is planned for October. The Chiller Plant piping scope of work was completed. Construction began on the Chiller Plant Upgrades and Slope Repair portions of work.



OC NEW CHEMISTRY & BIOTECHNOLOGY BUILDING

- **Phase:** Design
- **Delivery Method:** Design-Build
- **Current Budget:** \$41.4M
- **Criteria Architect:** Lionakis
- **DBE:** CW Driver / HED
- **Building SQ FT:** 20,630 SQ FT
- **Scope:** The new Chemistry and Biotechnology Building will provide a state-of-the-art facility with new chemistry and biochemistry labs and two 40-seat flexible classrooms. As the district's Biotechnology program expands into a Baccalaureate degree program, the building will provide needed space for growth. The project will be the major component of the Science, Technology, Engineering and Mathematics (STEM) quad and plaza.
- **Status:** This project is currently in the Construction Document phase of design. User group meetings and value engineering efforts are ongoing.



OC B1200 LIBRARY RENOVATION

- **Phase:** Design
- **Delivery Method:** Design-Build
- **Current Budget:** \$32.5M
- **Criteria Architect:** AC Martin
- **DBE:** Level 10/ Mosher Drew
- **Building SQ FT:** 34,001 SQ FT
- **Scope:** The 1200 Building is Oceanside's Library. It will be undergoing a full renovation to upgrade mechanical, electrical and plumbing systems within the building. Interior layouts will be adjusted to accommodate changing programming needs of the building. Addressing acoustic concerns is a key feature. This project is anticipated to be completed in phases to allow operations to continue while under construction.
- **Status:** Project design efforts and user meetings continue. This project is the Design Development phase of design.



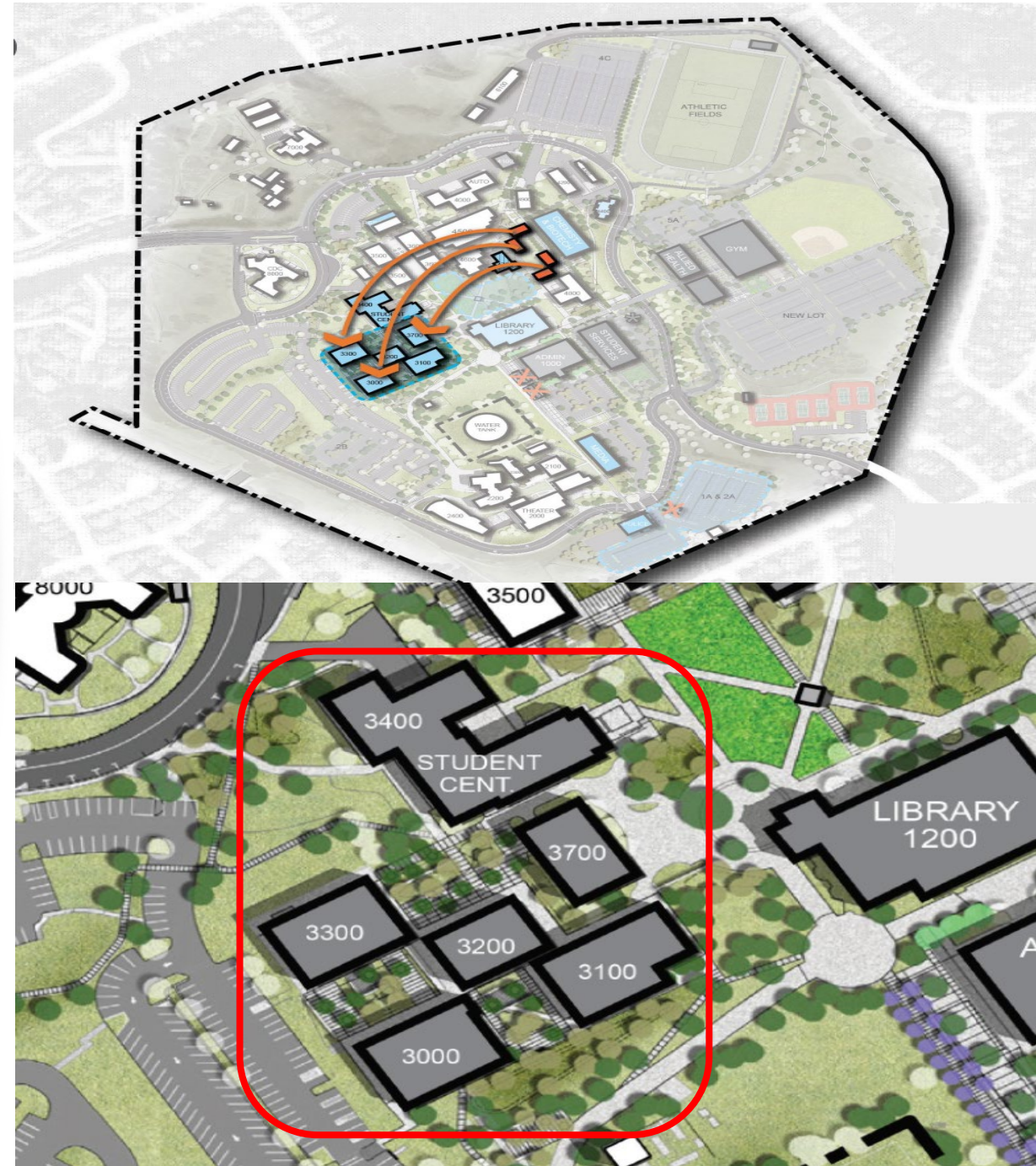
OC NEW ARTS AND MEDIA BUILDING

- **Phase:** Design
- **Delivery Method:** Design-Build
- **Current Budget:** \$21.0M
- **DBE:** Balfour Beatty / HMC Architects
- **Building SQ FT:** 10,471 SQ FT
- **Scope:** The new Arts/Media Services Building will house a variety of functions, serving the students of the arts hub and the campus. It will include a spacious new Art Gallery, a 40-person classroom, student study spaces, faculty offices, the Media Arts labs, a coffee cart-type element, and extensive display areas for student art. It will provide dedicated student-friendly study and collaboration spaces. Proposed as a single-story facility, the building will have a strategic path of engagement to the campus promenade.
- **Status:** The project is completing the Schematic Design and will be moving into Design Development. Meetings for User input continue.



OC NEW ARTS AND MEDIA BUILDING

- **Phase:** Pre-Design
- **Delivery Method:** Design-Build
- **Current Budget:** \$TBD
- **DBE:** Rudolf & Sletten / Gensler
- **Building SQ FT:**
- **Scope:** Consolidate planning of building 3000, 3100, 3200, 3300, 3400, and 3700 renovations into a coordinated design-build project for the Communications hub. Repurpose spaces vacated by programs moving to the new Student Services and Arts Media Buildings, move T300's and T400's functions to permanent buildings and remove trailers. Create student spaces for ASE and equity programs.
- **Status:** The project is will begin the pre-design development phase this spring. User group membership to be identified early this spring .

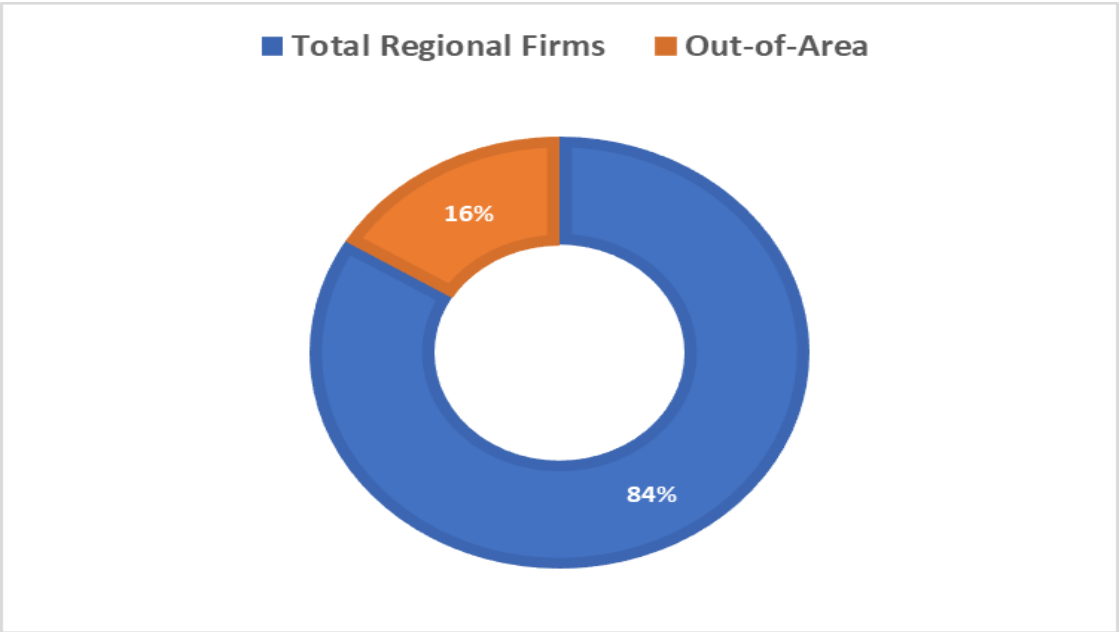




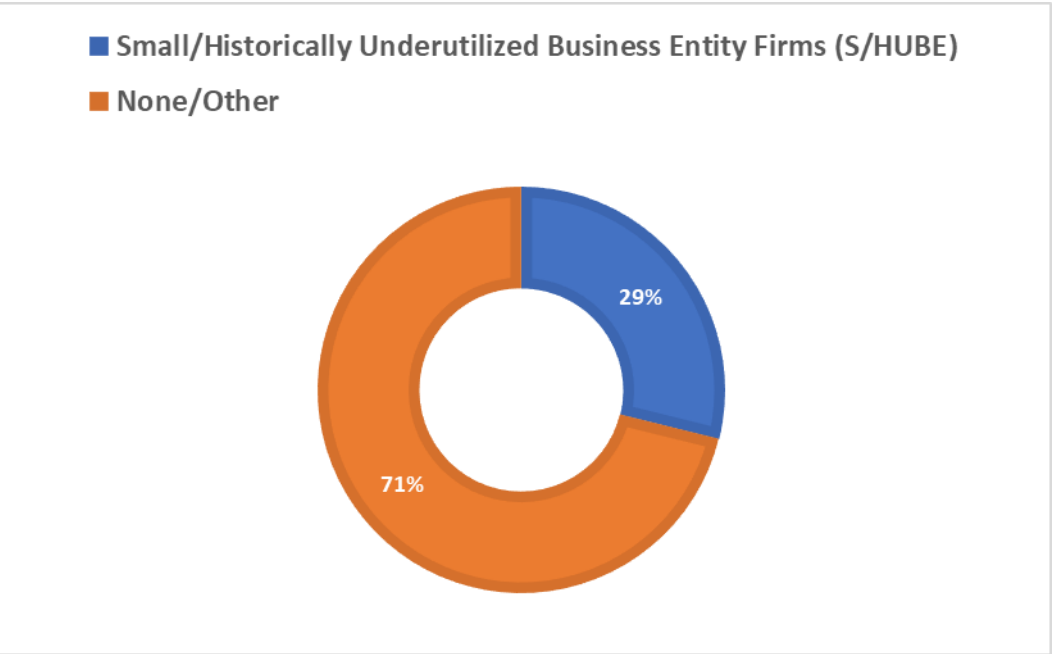
LOCAL HIRE & S/HUBE TRACKING AND REPORTING

Contract Volume - All Awardees: Locality & S/HUBE

Locality	Contract Volume	Percentage
Total Regional Firms (San Diego County)	\$110,072,514.08	83.70%
Out-of-Area	\$21,429,948.25	16.30%
Total	\$131,502,462.33	100%



Business Category	Contract Volume	Percentage
Small/Historically Underutilized Business Entity Firms (S/HUBE)	\$37,957,591.82	28.86%
None/Other	\$93,544,870.51	71.14%
Total	\$131,502,462.33	100%



Questions

