ACADEMIC SENATE

Regular Meeting — November 5, 2021
9:00am to 11:00am
Meeting via ZOOM: Information below

Join Zoom Meeting: https://miracosta-edu.zoom.us/j/717046932
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AGENDA

I. Call to Order

II. Roll Call

III. Teleconferencing for Meetings

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

Description: *The Academic Senate approved resolution R. 2-21 on 10/1/21 to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. To continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. Academic Senate will reconsider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person. This item will be a recurring item until the body determines the circumstances no longer support the findings in R. 2-21. The last ratification was on 10/15/21.*

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 Regular Meeting of October 15, 2021
B. Ratify Updates to Faculty Appointments to Statewide Committees and Liaison Roles for 21-22 AY
C. Ratify Updates to Fall 2020 and Spring 2021 – FTE/LHE Reassigned Time for AS Leadership Responsibilities
D. Ratify Updates to Faculty Committee Assignments for 21-22 AY
E. Ratify 2022-2023 Curriculum Packet, Part I – *Senigaglia*

Description: *Every year CPC reviews curriculum and then submits to AS for approval. Each year the curriculum approval is submitted in multiple parts. Part I contains all new course additions in order to obtain early Board of Trustee approval and submit to the Chancellor's Office in time for next year's catalog. This is to ensure all deadlines are met. AS can expect to see, at least two more curriculum packets for the 2022-2023 catalog in early spring 2022.*

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. Sabbatical Leave Reports – *Hanada-Rogers, Meinhold* **(Time certain – 9:30am)**

Description: *Three (3) sabbatical leave reports come to Academic Senate for a first read for returning faculty members Nery Chapeton-Lamas, Rebecca Morgan, and Arnoldo Williams. Sabbatical leave reports are reviewed to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical Leave Reports are forwarded to the President/Superintendent for approval.*

B. Sabbatical Leave Applications – *Hanada-Rogers, Meinhold*

Description: *Based on the Faculty Assembly contract, the number of sabbaticals is 8% of the full-time faculty in an academic year. Eleven (11) sabbatical leave applications were submitted to the Sabbatical leave Committee for the 2022-2023 academic year and come to Academic Senate for a first read for Sam Arenivar, Elizabeth Clarke, Erica Duran, Matt Falker, Claudia Flores, Pierre Goueth, Jade Hidle, Arlie Langager, Kristi Reyes, Alexis Tucker and Rosa Viramontes. Sabbatical Leave Applications will be forwarded to the President/Superintendent and the Board of Trustees for final approval.*

C. Salary Advancement Applications – *Munshower* **(Time certain – prior to 9:40am)**

Description: *Seven (7) faculty members, both full-time and associate, have submitted applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule, based on their continued professional development. The Salary Advancement Committee (SAC) has reviewed the applications and brings them to Academic Senate for a first read.*

IX. Old Business

A. Updated Draft of the Educational Master Plan (EMP) – *Tarman* **(Time Certain 10:15am)**

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 second 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 second read.

X. Information/Discussion

A. Revised Resource Allocation Process – *Flood, Salamon* **(Time Certain 9:45am)**

Description: *Tim Flood and Joe Salamon will provide a presentation on the changes to the Budget and Planning Committee (BPC) resource allocation process.*

B. Curriculum and Legislative Updates – *Senigaglia, Benschop* **(Time Certain 10:00am)**

Description: *Recently signed legislation will have significant impacts to curriculum design and articulation. A brief overview of AB 927, AB 928, and AB 1111 will be presented.*

XI. Senator Reports

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

XII. Adjournment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ACADEMIC SENATE

Regular Meeting — October 15, 2021
9:00am to 11:00am
Meeting was held via ZOOM

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 **9:02am.**

II. Roll Call

Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Yessenia Balcazar, Sunny Cooke (ex-officio), Karla Cordero, Jim Julius, Himgauri Kulkarni, Luke Lara (President), Delores Loedel, Tyrone Nagai, Gilbert Neri, Brian Page, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (President-elect), Krista Warren
Members absent: Zulema Diaz
Others present: David Bonds, Sean Davis, David Dunn, Maria Figueroa, Tim Flood, Thao Ha, Jeff Ihara, Alicia Lopez, Denée Pescarmona, John Siebelink, Chris Tarman, Tina Walker

III. Teleconferencing for Meetings

A. Recertify the Resolution (R. 2-21) Authorizing Teleconferencing for Meetings Pursuant to AB 361 – *Lara*

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

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

IV. Persons Wishing to Address the Senate

None.

V. Changes to Agenda Order

None.

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

The consent calendar was approved by unanimous consent.

VII. Reports

A. Academic Senate President

Academic Senate President, Luke Lara, provided a written report with the agenda. He highlighted that there is big legislation that will be impacting community colleges. At the CPC meeting, Joanne Benschop and Denée Pescarmona discussed the implications of AB 1111 and AB 928 and will present an update to AS on 11/5. Also of note, AB 927 passed, allowed MCC and all CCC's to retain and expand their Baccalaureate degree programs. The Chancellor's office has added DEI focused learning modules via MIST which is how MCC integrates with the Vision Resource Center (VRC.) Further, the Faculty Awards Committee sent out a notice/announcement soliciting ASCCC exemplary award nominations. The application deadline is 10/29 and should be submitted to Robin Allyn.

B. College Superintendent/President

Superintendent/President, Sunny Cooke, noted that the Board of Trustees intended to meet on campus in October; however, the technology in the room has prevented them from doing so. They are hoping to start meeting on campus soon. AB 361 will need to be applied so that the Board can continue to offer the public an opportunity to participate in some form of teleconferencing for public comment. Very much like

the Academic Senate just did, they will need to re-visit the resolution each month. The next Board meeting is October 21 and there will be three presentations made:

- The adjustments to our trustee districts
- Online learning
- The work of the SCPAC (Student Conduct and Police Advisory Committee)

There will be two open houses; one at the CLC on October 25th at 5pm and one at the SEC on November 8th at 8am. They are open to all members of the college and broader community. There will be the unveiling of MCC's annual report with wonderful stories about our students, our faculty and staff, what's happening within our District and also celebrating alumni, opening up of campuses after closure for construction, and getting ready to welcome students back to campus. Please join and celebrate the beautiful campus openings and celebrate that our students will soon be enjoying the renovated facilities. MCC continues to work with its Achieving the Dream coach on how we might leverage what's happening across our District to ensure that we are collaboratively and systematically providing robust professional development for all employees. Coach, Dr. Mary Spilde, has spent a great deal of time listening to faculty, classified leaders, as well as, human resources personnel about what is currently happening, what's working well and where there are opportunities to make improvements. She held many meetings since spring 2021 and will share her findings in a report and a large meeting with all those involved in professional development. Thanks to all those involved in preparing the spring 2022 schedule. Students lives have changed and their preferences for how they want to be served have also shifted. MCC will try to anticipate student needs and provide choices for how best to engage in courses and support services.

C. Classified Senate

Vice President of CS, Ingrid Phillips, not present. No report.

D. Associated Student Government

ASG Executive Vice President, John Siebelink, noted there was a special session of ASG last Friday similar to how AS conducted their special meeting and voted on a resolution to continue holding meetings remotely moving forward. Eric Shaw was hired as the new student adviser and director.

E. Redesigning the Student Experience

Faculty Lead, Thao Ha, showcased another video highlighting colleague, Maria Figueroa, in redesigning the student experience. The discussion surrounded the liquid syllabus which Figueroa discussed how to decenter the contractual nature and often intimidating nature of a syllabus and move it towards a more relational document. It allows one to share about yourself as an instructor through storytelling and how you organize and present it. A link to this discussion is available in her report attached to the agenda.

F. Accreditation

It was suggested that AS President, Luke Lara provide an accreditation update as a standing report at each AS meeting. He provided a two-page report attached to the agenda for this meeting. He further highlighted the process of accreditation for the Senate body noting the process occurs every seven years. He further noted that everything being done at the college is contributing to accreditation and is ongoing including effective student learning and achievement. He further discussed the four domains which contain 14 standard areas for accreditation.

VIII. New Business

A. Updated Draft of the Educational Master Plan (EMP)

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. Chris Tarman shared the revised document as a first read. Since the last AS meeting, more information was gathered with input from faculty. He hopes this new draft reflects what was received. New language was added to the introduction highlighting that MCC is a Hispanic and Veteran serving institution. Further, in the data summary disproportionately represented groups were noted. When asked, he noted that the impact of Covid was also referenced. There will be opportunities for more feedback and to add more information after this first read. He also noted a section concerning the transitions program as a strategy was included. It was highlighted that this EMP is a different way to do it as more strategic and adaptive in nature. It is designed to be a dynamic living document. The document will changes as things come to life and new programs are introduced as we pursue the institutional goals. If there are strategies that are still not reflected in the document, we will still honor that work and include them. Senators were encouraged

to reach out their constituents and ask for more feedback to be sent directly to Chris Tarman or Luke Lara for the next meeting.

B. Recommended Ranking for Full-Time Faculty Positions

AAC forwards a recommended ranking for full-time faculty positions for Academic Senate review and approval. AAC Chair, David Bonds shared the rankings as a first read. Bonds shared the process of how rankings were decided. He noted that many of the positions ranked on the lower side were replacement positions. It was recognized this is very challenging for faculty to rank and that this will come back at the next meeting for approval.

IX. Information/Discussion

A. Change for Equivalency Policy and Practice

On behalf of the Equivalency Committee, Chair Jeff Ihara 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? It was noted that there is a change required dealing with equivalency based on eminence. There are a few things wrong with having this qualification and shows potential inequity. There is also the issue that eminence amounts to the equivalence of a single course equivalency. Single course equivalencies are not good and are not supported by the statewide AS. Further qualification by eminence alone is not accepted, per an ASCCC resolution from 2009. An example was noted that last spring there were two requests that came through in which eminence was accepted. A4 says a candidate can qualify if they hold a BA in the discipline and a masters in another field. A5 states that they qualify with a BA in a related field and five years of professional experience. A door can remain open if we allow for the BA and full-time professional experience. It is being suggested to get rid of the word eminence and replace it with a combination of the two.

The Equivalency Committee would appreciate input from AS to either,

1. Allow eminence or,
2. Replace it with an alternative – a combination of some experience and education.

If this is not a welcome change, they will simply get rid of eminence. Feedback should be gathered and sent to Ihara and Lara and then back to the Equivalency Committee.

B. Facilities Update

Vice President of Administrative Services, Tim Flood and David Dunn, program director with Kitchell for the Capital Improvement Program, presented an update of the district facilities and Measure MM projects. They included an overall summary and what will be seen over the next six months and the status of the contracts and current projects. Their slide presentation is attached to the agenda for this meeting. It was also noted that all of the programs presented are part of the five-year capital construction plan approved by the Board. More projects will come through next year.

X. Senator Reports

Balcazar noted two events occurring for Dia de los Muertos including Monday's paper flower making workshop on campus and another on Friday to create a community alter. Bea Palmer sent an email highlighting these two workshops. It is also the EOPS midterm progress report season. Julius noted the student orientation online learning workshops are at week nine. There will be four more workshops next week. Allyn announced the workbase learning team will have a career panel regarding a career in law. Registration is available at this link: https://tinyurl.com/ExploreCareersInLaw. Ravanbaksh noted CLC diversity day will occur on December 1, 2021, 10:30am–12pm and 7:30pm–9pm. Lara noted that on November 1st there will be entertainment on campus to help commemorate the work being done to create the alter. The cafeteria will be providing an explicit meal plan around Mexican food that week. Lara also noted he sent an email to all faculty regarding the resolution packet that will be at the Area D meeting tomorrow in preparation for Plenary in November. He asked for feedback to help discuss and debate it.

XI. Adjournment – The meeting adjourned at 11:46am.

ACADEMIC SENATE

Updates to Faculty Appointments to Statewide Committees and Liaison Roles for the 21 – 22 AY (as of *11-05-21*)

ASCCC Committees

ADD: Maria Figueroa – Legislative and Advocacy Committee

ACADEMIC SENATE

Update Fall 2020 and Spring 2021 – FTE/LHE Reassigned Time for AS Leadership Responsibilities (*as of 11/05/21*)

Academic Senate Subcommittee Faculty Chairs

ADD: DEqCC Chair – Violeta Sanchez – 0.2 FTE (3 LHE), starting Spring 2022

REMOVE: DEqCC Chair – Alicia Lopez, at end of Fall 2021

ACADEMIC SENATE

Updates to the Faculty Committee Assignments 21-22 (as of 11-05-21)

Change: Alicia Lopez will serve as DEqCC chair through end of Fall 2021

Change: Violeta Sanchez will serve as DEqCC chair starting Spring 2022

Courses & Programs Calendar: 2021-2022

JULY 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1 New courses intended for UC transfer status due in Stage 2
1 New and modified programs that include new UC transferable courses due in Stage 2
5 Independence Day (Holiday)

AUGUST 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 Courses in Future Database now current and can be modified
17 Tech Review Meeting – OC1038 (1-2:30 p.m.)
26 CPC Meeting —OC1202 (1-3 p.m.)
- Mandatory CPC member training

31 Tech Review Meeting - OC1038 (1-2:30 p.m.)

► **Reminder:** Contact the dean of Career Education if proposing a new CE program or modifying a CE program for Region 10 review.

SEPTEMBER 2021						
S	M	T	W	Th	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1 All new credit & noncredit courses, new credit & noncredit programs, and major credit & noncredit modification submissions due in Stage 2
6 Labor Day (Holiday)
9 CPC Meeting – OC1202 (1-3 p.m.)
14 Tech Review Meeting – OC1038 (1-2:30 p.m.)
23 CPC Meeting – OC1202 (1-3 p.m.)

OCTOBER 2021						
S	M	T	W	Th	F	S
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24	25	26	27	28	29	30
31						

5 Tech Review Meeting - OC1038 (1-2:30 p.m.)
14 CPC Meeting—OC1202 (1-3 p.m.)
19 Tech Review Meeting – OC1038 (1-2:30 p.m.)
28 CPC Meeting—OC1202 (1-3 p.m.)
- **Final** read of all **NEW credit and noncredit courses***, including topics courses for spring 2022 schedule.
- **Final** read of all **NEW programs, and AD-T program modifications** (whether major or minor).

NOVEMBER 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

2 Tech Review Meeting – OC1038 (1-2:30 p.m.)
5 *First Curriculum Packet goes to the Academic Senate (NEW and ADT program mods, new and major course mods, including UC)*
11 CPC Meeting—OC1202 (1-3 p.m.)
12 Veterans' Day (Holiday)
18 First Curriculum Packet goes to the Board
25-26 Thanksgiving Break (Holiday)
30 Tech Review Meeting - OC1038 (1-2:30 p.m.)

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

9 CPC Meeting—OC1202 (1-3 p.m.)
- Sunset Deferral requests due in the portal for review at January 27 CPC meeting
- Review of Curriculum Compliance Exception requests
- **Final** read of **major course and program modifications** for the 2022-23 catalog.

13-18 Finals Week
24-31 Winter Break (Holiday)

Courses & Programs Calendar: 2021-2022

JANUARY 2022						
S	M	T	W	Th	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	**20**	21	22
23	24	25	26	27	28	29
30	31					

3 New Year's Day Observance (Holiday)
17 Martin Luther King Jr. Day (Holiday)
18 Tech Review Meeting – OC1038 (1-2:30 p.m.)
27 CPC Meeting —OC1202 (1-3 p.m.)
- Review of Sunset Deferral requests
- Minor course and program modifications
- Academic Map List Review (information only)

FEBRUARY 2022						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	**17**	18	19
20	21	22	23	24	25	26
27	28					

1 Tech Review Meeting – OC1038 (1-2:30 p.m.)
4 Second Curriculum Packet goes to Academic Senate (Major and minor course and program mods)
10 CPC Meeting—OC1202 (1-3 p.m.)
- Instructional Materials Fee list review
- Minor course and program modifications

11-14 Presidents Day Weekend (Holiday)
15 Tech Review Meeting – OC1038 (1-2:30 p.m.)
24 Second Curriculum Packet goes to the Board (major course & program modifications)*
24 CPC Meeting—OC1202 (1-3 p.m.)
- **Final** read of **minor course and program modifications** for the 2022-23 catalog.

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	**10**	11	12
13	14	15	16	17	**18**	19
20	21	22	23	24	25	26
27	28	29	30	**31**		

1 Tech Review Meeting – OC1038 (1-2:30 p.m.)
4 Third Curriculum Packet goes to Academic Senate (minor mods only)
10 CPC Meeting—OC1202 (1-3 p.m.)
- Deadline for changes to APs/BPs that impact catalog production
- Review Biannual CE Requisite forms

17 Third Curriculum Packet goes to the Board** (minor course & program modifications only)*
21-26 Spring Break (Holiday)

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	**7**	8	9
10	11	12	13	14	15	16
17	18	19	20	**21**	22	23
24	25	26	27	28	29	30

5 Tech Review Meeting – OC1038 (1-2:30 p.m.)
14 CPC Meeting—OC1202 (1-3 p.m.)
- Updates to Disciplines/Minimum Qualifications/Course Placement lists
- 2022-2023 CPC Calendar approval

19 Tech Review Meeting – OC1038 (1-2:30 p.m.)
28 CPC Meeting—OC1202 (1-3 p.m.)

MAY 2022						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	**19**	20	21
22	23	24	25	26	27	28
29	30	31				

2 2022-2023 Catalog goes live
3 Tech Review Meeting – OC1038 (1-2:30 p.m.)
12 CPC Meeting—OC1202 (1-3 p.m.)
- CPC Handbook updates
- Updated Academic Map Review (information only)

18 MCUL and Sunset List sent to Department Chairs and all fulltime faculty
23-27 Finals Week
30 Memorial Day (Holiday)

Legend:

	CPC Meeting Date
	Tech Review Meeting Date
	Academic Senate Meeting Date
	Board Meeting Date
	School Holiday (Campus Closed)
	Finals Week

* UC, IGETC, and CSU GE courses have different effective dates. Please see the CPC Handbook for further clarification.
** Board meeting dates for spring were not available until fall semester.

FINAL, Approved by CPC 04/22/21

2022-2023 Curriculum Approvals
Effective: August 2022
Part I

I. Credit Course Level
A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
ART	ART	262		Introduction to Silkscreen: This course introduces silkscreen, or serigraphy, within contemporary printmaking applications for the creation of multicolor prints using water-based techniques. The course includes instruction in direct and indirect methods of screen production, focusing on photo-based processes, as well as manual and digital applications. Course content includes demonstrations of technique, critiques, discussions, lectures, studio work, and visiting artist lectures. It emphasizes craftsmanship and individual expression and encourages experimentation in the use of materials.	3	10/28/2021
ART	ART	268	O	Film Photography III: This course builds upon skills learned in Film Photography II (ART 208). In this advanced-level photography course, students study historical and contemporary practices in image-making and a variety of techniques to further their skills in the medium. The course covers non-traditional and alternative printing processes as well as incorporating digital tools and mixed-media approaches, and it emphasizes the development of a broader definition of photographic practice within the student's skill set. The course culminates with a professional portfolio of finished work.	3	10/28/2021
ART	ART	269	O	Film Photography IV: This course is designed for advanced students wishing to major in art with an emphasis in photography. Students work closely with the instructor to create a cohesive body of work for a portfolio or exhibition. The course emphasizes production, documentation, and analyzing one's artwork and is intended to aid in preparing a portfolio for application for transfer into a university program. Students should contact the instructor prior to enrollment to discuss topics related to the medium. Students are required to visit exhibitions and attend field trips to view artworks and advance their understanding of contemporary art and practice. Students are required to produce a final portfolio or exhibition at the end of the semester.	3	10/28/2021

I. Credit Course Level

A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
AUTO	AUTO	110	O/GE	History of the Automobile: This course surveys the history, culture, and societal impact of the automobile in the United States from the early twentieth century through present times. Students examine how the automobile has transformed American society and how it continues to influence social status, consumer purchasing, advertising, consumption, transportation choices, and urban design. The course also explores the automobile's impact on modern day manufacturing processes, technological innovations, market competition, environmental concerns, and governmental regulations.	3	10/28/2021
AUTO	AUTO	201	O	Alternative Fuel Vehicles: This alternative fuel vehicles course emphasizes biodiesel, natural gas, propane, biofuels derived from algae, alcohol/ethanol products (cellulosic and crop-based), and new propulsion sources currently under development. Students learn basic diesel and biodiesel technology, including oil titration and biodiesel production. The course covers the properties of gasoline, alcohol, ethanol, methanol, pressurized fuels such as natural gas and propane, and how crude oil is derived from algae production for use as a carbon-neutral internal combustion alternative. It also examines the environmental, ethical, political, and geopolitical ramifications of the production of these fuels. This course prepares students for employment as entry-level alternative fuel specialists and fleet vehicle attendants.	2	10/28/2021
BUS	ACCT	204	O	Intermediate Accounting I: Students study the conceptual framework of accounting as it relates to the recording, reporting, and disclosing of financial information related to asset valuation and income determination based on generally accepted accounting principles. The course emphasizes corporate financial statements and the accounting procedures used for measuring, recording, and reporting assets. It also covers recent developments in accounting standards and practice. Topics include the acquisition, valuation, and disposition of assets as well as income determination. This course is intended for students majoring in the field of accounting and those seeking additional education in preparation for the Certified Public Accounting (CPA) exam.	4	9/23/2021
BUS	BUS	128	O	Introduction to Supply Chain Management: This course provides an overview of key supply chain management and logistics processes, concepts, and methodologies. The course explores the framework for supply chain management, major issues and challenges, main cost and service elements, key strategies and practices, and strategic role of information technology. Students gain important global business context and explore supply chain management career and educational opportunities.	3	10/14/2021

I. Credit Course Level

A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
BUS	BUS	141	O	Transportation and Logistics: This course provides an overview of the principles and practices of transportation and its role within supply chain management. The course emphasizes physical transportation systems within the context of logistics management. Students gain important global supply chain context and explore transportation and logistics career and educational opportunities.	3	10/14/2021
BUS	BUS	143	O	Warehouse Operations: This course provides an overview of warehousing operations and the processes, technologies, and equipment within a warehouse facility as enablers for an efficient, effective, and comprehensive supply. Students gain important global supply chain context and explore warehousing operations career and educational opportunities.	3	10/14/2021
BUS	BUS	205	O	Manufacturing and Service Operations: This course focuses on the concepts, principles, problems, and practices of operations management. It emphasizes methodologies and processes for effective and efficient management of manufacturing and services operations. Students gain important global business context and explore operations management career and educational opportunities.	3	10/14/2021
COUN	COUN	296-2	O	Academic Planning: This course introduces students to the elements of educational planning specific to their academic and career goals. The course guides students through the multiple stages of creating a comprehensive education plan and culminates in the completion of a personalized plan. The course also introduces students to the various campus support services that are available to help them achieve their goals.	1	10/28/2021
ILNG	SPAN	222	O/GE	Spanish for Native Speakers II: This continuation of SPAN 221 prepares native Spanish speakers with little or no formal training in Spanish for more advanced courses. It develops the student's ability to express opinions and make recommendations in Spanish-language debates and discussions. It addresses listening comprehension, speaking, reading, and writing while emphasizing the improvement of reading and writing skills. Students also learn about regional variations in standard Spanish, Spanglish and code-switching, and the relationship between language and cultural identity.	4	10/14/2021
MATH	MATH	126S	O/GE	Precalculus 1: College Algebra with Integrated Support: This course covers advanced algebra topics including functions and their properties. Topics include one unit of intermediate algebra review, linear, quadratic, polynomial, rational, exponential, and logarithmic functions and their applications, graphs of functions, inverse functions, and systems of equations and inequalities.	5	9/9/2021

I. Credit Course Level

A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
MUS	MUS	188	H	Technology for Music Majors: This survey course presents an introduction to technological tools for students in music performance, music education, and general education. It is designed to introduce basic studio recording concepts, live sound systems, digital audio workstations, MIDI, and music notation software for the performance of classical and jazz/commercial music.	2	10/28/2021
PHSC	EART	106H	O/GE	Earth and Space Science (Honors): This course offers highly motivated students an enriched introduction to the scientific study of the earth. The course introduces astronomy, including planetary origin and motions; Earth science, including origin and composition of Earth, landforms, and plate tectonics; atmospheric processes, including climate and weather; Earth's oceans, other bodies of water, and their currents and tides; the hydrologic cycle. UC CREDIT LIMITATION: No credit if taken after a college level course in astronomy, Earth science, or geology.	3	9/9/2021
PHSC	PHYS	111H	O/GE	Introductory Physics I (Honors): This first course of a two-semester physics sequence covers the properties of matter, mechanics, heat, and waves, including sound. It is intended for students majoring in pre-medicine, pre-dentistry, pre-optometry, and similar areas. This honors course offers highly motivated students the opportunity to conduct self-directed research as well as independent exploration of laboratory equipment and software.	4	9/9/2021
PHSC	PHYS	112H	O/GE	Introductory Physics II (Honors): This second of a two-course physics sequence covers light, electricity, magnetism, and atomic physics. This honors course offers highly motivated students the opportunity to conduct self-directed research as well as independent exploration of laboratory equipment and software.	4	9/9/2021
PSYC	PSYC	105	O/GE	Critical Thinking in Psychology: This course focuses on the development of critical thinking skills related to psychology. Students learn how to evaluate arguments, use basic skills of logic and reasoning, identify common errors of human thinking that impede critical thinking, analyze scientifically based claims within psychology, and identify techniques of persuasion. The course emphasizes the application of critical thinking skills to analyzing the writings of others, writing effective arguments, and understanding contemporary controversies in psychology.	3	10/14/2021

I. Credit Course Level

A. New Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
PSYC	PSYC	121H	O/GE	Human Development (Honors): This course examines the psychological and physical development of the individual from conception through childhood, adolescence, and maturity. It covers major theories of intellectual, physical, emotional, and social development and explores cultural differences in development. The course emphasizes the interdependence of various periods of the individual's life and considers scientific methods, behavioral disorders, death, and spirituality. As an honors course, it provides an enhanced experience for motivated students through advanced coursework and reading materials, enriched analysis and discussion of human development topics, special attention to science in psychology, and refinement of critical thinking skills.	3	10/14/2021
SOC	SWHS	120A	O	Social Work and Human Services Seminar: This course provides students who are participating in a supervised field experience in a community organization, agency, or institution with a weekly class meeting that provides the academic element to the experiential course offering. The course emphasizes the application of concepts gained in the prerequisite or corequisite course to the field experience. It is designed to provide students with an opportunity to develop skills that would facilitate gaining employment in the human services field.	1	10/28/2021
SOC	SWHS	120B	O	Social Work and Human Services Fieldwork: This course offers students a supervised field experience in a community organization, agency, or institution, allowing them to apply knowledge and learn new skills outside of the classroom environment. The course is designed to provide students with an opportunity to observe, practice, and develop skills that would facilitate gaining employment in the human services field.	2	10/28/2021
Total Credit Course Additions: 21						

2022-2023 Curriculum Approvals
Effective: August 2022
Part I

I. Credit Course Level
B. Modified Courses

Department	Subject	Course #	Additional Approvals	Course Title & Catalog Description	Units	Date Approved
ART	ART	207	O	Film Photography I	3	10/28/2021
ART	ART	208	O	Film Photography II	3	10/28/2021
ART	ART	210	O	Printmaking I	3	10/28/2021
ART	ART	218	O	Printmaking II	3	10/28/2021
ART	ART	221	O	Printmaking III	3	10/28/2021
ART	ART	222	O	Printmaking IV	3	10/28/2021
ART	ART	253	O	Applied Digital Photography	3	10/28/2021
AUTO	AUTO	200	O	Automotive Electric and Hybrid Vehicles	4	9/9/2021
BTEC	BTEC	108	O/GE	Biomanufacturing: From Gene to Product	3	10/14/2021
BTEC	BTEC	108H	O/GE	Biomanufacturing: From Gene to Product (Honors)	3	10/14/2021
BUS	HOSP	100	O	Introduction to Hospitality Management	3	8/26/2021
BUS	HOSP	114	O	Hospitality Law	3	8/26/2021
BUS	HOSP	133	O	Introduction to Hotel Management	3	8/26/2021
BUS	HOSP	150	O	Hospitality Cost Control	3	8/26/2021
BUS	HOSP	153	O	Introduction to Food and Beverage Management	3	8/26/2021
CHEM	CHEM	115	O/GE	Introductory General Chemistry: For Allied Health Majors	4	10/14/2021
CHEM	CHEM	115H	O/GE	Introductory General Chemistry: For Allied Health Majors (Honors)	4	10/14/2021
CSIT	CSIT	180	O	Fundamentals of Computer Hardware and Software	4	8/26/2021
DESN	DESN	101	O	Computer-Aided Design and Drafting	4	10/14/2021
HORT	HORT	110	O	Introduction to Sustainable Horticulture	3	10/28/2021
ILNG	SPAN	221	O/GE	Spanish for Native Speakers	4	10/14/2021
KHAN	ATHL	118	O	Basketball Techniques	1	8/26/2021
KHAN	HEAL	200	O	First Aid and Safety	1	10/28/2021
KHAN	HEAL	201	O	CPR and AED	1	10/28/2021
KHAN	KINE	110	O	Walking for Fitness	0.5-1	9/23/2021
LIBR	LIBR	101	O/GE	Introduction to Library Research	1	10/14/2021
LTRSPT	ENGL	50	O	Introduction to College Composition	4	10/28/2021
MATH	MATH	103	O/GE	Statistics	4	10/14/2021
MATH	MATH	126	O/GE	Pre-Calculus I: College Algebra	4	9/9/2021
MATH	MATH	103S	O/GE	Statistics (Honors)	5	10/14/2021
MUS	MTEC	120	O	Digital Audio Production I	2	10/28/2021
MUS	MUS	113	O/GE	The Music of America	3	10/14/2021
MUS	MUS	114	O/GE	History of Rock and Roll	3	10/28/2021
MUS	MUS	130	O	Guitar I	1	10/28/2021
MUS	MUS	131	O	Guitar II	1	10/28/2021
NAAH	NURS	283	O/GE	Medical Surgical Nursing IV	7	8/26/2021
PHSC	EART	106	O/GE	Earth and Space Science	3	9/9/2021
PHSC	PHYS	111	O/GE	Introductory Physics I	4	9/9/2021
PHSC	PHYS	112	O/GE	Introductory Physics II	4	9/9/2021
PHSC	PHYS	280	O	Introduction to Electronics	3	9/9/2021
PSYC	PSYC	121	O/GE	Human Development	3	10/14/2021
SSCI	ECON	101	O/GE	Principles of Economics: MACRO	3	9/9/2021
SSCI	ECON	102	O/GE	Principles of Economics: MICRO	3	9/9/2021
SSCI	PLSC	101	O/GE	Introduction to Political Science	3	9/23/2021
SSCI	PLSC	101H	O/GE	Introduction to Political Science (Honors)	3	9/23/2021

Total Credit Course Modifications: 45

2022-2023 Curriculum Approvals
Effective: August 2022
Part I

I. Credit Course Level
C. Deleted Courses

Department	Subject	Course #	Course Title & Catalog Description	Units	Date Approved
MAT	MAT	220	Digital Illustration 2: Advanced Illustrator	3	8/26/2021
MATH	MATH	36	Intermediate Algebra-Learning Assistance for Pre-Calculus	1	9/9/2021
NAAH	MAP	54	HIPAA Compliance	1	8/26/2021
NAAH	NURS	289	Nursing Management of the Client with Diabetes Mellitus	2	9/23/2021
NAAH	NURS	291	Nursing Management of Invasive and Noninvasive Ventilatory Support	2	9/23/2021
NAAH	NURS	296-4	Scholarly Writing for Healthcare Professionals	1	10/28/2021
SOC	SWHS	120	Fieldwork/Practicum in Social Work and Human Services	3	10/28/2021
Total Credit Course Deletions: 7					

2022-2023 Curriculum Approvals
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Part I

II. Certificate and Degree Level

A. New Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
AUTO	AUTO	COA		Electric, Hybrid, and Alternative-Fuel Vehicle Technician	20	10/28/2021
BUS	ACCT	COA		Foundational Preparation for the CPA Exam Certificate	26	9/23/2021
BUS	BUS		AS-T	Business for Transfer 2.0	27-30	9/9/2021
BUS	BUS	COA	AA	Supply Chain Management	21	10/14/2021
BUS	HOSP		AS-T	Hospitality Management for Transfer	18-21	9/9/2021
MATH	MATH		AS-T	Mathematics for Transfer	21	10/28/2021
NAAH	MAP	COA		Patient Care Coordinator	31	9/9/2021
THEATR	FILM		AA	Film Studies	29-30	10/28/2021

Total New Degree and Certificates: 8

2022-2023 Curriculum Approvals
Effective: August 2022
Part I

II. Certificate and Degree Level
B. Modified Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
ART	ART	COA	AA	Digital Photography	18	10/28/2021
AUTO	AUTO	COP		Electric Vehicle, Hybrid Vehicle, and Engine Performance	10	9/9/2021
DESN	DESN	COP		Construction Management	14-15	10/14/2021
HORT	HORT	COA	AA	Landscape Architecture	26	10/28/2021
HORT	HORT	COA	AS	Pest Control Advisor	44	10/28/2021
ILNG	SPAN	COA		Spanish	16	10/28/2021
ILNG	SPAN		AA-T	Spanish for Transfer	19-20	10/28/2021
MUS	MUS		AA	Music	27	10/28/2021
PSYC	PSYC		AA	Human Development	19-20	10/14/2021
PSYC	PSYC		AA-T	Psychology for Transfer	19-22	10/28/2021
SOC	SOC	COP		Research Fundamentals	11	10/28/2021
SOC	SWHS		AA-T	Social Work and Human Services for Transfer	28	10/28/2021

Total Modified Degrees and Certificates: 15

2022-2023 Curriculum Approvals
Effective: August 2022
Part I

II. Certificate and Degree Level

C. Deleted Degrees and Certificates

Department	Subject	Certificate Type	Degree Type	Certificate/Degree Title	Required Units	Date Approved
NAAH	MAP	COP		Medical Office Clinical Professional	14.5-15.5	8/26/2021

Total Deleted Degrees and Certificates: 1

2022-2023 Curriculum Approvals
Effective: August 2022
Part I

III. Noncredit Program Level

A. New Program

Department		Program	Date Approved
NCSTVOC	COC	Google Apps Certificate of Completion	9/23/2021
NCSTVOC	COC	Office Clerk Certificate of Completion	10/14/2021
NCSTVOC	COC	Affordable Housing Management Certificate of Completion	10/28/2021
NCGEN	COC	Horticulture Basics Certificate of Completion	10/28/2021
NCGEN	COC	Teacher's Aide Training Certificate of Completion	10/28/2021

Total Modified Noncredit Programs: 5

III. Noncredit Program Level

B. Modified Program

Department		Program	Date Approved
		None.	

Total Modified Noncredit Programs: 0

III. Noncredit Program Level

C. Deleted Program

Department		Program	Date Approved
		None.	

Total Deleted Noncredit Programs: 0

2022-2023 Curriculum Approvals
Effective: August 2022
Part I

III. Noncredit Course Level

A. New Course

Department	Subject	Additional Approvals	Course Title and Description	Date Approved
NCSTVOC	NCVOC 33	O	Basic Google Apps	9/23/2021
NCSTVOC	NCVOC 34	O	Intermediate Google Apps	9/23/2021
NCGEN	NCWRT 15	O	Genre Writing	9/23/2021
NCGEN	NCWRT 13	O	Beginning Film and Digital Media Production	10/14/2021
NCSTVOC	NCAHM 50	O	Introduction to Affordable Housing Management	10/28/2021
NCSTVOC	NCAHM 51	O	Emerging Leaders in Affordable Housing Management	10/28/2021
NCGEN	NCHORT 5		Garden Planting and Maintenance	10/28/2021
NCGEN	NCHORT 10	O	Introduction to Sustainable Horticulture	10/28/2021
NCGEN	NCWFP 40	O	Teacher's Aide Training - The Basics	10/28/2021
NCGEN	NCWFP 41	O	Teacher's Aide Training - Educational Technologies	10/28/2021
NCGEN	NCWFP 42	O	Teacher's Aide Training - Special Education	10/28/2021
AHS	NCENG 50	O	Introduction to College Composition	10/28/2021
NCGEN	NCHAS 60		Water Fitness for Older Adults	10/28/2021

Total New Noncredit Course: 13

III. Noncredit Program Level

B. Modified Course

Department	Subject	Additional Approvals	Course Title	Date Approved
NCESL	NCESL 15	O	Multilevel Beginning English as a Second Language	9/23/2021
NCESL	NCESL 25	O	Multilevel Beginning-Intermediate English as a Second Language	9/23/2021
NCESL	NCESL 35	O	Multilevel Beginning-Advanced English as a Second Language	9/23/2021
NCGEN	NCHAS 12	O	Nutrition and Fitness for Better Health	10/14/2021
NCSTVOC	NCVOC 50	O	Basic Auto Maintenance	10/14/2021
AHS	HSIFA 13	O	Beginning Film and Digital Media Production	10/14/2021

Total Modified Noncredit Courses: 6

III. Noncredit Program Level

C. Deleted Course

Department	Subject	Additional Approvals	Course Title	Date Approved
AHS	HSMTH 30		Geometry Essentials	9/23/2021
NCGEN	NCMTH 30		Geometry Essentials	9/23/2021
NCSTVOC	NCVOC 42		Introduction to Architecture	9/23/2021
NCGEN	NCWFP 70		Job Readiness for Workplace Success	9/23/2021
NCGEN	NCABE 70		Job Readiness for Workplace Success	9/23/2021

Total Deleted Noncredit Courses: 5

ACADEMIC SENATE

Redesigning the Student Experience
Academic Senate Report for 11/05/2021 Meeting

1. The San Diego and Imperial Community College Regional Consortium released the **Integrated Career and Education Planning Brief** link HERE. It notes that "career planning helps students frame their academic classes and experiences from the perspective of their career goals, which research shows enhances their rates of success, persistence, and completion. This Brief describes why integrated career and education planning is important, how it helps students, what it looks like, and the supports necessary to make it happen on campuses. It also offers supporting research and helpful resources for integrating career and education planning."

   a. Associate Dean Ben Gamboa recognized the RSE leadership team in noting the following

      MiraCosta's RSE leadership team integrates career planning within MiraCosta's guided pathways framework in the following ways:

      i. ACP Instructional Faculty Leads are collaborating with the faculty and counselors in each ACP on intentional integration of career and education planning in the classroom.
      ii. The faculty community of practice, "Teaching in the Context of Careers"—led by Work-Based Learning Liaison Robin Allyn and Coordinator of the Contextualized Teaching program Thao Ha—facilitates a semester-long endeavor in redesigning teaching practices and curricular content to provide career and education planning in the classroom. At the end of the semester, participating instructors showcase one redesign they will implement.
      iii. ACP Success Teams provide wrap-around services through a team approach to encourage career and education planning for first-time-to-college students who are Latino/a/x, Black, and/or over the age of 25.
      iv. The Enter the Path workgroup is revising onboarding efforts and integrating career and pathways planning conversations into orientation.

2. The RSE team is researching the development of Faculty Mentors. Many faculty are already doing faculty mentoring. The RSE is looking into the establishment of a formal structure for Faculty Mentors. Faculty mentors are crucial in the demonstrated success in the college's ASE programs. RSE seeks to scale up this best practice for student success. Thao Ha will explore the facilitation of a design team to develop a formal team of faculty mentors to serve DI student populations and beyond. Counselors will be asked to provide training to faculty mentors in regards to career and education planning.

3. The RSE team is in early stages of exploring the role of noncredit programs in the Guided Pathways model. Questions and things to consider are:
   a. How do we reach out into the community?
   b. What are some of the essential practices that are applicable to noncredit?
   c. How do we create pre-ACP pathways for students and institutionalize them?
   d. Better connection between noncredit and credit and various parts of the noncredit
   e. Expanding job readiness, career prep, and college readiness courses in noncredit
   f. Goal: students being part of the "pre-pathways" that align with future academic pathways

Accreditation Report on 11/05/21 – Luke Lara

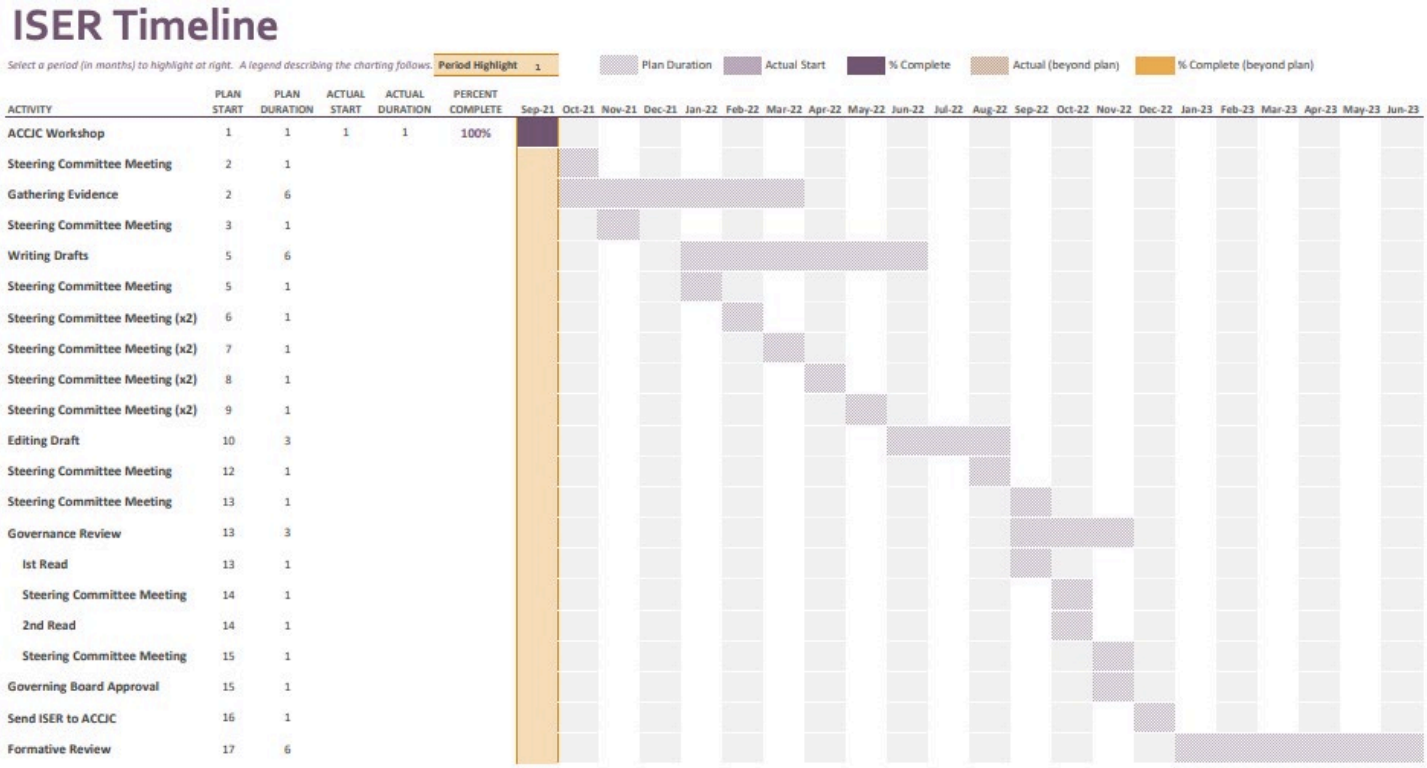
In preparation for the fall 2023 Accreditation visit and Institutional Self-evaluation Report (ISER), which is due in spring 2023, we will have a standing report on Accreditation. In today's report, I will introduce the structure and timeline.

Structure

There are three co-chairs for each of the four standard areas (Administrator, Faculty, and Classified Professional). Each standard area has designated consulting committees. The steering committee is comprised of the co-chairs. The goal is to have one voice in the writing process and as we edit the ISER, Sunny Cooke, Chris Tarman, Cindy Dudley, and College Council will serve as overarching editors.

Employee Role	Standard I Institutional Mission & Effectiveness	Standard II Student Learning Programs & Services	Standard III Resources	Standard IV Governance	Overarching Editors
Administrator	Chris Tarman (Co-Chair)	Alketa Wojcik (Co-Chair) Denee Pescarmona (Co-Chair)	Tim Flood (Co-Chair) Charlie Ng (Co-Chair)	Sunny Cooke (Co-Chair)	Sunny Cooke Chris Tarman
Faculty	Steve Vail (Co-Chair)	Jim Julius (Co-Chair)	Joe Salamon (Co-Chair)	Luke Lara (Co-Chair)	
Classified Professional	Michelle Ohnstad (Co-Chair)	Trudy Fore (Co-Chair)	Eva Brown (Co-Chair)	Carl Banks (Co-Chair)	Cindy Dudley
Consulting Committees	IPRC OAC College Council	AAC CPC Student Services Leadership	BPC DEqCC TREC EEOC Sustainability PDP	College Council Academic Senate Classified Senate Associated Student Government Administrators Committee	College Council

Timeline



The steering committee will have bi-monthly/monthly starting in October. The first phase of gathering evidence begins now and goes through March 2022. The drafting phase begins in January 2022 and goths through June 2022. Each team will gather evidence and begin to draft responses to their assigned accreditation standards.

MiraCosta Community College District

Educational Master Plan Update

Fall 2021

DRAFT

I. INTRODUCTION

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

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

II. OVERVIEW OF THE DISTRICT

MiraCosta College opened in 1934 as the Oceanside-Carlsbad Junior College with approximately 120 students and 20 faculty members. While initially part of the Oceanside-Carlsbad Union High School District, the College separated in 1960 and in 1965 adopted the name MiraCosta College. The MiraCosta Community College District 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 Cardiff: 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

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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.

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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 to19 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.

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- **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

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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%.

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- **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%.
   - **STEM-related occupations have modest projections of growth of 5% in San Diego County.**
     Computer and Mathematical occupations (11%) and Life, Physical, and Social Science occupations (5%) will experience healthy growth by 2029.

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The following STEM-related occupations will experience robust job growth in San Diego County: Data Scientists (56%); Information Security Analysts (36%); Software Developers and QA Analysts (21%); Environmental Engineering Technicians (13%); Biological Scientists (11%); Chemists (9%); and Industrial Engineers (7%).

- **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 to 76 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

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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.

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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.
- The "Great Quit" during 2020-21 points toward better working conditions and more flexible job schedules in order to retain quality employees.
- There will be increased competition across higher education to meet student expectations, including: availability of, and access to, online courses amongst community colleges and other higher education institutions; universities encroaching in more traditional community college spaces (i.e., offering associate degrees and workforce skill building); transitions of for-profit institutions to non-profit; increases in online education service providers; and new forms of credentials from non-educational entities (e.g., Google and IBM).
- Greater emphasis will be placed on retraining and lifelong learning as the U.S. workforce tries to stay competitive in the global marketplace and respond to technological changes. Students need to be entrepreneurial and resilient, with the ability reinvent themselves and their careers multiple times in their lives.
- There will be an increased demand for technology and data science skills.

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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)

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- 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)

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… 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

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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

- Supplemental Instruction 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)
- Participate in the California Community College Equity Leadership Alliance in collaboration with the USC Race & 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, 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

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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

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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 information/data on the College, the community it serves, and the higher education landscape to inform decisions about direction and priorities.
- Ensure that students remain the first priority.
- 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.
- Build capacity across the District to remain future focused.

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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	• 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: o Provide intentional First Year experience to assist students with career and education planning. o Provide intentional community connections and points of contact and support for students throughout their educational journey to increase persistence and completion. o Identify permanent staffing solutions for ACP Success Teams o Monitor which program every student is in and how far along the student is toward completing the program requirements.	
Administrative Services/BPC	• 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)	• **Campus Assessment, Resources, and Education (CARE) program:** Focused on student basic needs by: o Embracing a holistic and seamless approach to student learning and success; o Connection to community resources in the areas of childcare, food, employment, financial, health/medical, housing, legal aid, mental health, technology, and transportation; o 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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	Success Team focused on the personal and academic success of Student Athletes, particularly those who are disproportionately impacted. • **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)	• 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	• 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	• 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	Designing, constructing and upgrading facilities to ensure equitable access, enhanced student success and closing equity gaps by creating spaces for community and community building • 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 lacation rooms, and Gender Inclusive restrooms	

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Guided Pathways Implementation	• 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	• 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	• Increase student access to and participation in International Education through Virtual International Exchanges (VIE) and short-term Study Abroad
	  ○ 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	<u>Current Online Ed Plan</u>: • Establish online education programs and resources within a comprehensive web-based environment. • Engage students in effective supports for success in online education. <u>Planned</u>: • 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	• 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	• 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	• 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	• 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	For historically difficult courses: • 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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	• 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	• 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)	• 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	• **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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	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. • **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	• 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	• 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)	**Student Conduct:** Through an educational student conduct process, students will: • 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	• 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	• 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.
	  o 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
	  o Newly constructed and/or renovated CTE/WD facilities support programs that are business and industry-relevant and responsive to local workforce needs
	  o Strong workforce computer lab, Health and Wellness Hub, Chemistry-Biotechnology Building	

Guided Pathways Implementation	• 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	• 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
	  o Expand co-curricular programming
	  o Explore virtual business exchange	

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	○ Pursue local internships with international businesses	
Outcomes Assessment Committee	• 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	• 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	• 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	• **Outreach, Enrollment, and Retention Activities (also listed under a different goal)** Strategies include: ○ early access to the college and support services for students transitioning from high school to college and ○ increasing co-curricular opportunities for students that enhance inclusion and cross-cultural competence.	Student Equity Plan 2019-22

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GOAL 3: MiraCosta College will foster academic excellence by strategically developing a culturally competent, adaptive, innovative and relevant teaching and learning environment; co-curricular activities that bridge classroom learning and real world experience; and intentional professional development for the college community that is responsive to a changing world.		
Department/Program/ Committee/Group	**Strategy**	**Other plan(s) containing strategy**
Co-Curricular Learning Opportunities and Holistic Student Success (Student Affairs)	• **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	• 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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	• 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	• 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	• 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	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 • 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	• 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	Student Success and Equity (draft strategy) • 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	• 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	• Expand and increase the impact of international education across the curriculum ○ 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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	○ 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	Current Online Ed Plan: • Enhance support and clarify procedures for faculty involved in online education. Planned: • In partnership with the Academic Senate, C3 Teaching & Learning Center, PDP, and academic departments, continue to support faculty teaching online through: ○ 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	• 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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	• 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	Convocation Sessions Fostering Equity: • Dr. Pedro Noguero • Dr. Veronica Keiffer-Lewis	
PADEI, HR, Equity, Academic Senate, Pres. Office	• Academic Senate - passed a resolution to Support the Development of an Ethnic Studies Department on February 19, 2020, that directed the following work: o 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: o Work with Administration to create a Student Conduct and Police Advisory Committee o Commitment to reviewing policies and practices within its purview through a race-conscious and anti-racist lens. o 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. o 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: o Sentipensante - Dr. Laura Rendon o So you Want to Talk About Race? Ijeoma Oluo o How to be an Antiracist-Ibram X. Kendi	
Professional Development Program (PDP), TREC, and DEqCC	• Explore the possibility of developing a faculty mentor program to address candidate needs: onboarding, navigating the tenure review process, creating relationships that cultivate a sense of belonging, developing culturally responsive teaching practices, and encouraging sustainable habits to promote a healthy career.	
Service Learning	• 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	• Required training for tutors includes components relating to equity and cultural competence, as well as understanding microagressions, 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.	

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	• 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	• Promote professional development in culturally relevant teaching and learning practices for career education programs • 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	• 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	• 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)	• 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	• **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	Student Equity Plan 2019-22

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	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. • **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	• 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	• 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	• Identify resources for robust support of the Dual Enrollment program.	
Advancement, Communication, and Public Information	• Help the institution stay focused on community needs, advocacy, and telling the story of the College and its successes: o Increase interaction between the community and the College o Enhance story telling about the College and student success o Build support for the students and the College	
Facilities	• 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 o 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 o Total Cost of ownership is factored into the design and specification process for each project to reduce ongoing operational costs o Building technology and infrastructure meet the current programmatic requirements and are designed to be flexible to meet evolving needs	
Human Resources	• Balancing Online and On-campus working and learning for the future (draft strategy) o Enhance online learning and technology endeavors (online certifications) o Provide for the future of learning and working through a flexible, balanced work environment • Safe Campus • Academic Impressions • Participate in the California Community College Equity Leadership Alliance in collaboration with the USC Race & Equity Center • Leadership Development through USC -Estela Bensimon • Student Access (draft strategy) o Invest in new programs: ethnic studies, economic recovery and workforce development programs o Invest in existing instructional programs to expand as needed: automotive, biomanufacturing, health care (short and medium term), and noncredit vocational o Support enrollment management plan and educational master plan	

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	• Student Success and Equity (draft strategy)
	  o Support 3-5 year implementation and sustainability plan
	  o Increase DEI staffing through recruitment, retention, and development strategies	

Futures Thinking and Planning	• Build capacity and tools across the District in order to maintain a futures focus and build a futures community	
Institutional Program Review	• 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. • 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	• 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	• 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	<u>Current Online Ed Plan</u>: • Ensure Online Education is in compliance with external regulations. <u>Planned</u>: • 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	• 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	• 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.	

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	• 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)	• Learning coaches, Administrative support, classified para-professionals, and Faculty reside across the district virtually and on-ground to deliver competent and holistic service delivery.	

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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 aide 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

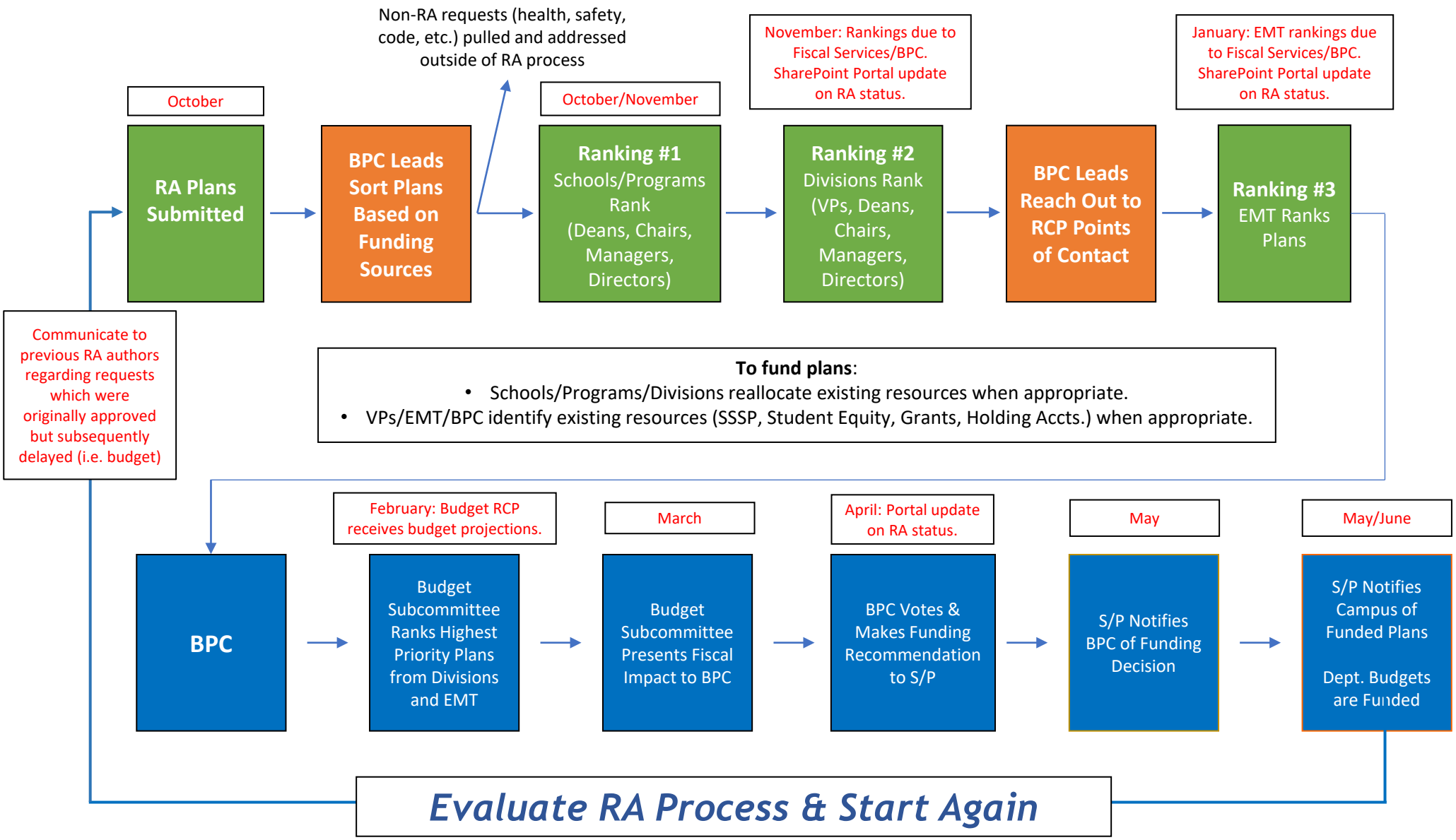
9. English as a Second Language (credit program): (Replacement)

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.

RESOURCE ALLOCATION PROCESS & FLOWCHART



Legend **BPC—Budget & Planning Committee** **RA—Resource Allocation** **S/P—Superintendent/President**
EMT—Executive Management Team **SSSP—Student Success & Support Program** **VP—Vice President**

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Version 3.0: Next round :)

Budget RCP Discussion Guiding Principles
Consider the following points:

- Uncertainty of new programs/units/plans vs. supporting existing programs/units/plans
- Cost structure breakdown: which parts of request are long-term vs. one-time vs. etc.?
- Alternative funding sources or strategies (e.g. splitting costs or partial funding)
- Interpretation of data in plans vs. implementation in resource requests

Non-scored items - for Budget RCP's reference

Institutional MVVG Does the RA request's associated plan tie into the Institute's MVVG?	Yes/No
Cost Structure What is the cost structure of the RA request?	One-time, Multiyear, and/or Ongoing
Learning Outcome/Area Outcome Does the RA request's associated plan tie to a learning outcome or area outcome?	Yes/No

Scored items

Points	**Need**	**Community Benefit**	**Program Functioning & Total Cost of Ownership**[1]	**Fiscal/Resource Impact**
5	The consequences of not supporting this request are significant and/or would significantly affect disproportionately impacted groups.	The request benefits multiple constituent groups and/or a disproportionately impacted group or groups.	The request will not require increases in on-going existing funding and staffing.	The request requires minimal funding to complete or funding has been identified.
3	The consequences of not supporting this request are moderate and/or would moderately affect disproportionately impacted groups.	The request slightly benefits a constituent group and/or does not significantly affect disproportionately impacted groups.	The request will require moderate on-going increases in existing funding and staffing.	The request requires somewhat significant funding to complete and/or partial funding has been identified.
1	The consequences of not supporting this request are relatively minor and/or would not affect disproportionately impacted groups.	The request does not significantly benefit any constituent groups, or negatively impacts at least one constituent group.	The request will require significant on-going increases in existing funding and staffing.	The request requires significant funding to complete and/or funding has not been identified.

Point values of 2 and 4 can be used for plans that fall in-between outlined categories.

[1]The purchase price of an asset plus the costs of operation, representing the complete cost through its entire lifecycle.