MIRACOSTA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

REGULAR MEETING
3 P.M. – WEDNESDAY – FEBRUARY 17, 2016
JOHN MACDONALD BOARD ROOM
BUILDING 1000 – OCEANSIDE CAMPUS

AGENDA

I. CALL TO ORDER

II. FLAG SALUTE / ROLL CALL

III. APPROVE MEETING MINUTES

A. Regular Meeting of January 20, 2016

IV. PUBLIC COMMENT ON ITEMS ON AND NOT ON THE AGENDA

ITEMS ON THE AGENDA: Members of the audience may address the Board of Trustees on any item listed on the agenda when that agenda item comes up for discussion and/or action. Comments will be limited to three (3) minutes per agenda item and a total of fifteen (15) minutes of public comment on an item, unless waived by the board. Consent items are considered routine and customary district business, and are voted on in one vote; however, a board member or a member of the audience may request that an item listed on the consent items be removed and considered individually.

ITEMS NOT ON THE AGENDA: Members of the audience may address the Board of Trustees on any topic not on the agenda so long as the topic is within the jurisdiction of the district. Under the Brown Act, the board is not permitted to engage in public discussion or take any action on an agenda item not on the agenda, except that members of the board may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of the board may ask a question for clarification. A member of the board or the board itself may provide a reference to staff (superintendent/president) or other resources for factual information, request staff (superintendent/president) to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff (superintendent/president) to place a matter of business on a future agenda. Comments from visitors shall not exceed three (3) minutes unless the board waives the time limit. The board may also limit the total amount of time for speakers on a particular topic to fifteen (15) minutes.

V. CHANGES IN AGENDA ORDER

VI. PRESENTATIONS

A. Status Report on Accreditation

VII. CONSENT ITEMS

A. Ratify Recommendations of Superintendent/President in Approving Academic Personnel Actions
B. Approve Academic Personnel Advancement
C. Authorize Administrator Employment Contract for Interim Assignment
D. Ratify Recommendations of Superintendent/President in Approving Classified Personnel Actions
E. Approve Reclassification of Existing Position
F. Approve Memorandums of Understanding with Faculty Assembly
G. Ratify Contracts and Approve Purchase Orders – January 1 through 31, 2016
H. Ratify Budget Transfers
I. Approve Renewal of Oracle Database Management System (DMS) Software Update License and Technical Support Services Agreement
J. Approve Renewal of Oracle Enterprise Resource Planning (ERP) Software Update License and Technical Support Services Agreement
K. Approve Curriculum for 2016-2017 Catalog, Part II
L. Approve Project Management Services Contract Amendment #01 for Kitchell
M. Approve Adult High School Graduates
N. Rescind Old Board Policy BPVII.C.1

VIII. SECOND READING AND ADOPTION – BOARD POLICIES

A. Board Policy 2745 – Board Self-Evaluation
B. Board Policy 3440 – Campus Complaints
C. Board Policy 3570 – Tobacco/Smoke/Vapor-Free Campus

IX. INFORMATION

A. Second Quarter Fiscal Report

X. COLLEGE-RELATED REPORTS

A. Trustees Activities
B. Students
C. Classified Employees
D. Faculty
E. Vice Presidents
   1. Instructional Services
   2. Student Services
   3. Business and Administrative Services
F. Office of the President
G. Superintendent/President

XI. FUTURE AGENDA ITEMS AND ANNOUNCEMENTS

XII. ADJOURNMENT

UPCOMING MEETING
February 20, 2016
9 a.m. – Workshop
Room 1054 – Building 1000
Oceanside Campus

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MINUTES OF REGULAR MEETING January 20, 2016

I. CALL TO ORDER
The Board of Trustees of the MiraCosta Community College District met in a regular meeting on Wednesday, January 20, 2016, in the John MacDonald Board Room on the Oceanside Campus. President David Broad called the meeting to order at 3:04 p.m.

II. FLAG SALUTE / ROLL CALL
Board members present:
David Broad       Frank Merchat
Rick Cassar       Jeanne Shannon
William Fischer   Jacqueline Simon
George McNeil     Naweed Tahmas, Student Trustee

Administrators present:
Superintendent/President Sunita V. Cooke
Vice President Mary Benard, Instructional Services
Vice President Charlie Ng, Business and Administrative Services
Vice President Dick Robertson, Student Services

III. APPROVE MEETING MINUTES
A. Special Meeting/Closed Session of December 9, 2015
B. Organizational Meeting of December 9, 2015
C. Special Meeting/Workshop of December 16, 2015
By motion of Trustee McNeil, seconded by Trustee Merchat, the minutes of the special meeting/closed session of December 9, 2015, organizational meeting of December 9, 2015, and the special meeting/workshop of December 16, 2015, were approved.

Vote: 7/0/0
Aye: Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay: None
Student Trustee: Aye

IV. PUBLIC COMMENTS ON ITEMS ON AND NOT ON THE AGENDA
Community member Larry Barry requested an update on the beautification/signage project along Barnard Drive.

V. CHANGES IN AGENDA ORDER
None.
VI. PRESENTATIONS
A. Presentation of FY2015 Annual District Audit
Bill Rauch, of the audit firm of Vavrinek, Trine, Day, & Co., recapped the 2015 annual audit, noting the district received an unmodified opinion, which reflects no issues of material noncompliance, material weaknesses, or any significant deficiencies.

B. Campus Assessment, Response, and Evaluation (CARE), Clery Act, College Police and District Safety Update
Interim Associate Dean Cynthia Rice-Carroll provided an update on the CARE and BIT teams, which are charged with assessing threats and emotional disturbances. Police Sergeant Benny Perez recapped the services provided by Campus Police.

C. Accreditation Update: Standard IV – Leadership and Governance
Mike Fino, interim dean of math and sciences, and Superintendent/President Sunny Cooke reviewed the components of Standard IV and reported that the district meets all of the standards related to leadership and governance. Trustees Broad and Fischer have acted as an ad hoc committee for the review of Chapter 2 board policies and administrative procedures related to the Board of Trustees, as well as Standard IV.C.

VII. CONSENT ITEMS
A. Ratify Recommendations of Superintendent/President in Approving Academic Personnel Actions
B. Ratify Recommendations of Superintendent/President in Approving Classified Personnel Actions
C. Approve Temporary Reclassification of Existing Position
D. Ratify Contracts and Approve Purchase Orders – November 21 through December 31, 2015
E. Approve 2016/17 Faculty Sabbatical Leave Applications
F. Approve Revised MiraCosta Community College District Academic Administrator Association (MCCCDAAA) Working Conditions Manual
G. Approve New Community Education Offerings for Spring 2016
H. Approve Architectural Facilities Master Planning Services Contract Amendment #02 for Steinberg Architects

By motion of Trustee Fischer, seconded by Trustee McNeil, the consent items were approved.

Vote: 7/0/0
Aye: Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay: None
Student Trustee: Aye

VIII. ACTION ITEMS
A. Approve Gold Circle Club Membership for Retired Classified Employees
By motion of Trustee McNeil, seconded by Trustee Merchat, the board approved Gold Circle Club membership for Richard Richards and Michael Urbach.

Vote: 7/0/0
Aye: Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay: None
Student Trustee: Aye
B. Approve FY17 Nonresident Tuition Fee
By motion of Trustee McNeil, seconded by Trustee Merchat, the board approved a FY17 nonresident tuition fee of $211 per credit hour for nonresident students, with no capital outlay charge or processing fee for international students, effective fall 2016.
Vote: 7/0/0
Aye: Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon
Nay: None
Student Trustee: Aye

IX. FIRST READING – BOARD POLICIES
A. Board Policy 2745 – Board Self-Evaluation
B. Board Policy 3440 – Campus Complaints
C. Board Policy 3570 – Tobacco/Smoke/Vapor-Free Campus
The policies were discussed and edits provided. The policies will be presented on a future agenda for adoption.

X. INFORMATION
A. Summer 2015 Graduates
The summer 2016 graduate list was presented, along with a recap of the awards by degree and major.

XI. COLLEGE-RELATED REPORTS
A. Trustees Activities
Trustees Merchat and Cassar attended a facilities master plan committee meeting. Trustee McNeil attended a nurse pinning, the monthly SDICCCA Alliance meeting, a GEAR UP meeting, and the associate faculty lunch. Trustee Shannon attended the Martin Luther King Jr. birthday breakfast. Trustee Simon attended the associate faculty lunch. Trustee Cassar completed the Fair Political Practices Commission online ethics training.
B. Students
No report.
C. Classified Employees
Classified Senate president Gwen Partlow noted the classification and compensation study is underway. A number of classified staff are taking advantage of the available professional development funds.
D. Faculty
A written report was included in the agenda. Susan Hermann, the new Academic Senate president, reported that recent changes to the Academic Senate governance structure are providing a smooth transition as she assumes the president position from Mike Fino, who is now the interim dean of math and sciences.
E. Vice Presidents
1. Instructional Services
A written report was included in the agenda. Vice President Mary Benard commended Mike Fino on his work as the Academic Senate president. Dr. Bernard highlighted the recent selection of an Honors Program student into medical school. Trustee Cassar commended the district on its tutoring services.
2. Student Services
A written report was included in the agenda. Vice President Dick Robertson noted that online orientation is being augmented by in-person orientations. He provided a list of upcoming Black History Month events.
3. **Business and Administrative Services**
A written report was included in the agenda. Trustee Shannon commended the fiscal services staff on their work during the annual audit. Vice President Charlie Ng also thanked the fiscal services staff for ensuring the district’s books are in order and statements are accurate.

4. **Office of the President**
A written report was included in the agenda. President Cooke thanked Rita Soza for her work as the interim public information officer during the maternity leave of Cheryl Broom.

5. **Superintendent/President**
Dr. Cooke reported meeting with members of the Black Student Union to discuss the campus events in December, as well as race, diversity, inclusion, multiculturalism, etc. at MiraCosta College. The college will host a group of community members at the end of January to review the college’s facilities planning.

**XII. FUTURE AGENDA ITEMS AND ANNOUNCEMENTS**
None.

**XIII. DECLARE NEED FOR CLOSED SESSION**
At 4:41 p.m., the board declared the need to enter closed session to discuss the following:

A. **Student Discipline/Expulsion**  
(Pursuant to Education Code §72122)

B. **Conference with Labor Negotiators**  
(Pursuant to Government Code §54957.6)  
Agency designated representatives: Charlie Ng  
Employee organization: Faculty Assembly

**XIV. RECONVENE IN OPEN SESSION – REPORT ACTION FROM CLOSED SESSION**

A. **Student Discipline/Expulsion**  
(Pursuant to Education Code §72122)  
By motion of Trustee McNeil, seconded by Trustee Shannon, the board approved the expulsion of student #07248017.  
Vote: 7/0/0  
Aye: Broad, Cassar, Fischer, McNeil, Merchat, Shannon, Simon  
Nay: None

B. **Conference with Labor Negotiators**  
(Pursuant to Government Code §54957.6)  
Agency designated representatives: Charlie Ng  
Employee organization: Faculty Assembly  
Discussion. No action taken.

**XV. ADJOURNMENT**
The regular meeting adjourned at 5:45 p.m.

**MINUTES APPROVAL:**

David Broad 
Board President

Sunita V. Cooke, Ph.D. 
Superintendent/President
BACKGROUND

MiraCosta College is preparing for the self-evaluation for the fall 2016 Accrediting Commission for Community and Junior Colleges (ACCJC) site visit. The self-evaluation is a two-year-long study of the processes and practices to assess how the district is meeting the accreditation eligibility requirements, standards, and policies.

STATUS

To date, all accreditation standards and the summary of the self-evaluation have revealed the college meets the ACCJC standards. This report provides an update on continuous improvement efforts identified through the self-evaluation process.

RECOMMENDATION

For information only.
ACCREDITATION UPDATE
Identified Areas to Strengthen

February 17, 2016
TOPICS

- What is accreditation and why is it important?
- What has been done?
- What did we learn?
- What's next?
WHAT IS ACCREDITATION AND WHY IS IT IMPORTANT?

WHAT:
- System of voluntary, self regulation and peer review
- Based on standards of good practice.

IMPORTANCE:
- Value to the institution
  - Assures public that we meet standards of quality
  - Education and credentials earned are legitimate and of value
- Meets federal requirements
  - Allows us to qualify for federal grants and contracts
  - Allows us to distribute financial aid
COMPONENTS OF ACCREDITATION

1. Internal evaluation – Institutional Self Evaluation Report
2. External evaluation – Site Visit conducted by team of peer reviewers who write an External Evaluation Report - **OCTOBER 2016**
3. ACCJC accreditation action – January 2017 meeting
4. Continuous institutional improvement
WHAT ARE WE ACCOUNTABLE FOR?

Standard I: Mission, Academic Quality and Integrity
  Standard IA Mission
  Standard IB Academic Quality and Institutional Effectiveness
  Standard IC Institutional Integrity

Standard II: Student Learning Programs and Support Services
  Standard IIA Instructional Programs
  Standard IIB Library and Learning Support Services
  Standard IIC Student Support Services

Standard III: Resources
  Standard IIIA Human Resources
  Standard IIIB Physical Resources
  Standard IIIC Technology Resources
  Standard IIID Financial Resources

Standard IV: Leadership and Governance
  Standard IVA Decision-Making Roles and Processes
  Standard IVB Chief Executive Officer
  Standard IVC Governing Board
  Standard IVD Multi-College Districts or Systems (Not Applicable)
WHAT HAS BEEN DONE?

- **Approximate Timeline**

  - **FALL 2014**
    - Form Core Team
    - Begin self evaluation process and writing responses to standards
  
  - **SPR 2015**
    - Collect Evidence
    - Continue writing first draft of standard responses
  
  - **FALL 2015**
    - Expand Core Team
    - Develop first draft of full self evaluation report
WHAT DID WE LEARN?

Our self evaluation identified areas to strengthen related to the following standards:

**Standard IB – Academic Quality**
- Standard I.B.1 – demonstration of sustained, substantive and collegial dialog about student outcomes
- Standard I.B.3 (ER 11) – regular assessment of program-specific achievement outcomes and the creation of opportunities for dialog around those outcomes
- Standard I.B.8 – broad communication of the results of assessment and evaluation activities for shared understanding of strengths and weaknesses

**Standard IC – Institutional Integrity**
- Standard I.C.3 (ER 19) – using documentation of student learning to communicate academic quality to current and prospective students and the public.
WHAT DID WE LEARN? (CONT'D)

Our self evaluation identified areas to strengthen related to the following standards:

Standard IIIC – Human Resources

- Standard III.A.1 – documentation of criteria, qualifications, and procedures for selection of personnel
- Standard III.A.6 – evaluations include assessment of SLOs
- Standard III.A.13 – consequences for violations of code of ethics
WHAT IS THE QUALITY FOCUS ESSAY?

In the Quality Focus Essay (QFE), the college addresses two-three areas that were revealed in the self evaluation as needing further action and having the potential for improving student outcomes. The requirements of a QFE include:

- 5,000 word limit
- Identification of the action project(s)
- Desired goals/outcomes
- Actions/steps to be implemented
- Timeline for implementation
- Responsible parties
- Resources needed
- Assessment plan
WHAT'S NEXT?

- **Approximate Timeline**

- **Fall 2014**
  - Form Core Team
  - Begin self evaluation process and writing responses to standards

- **Spring 2015**
  - Collect Evidence
  - Continue writing first draft of standard responses

- **Fall 2015**
  - Expand Core Team
  - Develop first draft of full self evaluation report

- **Spring 2016**
  - Review and endorsement of self evaluation final draft by constituency groups
  - Board of Trustees approval
  - Submit self evaluation report to ACCJC

- **Fall 2016**
  - External Site Visit (October)
QUESTIONS?
Ratify Recommendations of Superintendent/President in Approving Academic Personnel Actions

Subject:

Ratify Recommendations of Superintendent/President in Approving Academic Personnel Actions

Attachment:

None

Category:

Consent Items

Type of Board Consideration:

Information Consent Action

Recommended:

Mary Benard, Ed.D.
Vice President, Instructional Services

Approved for Consideration:

Sunita V. Cook, Ph.D.
Superintendent/President

STATUS

1. In accordance with Administrative Procedure 7211.2.III, the individuals identified below have provided sufficient evidence of experience and/or education equivalent to the minimum qualifications established by the district to teach in the disciplines listed:

   Garrett Chaffin-Quiray—Film Studies
   Trevor Banks—Film Studies
   Kathryn Tewes—DSPS Counselor
   Michelle Panik—Noncredit ESL

   WHEREAS Academic Senate is satisfied that the candidates exhibit a unique combination of relevant education and extensive experience, which makes the candidates unusually well qualified to teach the specific course, and

   WHEREAS Academic Senate is satisfied that the qualifications of the candidates are appropriate for the specific proposed assignment, and

   WHEREAS Academic Senate notes that the candidates exhibit a strong background in general education.

   THEREFORE BE IT RESOLVED that the Academic Senate recommends that the Board of Trustees accept the candidates’ qualifications as equivalent for the specific assignment in question.

2. Leila Safaralian, math instructor, position 1362, has given notice of her intent to advance on the Academic Salary Schedule from salary class 4 to class 5, due to the completion of coursework approved by the Salary Advancement Committee, effective July 1, 2016.

3. In accordance with Article 12.7 of the Academic Associate Faculty Collective Bargaining Agreement, Rachelle Agatha, associate faculty member, requests advancement on the associate faculty salary schedule due to the completion of SAC-approved coursework, from salary class 2 to 5, effective July 1, 2016.
4. Employment of the following associate faculty members, payable in accordance with the Collective Bargaining Agreement for Academic Associate Faculty:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Charyn Berg</td>
<td>Noncredit Special Ed.</td>
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<td>Kassem Al-Azem</td>
<td>Math</td>
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<td>Sherri Allen</td>
<td>Noncredit Ed. for Older Adults</td>
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<tr>
<td>Avra Bateson</td>
<td>Noncredit ESL</td>
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<td>Sherrri Allen</td>
<td>Noncredit Ed. for Older Adults</td>
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<td>Kevin Corcoran</td>
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<td>Chad Davies</td>
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<td>Andre Der-Avakian</td>
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<td>Thanh Du</td>
<td>Design</td>
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<td>Trevor Gamble</td>
<td>Physics</td>
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<td>Bonnie Hepburn</td>
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<td>Wesley Ha</td>
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<td>Erin Jansen</td>
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<td>Sam Lee</td>
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<td>Chris Merrill</td>
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<td>Amber Niuatoa</td>
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<td>Denise Plante</td>
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<td>Demet Sag</td>
<td>Basic Skills, Interdisciplinary</td>
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<td>Joe Stanford</td>
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<td>Kyle Thompson</td>
<td>Philosophy</td>
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<td>Antonio Trousslet</td>
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<td>Kimberly Velazquez</td>
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<td>Jacob West</td>
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<td>Edwina Williams</td>
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<td>Trung Nguyen</td>
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<td>Rebecca Alenazi</td>
<td>Noncredit Short-term Vocational Ed.</td>
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<td>Trudi Andres</td>
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<td>Gregory Bean</td>
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<td>Gary Connelly</td>
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<td>William Dawley</td>
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<td>Ryan Detwiler</td>
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<td>Alexis Faust</td>
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<td>Hamed Hajiha</td>
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<td>Alexander Meill</td>
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<td>Emily Meyers</td>
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<td>Michele Rousseau</td>
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<td>Dori Sexton, Business Office Technologies</td>
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<td>Andrew Somerville</td>
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<td>Hiroko Townsend</td>
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<td>Erika Vazquez</td>
<td>Education</td>
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<td>Tina Walker</td>
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<tr>
<td>Kevin Whitfield</td>
<td>Massage Therapy</td>
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**RECOMMENDATION**

Ratify recommendations of superintendent/president in approving academic personnel actions.
MIRACOSTA COMMUNITY COLLEGE DISTRICT

Agenda Item VII.B
February 17, 2016

Subject:
Approve Academic Personnel Advancement

Attachment:
None

Category:
Consent Items

Type of Board Consideration:
Information Consent Action

Reviewed:
Charlie Ng, Vice President
Business and Administrative Services

Reviewed:
Sunita V. Cooke, Ph.D.
Superintendent/President

Approved and Recommended:
Susan Hermann
President, Academic Senate

BACKGROUND

The Education Code requires the Board of Trustees to act on academic personnel matters on or before March 15. Tenure candidates (probationary faculty) have been evaluated according to the criteria for evaluation by a group of peers and a dean, who together with a tenure coordinator, comprise the candidate’s tenure review committee (TRC). The TRC is comprised primarily of members from the candidate’s department or work group. TRCs make recommendations to the Academic Senate Professional Growth and Evaluation Committee (PG&E). PG&E reviews the TRC recommendations and makes its recommendations to the Academic Senate. The Academic Senate, giving due consideration to the recommendations of the TRC and PG&E, votes and sends its final recommendations through the superintendent/president to the Board of Trustees.

STATUS

The Academic Senate recommends the following first-year tenure candidates be granted a one-year contract for 2016 to 2017:

- Richard Cassoni—CSIT
- Raymond Clark—Biology
- Leigh Cotnoir—Media Arts Technology
- Sean Davis—Sociology
- Claudia Flores—Child Development
- Nolan Fossum—Mathematics
- Jade Hidle—English, Transfer
- Delores Loedel—Business
- Casey McFarland—Kinesiology
- Jeffrey Murico—Philosophy/Religious Studies
The Academic Senate recommends the following second-year tenure candidates be granted a two-year contract for 2016 to 2018:

- Yesenia Balcazar—EOPS, Faculty Director
- Robert Bond—History
- Nery Chapeton-Lamas—Computer Science
- Arti Dua—Counselor
- William Gunn—Film
- Linda Haar—Child Development
- Kent McCorkle—Chemistry
- Curry Mitchell—English
- Rebecca Morgan—Counselor-Veterans

The Academic Senate recommends the following second-year tenure candidates be granted early tenure:

- Krista Byrd—Psychology
- Kristi Wish—Transfer Counselor

The Academic Senate recommends the following third-year tenure candidates continue to the second year of the two-year contract for 2016 to 2018. No board action is required:

- Stacey Hull—Biology
- Melissa Hughes-Mandani—Counseling
- Leila Safaralian—Mathematics
- Soraya Sandoval—Counselor, DSPS

**RECOMMENDATION**

Approve academic personnel advancement, as presented.
Subject: Authorize Administrator Employment Contract for Interim Assignment

Attachment: None

Category: Consent Items

Type of Board Consideration: Information Consent Action

Recommended: Mary Benard, Ed.D.
Vice President, Instructional Services

Approved for Consideration: Sunita V. Cook, Ph.D.
Superintendent/President

BACKGROUND

Due to the resignation of Carlos Lopez, dean of math and sciences, and the time necessary to complete a full recruitment to hire a permanent replacement, an internal selection process was conducted to fill this vacancy on an interim basis.

STATUS

Mike Fino, biotechnology instructor, position 1337, applied for and has been selected to serve as the interim dean of math and sciences, $13,625.25 per month, step 6 of the deans' non-doctoral column (2015/16 Academic Administrator salary schedule), effective January 19 to June 30, 2016.

RECOMMENDATION

Approve administrator employment contract for the interim assignment, as detailed above.
STATUS


2. Employment of the following regular classified employees:

   Jeridel Banks, Secretary I – Student Equity, position 3460, salary range 17, step 1, $4,295.17 per month, full time, 12 months per year, effective February 1, 2016.

   Elaine Dodge, Associate Director for Development, position 3278, salary range 32, step 2, $8,874.33 per month, full time, 12 months per year, effective February 11, 2016.

3. Permanent change of assignment for Sinclair e Tirona, Library Technician I - Public Services, position 3424. Sinclair has accepted the position of Student Services Specialist – Testing, position 3450, salary range 21, step 2, $5,085.50 per month, full time, 12 months per year, effective January 1, 2016.

4. Temporary change of assignment for the following regular classified employees:

   Albert Vu, Instructional Assistant I – Biological Sciences, position 4071, will serve as an interim Instructional Associate – Biological Sciences, position 0061, salary range 25, step 1, $7,179.67 per month, full time, effective February 1 – May 27, 2016.

   Wendell Fullwood, Irrigation Specialist, position 4315, will serve as an interim Lead Groundskeeper, position 0136, salary range 20, step 9, $5,999.83 per month, effective January 25 – March 4, 2016.

   Jesse Leon, Instructional Aide – School of Academic Information Services, position 4103, will assist the Retention Services Department as a workshop presenter, as needed, $50 per hour, effective January 13 – June 30, 2016.
Bertha Alvarez and Marlesha Keys, Math Learning Center Specialists, positions 3478 and 3479, temporary increase in hours from 36 to 40 hours per week, effective February 1 – June 30, 2016.

5. Catastrophic leave request for Marilyn Bemiss, Admissions and Records Assistant, position 3257, in accordance with Board Policy 7345. Marilyn is requesting leave donations as she will exhaust all of her leave entitlements. She will need approximately 214 hours to remain in full-pay status through May 9, 2016.

6. Request approval of the following short-term and substitute employees. These employees meet the Education Code §88003 definition of short-term and substitute employees, and as such, these employees will be employed and paid less than 75 percent of the college year:

<table>
<thead>
<tr>
<th>Employee</th>
<th>Job Title</th>
<th>Asgmnt</th>
<th>Dept</th>
<th>Hourly Rate</th>
<th>Start Date</th>
<th>End Date</th>
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<td>Benai Taylor</td>
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<td>Public Information Office</td>
<td>$17/hr</td>
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<td>6/30/16</td>
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<td>Marisol Meyer</td>
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<td>Mary Jo Canaletti</td>
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<td>$17/hr</td>
<td>2/18/16</td>
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<td>Lily Mara</td>
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<td>2/18/16</td>
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<td>2/18/16</td>
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<td>5/8/16</td>
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<td>Elisa Benzoni</td>
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**RECOMMENDATION**

Ratify recommendations of superintendent/president in approving classified personnel actions.
BACKGROUND

The job description for the position of Public Grants Technician (position 3345) has been evaluated by the Classification Review Committee (CRC). The changes were a decrease in the frequency of contacts.

STATUS

The CRC recommended to the superintendent/president a decrease in the point assignments for one of eleven factors, which corresponds to a salary range change from 22 to 21, effective March 1, 2016. The CRC also recommended to the superintendent/president a change in title to Career Technical Education (CTE) Transitions Specialist.

RECOMMENDATION

Approve reclassification and title change of position 3345, as detailed above.
BASIC FUNCTION:
Under the direction of the Dean of Career and Technical Education serves as the district’s primary contact for High School Articulations, Pathway Programs of Study, CTE Partnership Grants including Perkins Title I-C, CTE Transitions. Responsible for implementing the district’s CTE Transitions and CTE partnership grants.

REPRESENTATIVE DUTIES:
1. Compose, submit and administer CTE Transitions federal and state grant objectives and activities. Implements grant activities. (E)

2. Support grant activities and reporting for the Carl D. Perkins Career and Technical Education Act of 2006 grant and the TAACCCT grant. (E)

3. Compile data to report on program effectiveness. Ensure grant programs and data are accurately reported and that all relevant information is current, accurate and evidence-based. (E)

4. Prepare and administer the CTE Transitions grant budget; recommends the expenditure of funds; prepares financial and narrative reports, budget and amendments for submittal to federal and state agencies recommends equitable and program specific allotments of funding for various partners; ascertain whether expenditures are allowable, authorize expenditures, balance available funding between sources while maintaining specific goals of particular grant. (E)

5. Facilitate the development and management of high school articulation agreements with K-12 and community college faculty for the awarding of articulated credit for high school students. Develop new and maintain existing secondary to post-secondary multiyear sequencing of courses through documented Programs of Study. (E)

6. Serve as primary contact for K-12 CTE consortia members. Provide information; explain policies and procedures regarding programs relating to the college, CTE Transitions, applicable grants and their rules and regulations.

7. Initiate and maintain positive partnerships with education communities within the district. Collaborate with K-12 administrators, committees, advisory and work groups to advise and promote CTE program goals. Act as liaison between secondary school district and MiraCosta College faculty for the purpose of the development of K-12 to postsecondary pathways and articulations. Collaborate with other CTE Transitions program staff in the region to partner on programs.

8. Design and deliver oral and visual presentations regarding articulation, programs of study and grant management.

9. Oversee maintenance of the CTE Transitions high school student database.

8/12/15
10. Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**
- Chancellor’s Office, Department of Education and Federal grants of the laws and regulations pertaining to grants and grant administration.
- CTE Transitions program goals, objectives, regulations and related legislation.
- Budget preparation and fiscal regulations of secondary and postsecondary fiscal systems.
- Methods and practices of statistical record keeping, database management, information gathering and report preparation.
- District organization, operations, policies and objectives.
- Organization and direction of Career Technical Education and other workforce initiatives.
- Principles and practices of program development and review.
- Methods and techniques of research, analysis and decision making.
- Modern office practices, procedures and equipment.
- Recordkeeping techniques.
- Interpersonal skills using tact, patience and courtesy.

**ABILITY TO:**
- Learn to interpret, apply and explain rules, regulations, policies and procedures and apply them in a variety of procedural situations.
- Investigate, interpret and analyze financial data.
- Develop and maintain multiple funding streams with knowledge of the state and federal compliance requirements with auditable tracking systems.
- Maintain positive working relationships with grant monitors.
- Prioritize and complete multiple tasks simultaneously.
- Maintain records and prepare reports.
- Build and maintain positive relationships.
- Identify and analyze needs and apply resources effectively to meet those needs.
- Work as a member of a team.
- Understand and follow oral and written directions.
- Operate a variety of computer software and office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Plan and organize work.
- Communicate effectively both orally and in writing.
- Meet schedules and timelines.
- Work independently with little direction.
- Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, ethnic and disability issues.

**EDUCATION AND EXPERIENCE:**
Any combination of education and experience equivalent to an Associate’s Degree and two years of directly related experience successfully managing grant processes and high school to community college articulation.

**LICENSES AND OTHER REQUIREMENTS:**
- Valid California driver license.

**WORK DIRECTION, LEAD AND SUPERVISORY RESPONSIBILITIES:**
None.
CONTACTS:
College and high school administrators, faculty, staff, business, industry and workforce related personnel, community based organizations, co-workers and the public.

PHYSICAL EFFORT:
Primarily sedentary with intermittent to frequent standing, walking, bending or stooping; occasional to frequent lifting, carrying, pulling and/or pushing of objects weighing 25 pounds or less; ability to travel and/or drive to a variety of locations on and off campus as needed to conduct district business; ability to work at computer stations including repetitive use of computer keyboard, mouse or other control devices; ability to travel to a variety of locations on and off campus as needed to conduct district business.

EMOTIONAL EFFORT:
Ability to develop and maintain effective working relationships involving interactions and communications personally, by phone and in writing with a variety of individuals and/or groups of individuals from diverse backgrounds on a regular, on-going basis; ability to concentrate on detailed tasks for extended periods of time and/or intermittently while attending to other responsibilities; ability to work effectively under pressure on multiple tasks concurrently while meeting established deadlines and changing priorities.

WORKING CONDITIONS:
Primarily works in an office environment. Subject to frequent interruptions by individuals in person or by telephone, intermittent exposure to individuals acting in a disagreeable fashion. May work at any district location or authorized facility during day and/or evening hours with occasional evenings, and/or weekends on an as-needed basis. Occasional local travel may be requested.
BACKGROUND

Subsequent to the negotiations with the Faculty Assembly that resulted in the 2015–2018 MiraCosta Community College District and Faculty Assembly Agreement, a need has been determined for work beyond the regular contract days for faculty members who coordinate the Math Learning Center and the Writing Center, which was not documented in Appendix 5 of the agreement. Additionally, new program coordinator roles have been created for learning communities.

STATUS

The district and the Faculty Assembly have negotiated the terms and conditions of work to be performed and compensation to be paid, and agreed to a memorandum of understanding.

RECOMMENDATION

Ratify Memorandum of Understanding 15-03 and 15-04, which will modify the 2015–2018 MiraCosta Community College District and Faculty Assembly Agreement.
MEMORANDUM OF UNDERSTANDING
Between the
MiraCosta Community College District &
MiraCosta Community College District - Faculty Assembly
15-03
Appendix 5

Section C.4.3 of the Faculty Assembly Agreement provides for reassigned time for Program Coordinators which are specified in the first table in Appendix 5.1. The parties have agreed that a new category of work, coordination of Learning Communities Programs needs to be added to the table in Appendix 5.1.

A total of 8.25 LHE (.55 FTE) will be provided to faculty assigned to coordinate the learning communities programs. The reassigned time may be divided amongst co-coordinators and will be distributed by mutual agreement of the Academic Senate President and the Vice President of Instruction.

The agreement is effective beginning spring 2016.

Sunita V. Cooke, PhD

Brad Byrom, PhD

Signature
Date
Superintendent/President
MiraCosta Community College District

Signature
Date
President
MCCCD Faculty Assembly

MOU 15-01 effective summer 2016
This MOU modifies the terms of articles C.4.2 (Standing Reassignments) and C.7.0 (Extended Contracts) of the MCCD District/Faculty Assembly Agreement (7/1/15 – 6/30/18).

The District and the Assembly hereby agree that:

1. For the academic year ending June 30, 2016, an additional 17 contract days shall be paid to the Faculty Director of the Math Learning Center (MLC) and the Faculty Director of the Writing Center (WC) as specified below.
   a. The Faculty Directors of the MLC and WC shall submit modifications to their approved calendars within 30 days of this agreement to reflect the additional contract days.
   b. The additional 17 contract days shall be paid as the difference between a 195 day and a 212 day contract at each director's step and class, and the difference shall be paid in one lump sum in the pay period ending June 30, 2016.
   c. Each faculty director shall accumulate one additional day of sick leave (8 hours), consistent with article F.2.1.

2. For fiscal year 2016-17, the extended contracts of the Faculty Director, Math Learning Center and the Faculty Director, Writing Center shall be 212 days of standing reassignment.
   a. Consistent with D.1.1, the workload/salary factor shall be adjusted from 1.1080 (195 days) to 1.2045 (212 days) for the faculty directors referenced here.
   b. There is no change in the responsibility factor specified in article D.1.2; it remains at 1.04.
   c. As per article F.2.1, each faculty director referenced here shall accumulate 12 sick leave days per year instead of 11.

This agreement supersedes the relevant sections of articles C.4.2 and C.7.0 of the agreement which refer to these faculty director positions as 195 day contracts.

This agreement is in effect as of January 1, 2016.

Sunita V. Cooke, PhD

[Signature] 1/28/16
Superintendent/President
MiraCosta Community College District

Brad Byrom, PhD

[Signature] 1-26-16
President
MCCCD Faculty Assembly
Subject: Ratify Contracts and Approve Purchase Orders – January 1 through January 31, 2016

Attachment: Contract and Purchase Order List

Category: Consent Items

Type of Board Consideration: Information Consent Action

Recommended: Charlie Ng, Vice President Business and Administrative Services

Approved for Consideration: Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

Board Policy 6330—Purchasing and Contracts requires, in part, that all contracts valued at more than the current bid level, as specified in Public Contract Code §20651 et seq. ($87,800), will be presented to the Board of Trustees for prior approval, but that contracts valued at less than the current Public Contract Code bid level may be presented to the board for ratification rather than prior to execution. All contracts ratified by the board shall be deemed to be fully executed district commitments and may not be subsequently cancelled, withheld, or amended, unless determined by the vice president of business and administrative services to be a legally unenforceable obligation.

The policy also requires that no matter what the expected dollar value of a contract for legal or public auditing services, such a contract will be presented to the board for prior approval, unless it is determined by the superintendent/president and the vice president of business and administrative services that time is of the essence and that the district’s best interests are best served by issuing a contract on an immediate basis. Any such contract issued under these circumstances shall be brought forward to the board for formal approval at the next board meeting.

In accordance with Public Contract Code §22000 et seq. and Board Resolutions #13-10/11 and #14-10/11, the district may procure public works using the California Uniform Public Construction Cost Account Act (CUPCCAA) with a current bid limit of $175,000 for construction.

STATUS

The Purchasing and Material Management Department has attached the latest monthly summary of the contracts and purchase orders for the board’s ratification and approval as a consent item.

RECOMMENDATION

Ratify and approve the contracts and purchase-order transactions as listed on the attached summary report, in accordance with Board Policy 6330—Purchasing and Contracts.
Contract and Purchase Order Ratification List
January 1 through January 31, 2016

In accordance with Board Resolutions #13-10/11 and #14-10/11, the following public works transactions were procured in compliance with the California Uniform Public Construction Cost Accounting Act (CUPCCAA) per PCC §220000 et seq.

### CUPCCAA POs from $5,000 - $175,000

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<th>PO #</th>
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<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>35954</td>
<td>Royalty Construction Co.</td>
<td>Library mezzanine remodel – SEC (Fac)</td>
<td>22,588.00</td>
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<td>35955</td>
<td>Tecta America Southern California Inc.</td>
<td>Skylight replacement – Bldg 3400 (Fac)</td>
<td>7,860.00</td>
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<td>35957</td>
<td>Pro Installations Inc.</td>
<td>Carpet replacement – SEC, CLC (Fac)</td>
<td>22,291.33</td>
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<tr>
<td>35958</td>
<td>A C C O Engineered Systems</td>
<td>Ice machine installation (Fac)</td>
<td>7,791.00</td>
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<td>35959</td>
<td>A C C O Engineered Systems</td>
<td>Expansion tank replacement – Bldg 1000 (Fac)</td>
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<tr>
<td>35960</td>
<td>Tim Botsford Construction</td>
<td>Lobby remodel – SBDC (Fac)</td>
<td>8,450.00</td>
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<tr>
<td>36021</td>
<td>L C Paving and Sealing Inc.</td>
<td>Paving – OCN Parking Lot 5A (Fac)</td>
<td>173,340.00</td>
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<tr>
<td>36049</td>
<td>Siemens Industry Inc.</td>
<td>Replacement of Siemens panels – SEC (Fac)</td>
<td>19,220.00</td>
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<td>36051</td>
<td>Tim Botsford Construction</td>
<td>Run data lines to Hort greenhouses (Fac)</td>
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<td>36052</td>
<td>Tim Botsford Construction</td>
<td>Remodel – Bldg C (Fac)</td>
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<td>36068</td>
<td>Hoffman Engineering &amp; Pipeline</td>
<td>Storm drains – Pedley Park (Fac)</td>
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<td>36126</td>
<td>Stanley Access Technologies</td>
<td>Doors &amp; operators – CLC Rooms 136, 137 (Fac)</td>
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### POs from $25,000 – $87,800

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<td>Software licensing (AIS)</td>
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<td>Workstations – OCN Library, Bldg 1200 (Lib)</td>
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<td>C P P Inc.</td>
<td>MBTI certification program (Std Svcs)</td>
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<td>36123</td>
<td>Sirsi Corporation</td>
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<td>36144</td>
<td>ePlus Inc.</td>
<td>Computer hardware – storage (AIS)</td>
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### POs from $10,000 – $24,999

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<td>Vernier Software &amp; Technology</td>
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<td>Dais Inc. dba Regroup</td>
<td>Emergency messaging platform access (AIS)</td>
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<td>V W R International LLC</td>
<td>Lab chairs, qty 35 – SEC (Bio)</td>
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<td>M J K Architecture</td>
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<td>C D W Government Inc.</td>
<td>Cisco PC rack servers (AIS)</td>
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<td>PRAVA Construction Services Inc.</td>
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<td>S A N S Institute</td>
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### POs from $5,000 – $9,999

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<td>InCommon certificate service (AIS)</td>
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<td>Premier Food Services</td>
<td>Encuentros Conference refreshments (Comm Ed)</td>
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<td>V W R International LLC</td>
<td>Refrigerated incubator, qty 2 (Bio)</td>
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<td>Fisher Scientific Company</td>
<td>Electronic balance equipment, qty 12 (Bio)</td>
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| Contract # | Vendor Name                        | Description                                      | Amount  
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<td>36006</td>
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<td>M M J Solutions Inc.</td>
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<td>36047</td>
<td>Medical Inventory Control</td>
<td>OR table – Room 4400 (Nurs)</td>
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<td>Parron Hall Office Interiors</td>
<td>Furniture – CLC Room 129 (Comm Ed)</td>
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<td>McKesson Medical-Surgical Inc.</td>
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<td>Mission Del Oro Homeowners</td>
<td>Annual landscape maintenance agreement (Fac)</td>
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<td>36129</td>
<td>BUCHI Corporation</td>
<td>Rotary evaporator (Chem)</td>
<td>5,627.88</td>
</tr>
<tr>
<td>36140</td>
<td>Arenson Office Furniture</td>
<td>Furniture – CLC Rooms 136,137 (Comm Ed)</td>
<td>8,877.38</td>
</tr>
</tbody>
</table>

**Total Contract Expenditures:** $911,741.47

Ratify purchase orders 35954 through 36144.
BACKGROUND

Total amounts budgeted in the final budget as the proposed expenditure for each major account classification shall be the maximum expended for that classification for the fiscal year except as specifically authorized by the Board of Trustees. Title 5 requires board approval by a majority of members of the board for transfers between major account classifications as defined by the California Community Colleges Budget and Accounting Manual:

1000  Academic Salaries
2000  Classified Salaries
3000  Staff Benefits
4000  Supplies (small tangible items)
5000  Contract Services (intangibles)
6000  Capital Outlay
7500  Other Outgo
7900  Contingencies (reserves)

Title 5 also requires that two-thirds of the members of the board approve transfers from the reserve for contingencies. To expedite the year-end closing process, Education Code §42601 authorizes a governing board to adopt a resolution permitting the county superintendent of schools to originate intra-budget transfers necessary for closing a district’s records. Such resolution is filed annually in May and is separate from this agenda.

STATUS

The attached information reflects year-to-date budget transfers between major account classifications for the period ending December 31, 2015.

RECOMMENDATION

Ratify budget transfers as shown.
The schedule listed below summarizes the net impact of budget transfers between major account classifications and transfer from/to contingencies from the general fund.

**GENERAL FUND 11**

**TRANSFER OUT:** Negative amounts are REDUCTIONS to the budget

<table>
<thead>
<tr>
<th>ACCOUNT</th>
<th>ACCOUNT DESCRIPTION</th>
<th>YTD Dec 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Academic Salaries</td>
<td>-$43,050</td>
</tr>
<tr>
<td>2000</td>
<td>Classified Salaries</td>
<td>-$128,952</td>
</tr>
<tr>
<td>5000</td>
<td>Contract Services</td>
<td>-$225,842</td>
</tr>
<tr>
<td>7000</td>
<td>Reserves/Other Outgoing Transfer</td>
<td>-$17,200</td>
</tr>
<tr>
<td><strong>TRANSFER OUT: TOTAL</strong></td>
<td></td>
<td><strong>-$415,044</strong></td>
</tr>
</tbody>
</table>

**TRANSFER IN:** Positive amounts are ADDITIONS to the budget

<table>
<thead>
<tr>
<th>ACCOUNT</th>
<th>ACCOUNT DESCRIPTION</th>
<th>YTD Dec 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000</td>
<td>Staff Benefits</td>
<td>$54,984</td>
</tr>
<tr>
<td>4000</td>
<td>Supplies</td>
<td>$56,403</td>
</tr>
<tr>
<td>6000</td>
<td>Capital Outlay</td>
<td>$303,657</td>
</tr>
<tr>
<td><strong>TRANSFER IN: TOTAL</strong></td>
<td></td>
<td><strong>$415,044</strong></td>
</tr>
</tbody>
</table>

**NET TRANSFERS TOTAL**

|$0$
Subject: Approve Renewal of Oracle Database Management System (DMS) Software Update License and Technical Support Services Agreement

Attachment: None

Category: Consent Items

Type of Board Consideration: Information Consent Action

Recommended: Mary Benard, Ed.D. Vice President, Instructional Services

Approved for Consideration: Sunita V. Cook, Ph.D. Superintendent/President

BACKGROUND

The annual negotiated licensing agreement and contract renewal for standard maintenance and technical support services for the Oracle Database Management System (DMS) software is based on metrics that take into account budget size, number of students (FTES), and number of employees (faculty and staff). As these numbers increase over the years, the district’s cost increases.

STATUS

This contract will be for the period of May 20, 2016, to May 19, 2017, and is expected to cost $233,129.39, plus applicable taxes. Funds to renew the software maintenance and technical support services agreement are budgeted within the district’s maintenance budget.

RECOMMENDATION

Approve renewal of the Oracle Database Management System (DMS) software update license and technical support services agreement at a cost of $233,129.39, plus applicable taxes.
BACKGROUND

This is the negotiated licensing agreement for the district’s standard maintenance and technical support services for the Oracle Enterprise Resource Planning (ERP) software update license and technical support services agreement software.

The annual licensing and contract maintenance renewal for these products are based on metrics that take into account budget size, number of students (FTES), and number of employees (faculty and staff). As these numbers increase, the district’s costs increase respectively.

STATUS

This contract will be for the period of May 20, 2016, to May 19, 2017, and is expected to cost $225,086.73, plus applicable taxes. Funds to renew the software maintenance and technical support services agreement are budgeted within the district’s maintenance budget.

RECOMMENDATION

Approve renewal of the Oracle Enterprise Resource Planning (ERP) software update license and technical support services agreement at a cost of $225,086.73, plus applicable taxes.
Subject: Approve Curriculum for 2016–2017 Catalog, Part II

Attachment: 2016–2017 Curriculum Approvals, Part II

Category: Consent Items

Type of Board Consideration: Information Consent Action

Recommended: Mary Benard, Ed.D.
Vice President, Instructional Services

Approved for Consideration: Sunita V. Cook, Ph.D.
Superintendent/President

BACKGROUND

In accordance with Board Policy 4020–Program, Curriculum, and Course Development, the MiraCosta Community College District Board of Trustees assigns primary responsibility for developing and recommending the adoption or discontinuance of courses or programs to the faculty, coordinated by the Instructional Services Division. As such, the Courses and Programs Committee is the recommending body for curriculum.

The Courses and Programs Committee (C&P) convened two curriculum-approval meetings after the board approved part I courses and programs at the December 9, 2015, board meeting. Curriculum proposals follow a rigorous review process before each C&P meeting. This review process includes the department chair, dean, articulation officer, Instructional Services staff, and the Technical Review Committee. The complete list of courses and programs was then forwarded to the Academic Senate (AS) and approved on February 5, 2016.

C&P submits curriculum to the board for approval in both the fall and spring semesters. All new courses, reviewed and approved by C&P and the AS, were submitted to the board for approval in the fall semester and were approved. The new courses were then sent to the Chancellor’s Office for review and approval. By submitting the new courses through the approval process in the fall, MiraCosta College ensures the Chancellor’s Office has the new courses in their database prior to submittal of any new degrees and certificates, and all new courses are approved within the publication deadline of the college catalog.

The package being submitted now contains all course and program modifications, deletions, and additions, including ten new noncredit courses and seven new noncredit program approvals.
STATUS

Credit course approvals include forty modifications of existing courses and seven deletions. There were no new courses, certificates, or degrees added. One certificate of achievement and one associate of arts degree were modified; none were deleted.

Noncredit added ten new courses, seven of which include online approvals. Eighteen noncredit courses were modified; sixteen of them include online approvals. For the first time, noncredit added seven new certificates, three of which are certificates of completion and four are certificates of competency.

RECOMMENDATION

Approve curriculum for 2016–2017 catalog, part II.
## 2016-2017 Curriculum Approvals
### Effective: August 2016
#### Part II

### I. Credit Course Level
#### A. New Courses

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course #</th>
<th>Course Title &amp; Catalog Description</th>
<th>Units</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>None.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Course Additions: 0**

### B. Modified Courses

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course #</th>
<th>Additional Approvals</th>
<th>Course Title</th>
<th>Units</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>ART</td>
<td>270 O</td>
<td></td>
<td>History and Theory of Museum and Gallery Exhibition</td>
<td>3</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AUTO</td>
<td>AUTO</td>
<td>100 O/GE</td>
<td></td>
<td>Basic Motorcycle Maintenance and Small Engine Repair</td>
<td>3</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AUTO</td>
<td>AUTO</td>
<td>130 O</td>
<td></td>
<td>Basic Engine Performance</td>
<td>2</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AUTO</td>
<td>AUTO</td>
<td>155 O</td>
<td></td>
<td>Manual Transmissions and Transaxles</td>
<td>4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AUTO</td>
<td>AUTO</td>
<td>156 O</td>
<td></td>
<td>Automatic Transmissions and Transaxles</td>
<td>4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AUTO</td>
<td>AUTO</td>
<td>220 O/GE</td>
<td></td>
<td>HVAC Heating, Ventilation, and Air Conditioning</td>
<td>3</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>BIO</td>
<td>BIO</td>
<td>100 O/GE</td>
<td></td>
<td>General Biology (Lecture and Lab)</td>
<td>4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>BIO</td>
<td>BIO</td>
<td>101 O/GE</td>
<td></td>
<td>General Biology</td>
<td>3</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>BIO</td>
<td>BIO</td>
<td>101L O/GE</td>
<td></td>
<td>General Biology Laboratory</td>
<td>1</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>BIO</td>
<td>BIO</td>
<td>180 O/GE</td>
<td></td>
<td>Biostatistics</td>
<td>4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>BTEC</td>
<td>BTEC</td>
<td>180 O</td>
<td></td>
<td>Biostatistics</td>
<td>4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>BUS</td>
<td>BUS</td>
<td>204 O/GE</td>
<td></td>
<td>Business Statistics</td>
<td>4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>CHEM</td>
<td>CHEM</td>
<td>106 O/GE</td>
<td></td>
<td>Preparatory Chemistry</td>
<td>3</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>CHEM</td>
<td>PHSN</td>
<td>106 O/GE</td>
<td></td>
<td>Energy, Motion, and Matter: An Introduction to Physics and Chemistry</td>
<td>3</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>DESN</td>
<td>DESN</td>
<td>101 O</td>
<td></td>
<td>Computer-Aided Design and Drafting</td>
<td>4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>DESN</td>
<td>DESN</td>
<td>111 O</td>
<td></td>
<td>Engineering Design Graphics</td>
<td>4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>HH</td>
<td>HORT</td>
<td>116 O/GE</td>
<td></td>
<td>Plant Science</td>
<td>4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>HH</td>
<td>HORT</td>
<td>134 O</td>
<td></td>
<td>Integrated Pest Management</td>
<td>3</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>LTRST</td>
<td>ENGL</td>
<td>201 O/GE</td>
<td></td>
<td>Critical Thinking, Composition, and Literature</td>
<td>4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>LTRST</td>
<td>ENGL</td>
<td>201H GE</td>
<td></td>
<td>Critical Thinking, Composition, and Literature (Honors)</td>
<td>4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>Department</td>
<td>Subject</td>
<td>Course #</td>
<td>Course Title</td>
<td>Units</td>
<td>Date Approved</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
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<td>------------------------------------------------------------------------------</td>
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<td>---------------</td>
<td></td>
</tr>
<tr>
<td>AUTO</td>
<td>AUTO</td>
<td>251</td>
<td>ASE A6 Alternative Course Electrical and Electronic Systems</td>
<td>1</td>
<td>12/10/2015</td>
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<tr>
<td>AUTO</td>
<td>AUTO</td>
<td>252</td>
<td>ASE A6 Alternative Course Engine Performance</td>
<td>1</td>
<td>12/10/2015</td>
<td></td>
</tr>
<tr>
<td>AUTO</td>
<td>AUTO</td>
<td>253</td>
<td>ASE LI Alternative Course Advanced Engine Performance</td>
<td>1</td>
<td>12/10/2015</td>
<td></td>
</tr>
<tr>
<td>DNCE</td>
<td>DNCE</td>
<td>163</td>
<td>Creative Dance and Improvisation</td>
<td>1</td>
<td>12/10/2015</td>
<td></td>
</tr>
<tr>
<td>HH</td>
<td>HORT</td>
<td>171</td>
<td>Floral Design</td>
<td>2</td>
<td>12/10/2015</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>MUS</td>
<td>175</td>
<td>Classical Guitar Ensemble</td>
<td>3</td>
<td>12/10/2015</td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td>ACE</td>
<td>91</td>
<td>English Support for Allied Health</td>
<td>1</td>
<td>1/28/2016</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Course Deletions: 7
## II. Certificate and Degree Level

### A. New Degrees and Certificates

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Certificate Type</th>
<th>Degree Type</th>
<th>Certificate/Degree Title</th>
<th>Required Units</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total New Degree and Certificates: 0

### B. Modified Degrees and Certificates

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Certificate Type</th>
<th>Degree Type</th>
<th>Certificate/Degree Title</th>
<th>Required Units</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC</td>
<td>MTEC</td>
<td>COA</td>
<td>AA</td>
<td>Music Technology</td>
<td>29-31</td>
<td>12/10/2015</td>
</tr>
</tbody>
</table>

Total Modified Degrees and Certificates: 1

### C. Deleted Degrees and Certificates

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Certificate Type</th>
<th>Degree Type</th>
<th>Certificate/Degree Title</th>
<th>Required Units</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None.</td>
<td></td>
<td></td>
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Total Deleted Degrees and Certificates: 0
<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Additional Approvals</th>
<th>Title</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHSDP</td>
<td>HSMTH 13</td>
<td>O</td>
<td>Basic Skills Math 3: This course is designed to meet the basic skills mathematics improvement needs of students for a variety of purposes: to meet pre-collegiate requirements; to meet mathematics unit requirements for an adult high school diploma; to demonstrate a minimum level of proficiency in the required competencies; and/or to prepare for examinations such as the GED. Additionally, the course is designed to improve problem solving, analysis, and communication abilities in every day and work-related applications. (May be repeated once.)</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>NCESL</td>
<td>NCESL 23</td>
<td></td>
<td>Reading and Writing for Beginning Level Students: This course focuses on the reading and writing skills beginning-level learners need in order to learn vocabulary and produce simple and compound sentences and basic paragraphs.</td>
<td>1/28/2016</td>
</tr>
<tr>
<td>NCESL</td>
<td>NCESL 33</td>
<td></td>
<td>Reading and Writing for Intermediate Level Students: This course focuses on the reading and writing skills intermediate-level learners need in order to do process writing and self/peer editing at the paragraph level.</td>
<td>1/28/2016</td>
</tr>
<tr>
<td>NCESL</td>
<td>NCESL 81</td>
<td>O</td>
<td>Basic Computers and Digital Literacy (BCDL for ESL Students (Beginning Level): This computer class for beginning students in the Noncredit ESL program covers basic vocabulary related to technology and computers, email, word-processing, and presentation software. Students are exposed to keyboard lessons and activities to increase their accuracy. Students develop language skills (listening, speaking, reading, and writing) through individual, pair, and group work.</td>
<td>1/28/2016</td>
</tr>
<tr>
<td>NCESL</td>
<td>NCESL 82</td>
<td>O</td>
<td>Computers and Digital Literacy (CDL) for ESL Students (Intermediate/Advanced Level): This computer class for intermediate/advanced students in the Noncredit ESL program covers vocabulary related to technology and computers. It also covers topics such as digital literacy, Internet, email, word-processing, presentation software, and spreadsheets. Students develop language skills (listening, speaking, reading, and writing) through individual, pair, and group work.</td>
<td>1/28/2016</td>
</tr>
<tr>
<td>NCSTV</td>
<td>NCVOC 10</td>
<td></td>
<td>IT Basics: This course introduces the computer hardware and software skills needed to help meet the growing demand for entry-level information and communications technology (ICT) professionals. Topics include the fundamentals of computer hardware and software as well as advanced concepts such as security, networking, and the responsibilities of an ICT professional. This course prepares students for CompTIA's A+ certification exam. The course is also a pathway to the Cisco program courses.</td>
<td>1/28/2016</td>
</tr>
<tr>
<td>NCSTV</td>
<td>NCVOC 13</td>
<td>O</td>
<td>Intermediate Routing and Switching: This course describes the architecture, components, and operations of routers and switches in larger and more complex networks. Students learn how to configure routers and switches for advanced functionality. By the end of this course, students are able to configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, and STP in both IPv4 and IPv6 networks. Students also develop the knowledge and skills needed to implement a WLAN in a small-to-medium network.</td>
<td>1/28/2016</td>
</tr>
</tbody>
</table>
### Connecting Networks
This course discusses wide area network (WAN) technologies and network services required by converged applications in a complex network. The course enables students to understand the selection criteria of network devices and WAN technologies to meet network requirements. Students learn how to configure and troubleshoot network devices and resolve common issues with data link protocols. Students also develop the knowledge and skills needed to implement virtual private network (VPN) operations in a complex network.

### Introduction to Architecture
This course provides students with an introduction to the field of architecture. Students learn about the courses, certifications, and programs in architecture at MiraCosta College as they are introduced to career pathways in the field. This non-credit course allows students to learn about options and pathways before embarking on a credit course of study.

### Introduction to Career Technical Education
This course provides students with an overview of the career technical education courses, certifications, and programs available at MiraCosta College. Topics include student options for technical training at MiraCosta and the pathways to complete training and prepare for a career. This is a non credit course that allows students to better plan for their course of study before committing to a credit course of study.

<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Additional Approvals</th>
<th>Title</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHSDP</td>
<td>HSENG 17</td>
<td>O</td>
<td>Basic Skills: Reading and Study Strategies</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSENG 21</td>
<td>O</td>
<td>English 1</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSENG 22</td>
<td>O</td>
<td>English 2</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSENG 23</td>
<td>O</td>
<td>English 3</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSENG 25</td>
<td>O</td>
<td>English 4</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSENG 30</td>
<td>O</td>
<td>English Skills Lab</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSENG 40</td>
<td>O</td>
<td>Information Literacy</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSIFA 11</td>
<td>O</td>
<td>Introduction to Fine Arts 1 - The History and Development of Theatre and Dance</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSIFA 12</td>
<td>O</td>
<td>Introduction to Fine Arts 1 - The History and Development of Art and Music</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSIFA 13</td>
<td>O</td>
<td>Digital Storytelling</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSMTH 20</td>
<td>O</td>
<td>Algebra Essentials</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSMTH 30</td>
<td>O</td>
<td>Geometry Essentials</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSSCI 11</td>
<td>O</td>
<td>Physical Science 1 - Chemistry</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSSCI 12</td>
<td>O</td>
<td>Physical Science 2 - Physics</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSSCI 21</td>
<td>O</td>
<td>Life Science 1 - Biology</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>AHSDP</td>
<td>HSSCI 22</td>
<td>O</td>
<td>Life Science 2 - Human Anatomy and Physiology</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>ONC</td>
<td>NCWF 11</td>
<td>O</td>
<td>Applied Computer Skills 1</td>
<td>12/10/2015</td>
</tr>
<tr>
<td>ONC</td>
<td>NCWF 11</td>
<td>O</td>
<td>Essential Computer Skills 1</td>
<td>12/10/2015</td>
</tr>
</tbody>
</table>

**Total New Noncredit Courses: 10**

**Total Modified Noncredit Courses: 18**
### C. Deleted Courses

<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Title</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>None.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Deleted Noncredit Courses: 0**

### 2016-2017 Curriculum Approvals

**Effective: August 2016**

**Part II**

#### III. Noncredit Certificate Level

##### A. New Noncredit Certificates

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Certificate Type</th>
<th>Certificate Title</th>
<th>Required Credit Hours</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCESL</td>
<td>NCESL</td>
<td>Competency</td>
<td>Advanced Noncredit ESL</td>
<td>18</td>
<td>1/28/2016</td>
</tr>
<tr>
<td>AHS</td>
<td>AHS</td>
<td>Competency</td>
<td>Basic Education for Academic or Workforce Preparation</td>
<td>15</td>
<td>1/28/2016</td>
</tr>
<tr>
<td>NCESL</td>
<td>NCESL</td>
<td>Competency</td>
<td>Beginning Noncredit ESL</td>
<td>18-21</td>
<td>1/28/2016</td>
</tr>
<tr>
<td>NCSTV</td>
<td>NCVOC</td>
<td>Completion</td>
<td>Entry Cisco</td>
<td>10</td>
<td>1/28/2016</td>
</tr>
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<td>NCSTV</td>
<td>NCVOC</td>
<td>Completion</td>
<td>Entry Word Processing</td>
<td>3</td>
<td>1/28/2016</td>
</tr>
<tr>
<td>NCSTV</td>
<td>NCVOC</td>
<td>Completion</td>
<td>Intermediate Cisco</td>
<td>10</td>
<td>1/28/2016</td>
</tr>
<tr>
<td>NCESL</td>
<td>NCESL</td>
<td>Competency</td>
<td>Intermediate Noncredit ESL</td>
<td>12-15</td>
<td>1/28/2016</td>
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**Total New Noncredit Certificates: 7**

##### B. Modified Noncredit Certificates

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Certificate Type</th>
<th>Certificate Title</th>
<th>Required Credit Hours</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>None.</td>
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</table>

**Total Modified Noncredit Certificates: 0**
### III. Noncredit Certificate Level
#### C. Deleted Noncredit Certificates

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Certificate Type</th>
<th>Certificate Title</th>
<th>Required Credit Hours</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>None.</td>
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<td></td>
</tr>
</tbody>
</table>

**Total Deleted Noncredit Certificates:** 0
BACKGROUND

As part of the five-year construction plan, Kitchell is providing project management services to aid district staff with staff augmentation for the director of facilities to facilitate the planning, design, and construction of the five-year construction plan projects. Due to the large amount of upcoming summer 2016 projects, there is a need to bring on an additional project manager to support these projects through completion. The project manager would start full time on February 29, 2016, and run through September 2, 2016. The current scope of services does not include this additional resource/project manager.

STATUS

Contract amendment #02 consists of bringing on additional project management services to support the upcoming summer 2016 construction projects, which include B2000 air handler unit replacement, classroom upgrades summer 2016, Student Services and ASG Club Room renovation in the Student Center, Art/Music storage buildings, multiple program-review projects and multiple projects associated with providing additional faculty/staff offices needed to support incoming faculty/staff for fall 2016. The cost for these services were negotiated for a not-to-exceed fee of $167,400, which is budgeted in the five-year construction plan.

RECOMMENDATION

Approve project management services contract amendment #02 for Kitchell for a not-to-exceed fee of $167,400 in accordance with the specified bid pricing, terms, and conditions, and authorize the director of purchasing and material management to execute the contract amendment.
BACKGROUND

Adult high school students complete the requirements for their diplomas throughout the year. In order to earn the diploma, students must earn the requisite credits in the designated areas of English, mathematics, natural sciences, world history/geography, American government, economics, United States history, and electives; demonstrate competency in reading, writing, and mathematics; and earn a minimum of twenty credits in residence.

STATUS

The students listed on the attachment completed the requirements in fall 2015 and satisfied all of the new graduation requirements that were in effect with the fall 2012 semester.

RECOMMENDATION

Approve July, August, September, October, and December 2015 Adult High School candidates, as presented.
MiraCosta College
Oceanside, California
Graduation Date: July 31, 2015
High School Diploma

Sinnia Carolina Galvan
Maria Gutierrez
Yusuf Karatas

MiraCosta College
Oceanside, California
Graduation Date: August 31, 2015
High School Diploma

Mark Anthony De Castro
Ellis Storm Fuzell

MiraCosta College
Oceanside, California
Graduation Date: September 30, 2015
High School Diploma

Hozie Cortez McMillan
Yesenia Vazquez

MiraCosta College
Oceanside, California
Graduation Date: October 31, 2015
High School Diploma

Janelle M. Bwy
Nanthachai Kanhaweak
Olivia Ruth Pace
Santos Pena
Mirella Savedra
Cheri Lyn Wilkinson

MiraCosta College
Oceanside, California
Graduation Date: December 31, 2015
High School Diploma

Stanislav Asador
Jessica Boone
Cecilia Janett Caballero
Rosalba Cabrera
Luis Cervantes
MacKenzie Rose Crider
Norma E. Garcia
Adrian H. Gonzalez
Rosalie G. Hogan
Svetlana B. Mukhovatova
Daniel J. Olguin
Jennifer Oropeza
Holly J. Poelstra
Noor Qasha
Christian O. Ramirez
Maria Del Carmen Salinas Enriques
Nancy Solis
Azucena E. Valles
Rudy Vargas
Carolina Zepeda
BACKGROUND

In October 2008, the district joined the Community College League of California (CCLC) policy and procedure service to ensure the district’s board policies and administrative procedures remain current and include federal and state statutes and regulations, as well as accreditation standards.

STATUS

To eliminate potential policy conflicts between old and new policies/procedures and potential legal liabilities, the old board policies need to be rescinded. Dr. Jane Wright, consultant for the CCLC policy and procedure service, was contracted to review and compare the district’s old and new policies and procedures to ensure old language is addressed in the new documents. As Dr. Wright’s reviews are completed, old policies will be submitted for the board to rescind, and the related old administrative procedures will be deleted. Should content be found in old documents that needs to be incorporated into existing documents, it will be incorporated as needed, honoring Board Policy 2510–Collegial Governance and Participation in Local Decision Making.

In the chart below, the left column lists the old policy to be rescinded, and the right column indicates where the topic is addressed in new board policy.

<table>
<thead>
<tr>
<th>Old Policy</th>
<th>New Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPVII.C.1 Textbooks/Supplies</td>
<td>AP5030 Fees</td>
</tr>
</tbody>
</table>

RECOMMENDATION

Rescind old board policy, as detailed above.
BACKGROUND

Board policies and administrative procedures are periodically reviewed and revised.

STATUS

The Chapter 2 board policies and administrative procedures are under the purview of the Board of Trustees.

A proposed amendment to Board Policy 2745—Board Self-Evaluation includes the procedures used by the board in the recent past in completing evaluations. The policy was presented for first reading at the January 20, 2016, board meeting. Suggested edits were incorporated and the policy is now presented for adoption.

Related Administrative Procedure 2435, Evaluation of the Superintendent/President, was also reviewed and suggested edits have been incorporated. A copy of the administrative procedure is provided for information only.

RECOMMENDATION

Adopt Board Policy 2745, Board Self-Evaluation.
The Board of Trustees is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the board has established the following processes:

A. In May of each year, all board members will be asked to complete an approved evaluation instrument and submit it to the board president, who, with the assistance of the board vice president, will complete a summary of the self-evaluations. **Alternatively, the board may ask the board president and/or vice president to complete a single evaluation instrument on behalf of the whole board. This would serve as a summary to be discussed by the whole board as described in item C below.**

B. The board may choose to have members of the college community anonymously evaluate the board's performance.

C. In June of each year, the summary compiled of the evaluations will be presented and discussed at a board retreat session scheduled for that purpose.

Results of the board's self-evaluation will be used to measure the effectiveness of the board's collaborative decision-making process and to identify accomplishments in the past year and goals for the following year.

An evaluation instrument will be reviewed at least annually and revised as necessary by the Board of Trustees or an ad hoc subcommittee of the board established for the purposes of conducting this review. The board shall approve any revisions to an evaluation instrument.
A. Purpose

Employee evaluation has as its primary purpose the improvement of performance. For maximum benefit to both the individual and the district, employee evaluation will be conducted in a positive manner. Evaluation of the superintendent/president will be an ongoing process that uses both formal and informal methods. The process and criteria used will be understood by and mutually acceptable to the Board of Trustees and to the superintendent/president.

B. Objectives

1. Assess how well the superintendent/president is fulfilling leadership and management responsibilities.

2. Evaluate accomplishments related to job description and annual goals and objectives.

3. Determine specific improvement goals and objectives for the superintendent/president.

4. Give the superintendent/president support and guidance through constructive information on past performance.

5. Foster effective communication between the board and superintendent/president.

C. Rating System

1. Goal/Criteria Exceeded

2. Goal/Criteria Met

3. Goal Criteria Partially Met

4. Goal/Criteria Not Met

5. Unable to Evaluate
D. Annual Performance Assessment by the Board of Trustees

The Board of Trustees will assess the superintendent/president annually based on an evaluation instrument. The purpose of this assessment is to assess how well the superintendent/president is fulfilling leadership and management responsibilities, evaluate accomplishments related to the job description and annual goals and objectives, determine specific improvement goals and objectives for the superintendent/president, give the superintendent/president support and guidance through constructive information on past performance, and foster effective communication between the board and superintendent/president.

The board’s evaluation instrument consists of the superintendent/president’s goals and how to measure success against them. Also included are general criteria such as:

1. Relationship with the board
2. Staff and personnel relationships
3. Community relationships
4. Administration
5. Educational leadership
6. Business and finance
7. Personal qualities

The Board of Trustees has broad flexibility and authority in the process that it uses to evaluate the superintendent/president and among those processes, it can use the following:

A. Superintendent/President Performance Evaluation Survey

Annually an evaluation survey of the superintendent/president may be completed by key constituent groups. The survey is based upon performance of duties outlined in the job description of the superintendent/president and upon the goals and objectives developed and reviewed annually by the Board of Trustees and the superintendent/president. The survey shall include but not be limited to:

1. Staff and personnel relationships
2. Community relationships
3. Administration
4. Educational leadership
5. Business and finance
6. Personal qualities
7. Goals and objectives
8. Overall assessment
B. Participation

The evaluators shall include but not be limited to:

1. Academic Senate Council
2. Classified Senate Council
3. Administrative Council
4. Associated Student Government President
5. Student Trustee
6. Employees who directly report to the superintendent/president

C. Activities and Timeline (Note: dates are “target” dates.)

1. Before the start of the process (April), the Board of Trustees and the superintendent/president will hold a closed session to review and evaluate process and modify the assessment/evaluation instrument, if necessary. This is to ensure the process and criteria will be understood by and be mutually acceptable to the Board of Trustees and the superintendent/president.

2. April: The survey is sent electronically to those designated to participate in the constituent evaluation of the superintendent/president.

3. May: The Office of Institutional Research and Grants prepares a summary of the constituent survey results and sends it to the Board of Trustees and the superintendent/president.

4. The superintendent/president prepares a self-evaluation and presents it to the Board of Trustees.

5. May: Members of the Board of Trustees individually complete their annual evaluation and send it to the president and vice president of the board. They compile the results and give them to individual board members. Alternatively, the board may ask the board president and/or vice president to complete a single, annual evaluation on behalf of the whole board. This would serve as a summary to be discussed by the whole board as described in item 6 below.

6. May: Individual board member evaluations are discussed by board members in closed session, along with the results of the constituent evaluation survey. The board president and/or vice president write an evaluation of the superintendent/president based on this discussion and submit it to the board for approval.

8. June: The board president and/or vice president meet with the superintendent/president to present and review an evaluation and all other pertinent documents.
8. On a regular basis the Board of Trustees and the superintendent/president hold a closed session to assess the annual performance goals for possible modification based on changing conditions and to discuss the performance of the superintendent/president.

D. Record Keeping

All materials pertaining to an evaluation will be retained by the college and will be accessible to the Board of Trustees and the superintendent/president.
BACKGROUND

Board policies and administrative procedures receive periodic review. Revisions to board policies are presented to the Board of Trustees for review and approval. New policies are presented for review and discussion prior to adoption.

STATUS

The Accrediting Commission for Community and Junior Colleges standards require that colleges provide a clear process for students, employees, and nonstudents to register complaints related to college processes, educational programs, and accreditation standards. Board Policy 3440—Campus Complaint Process is a new policy. The supporting administrative procedure is being prepared by a small task force.

The policy was presented for first reading at the January 20, 2016, board meeting and is now presented for adoption.

RECOMMENDATION

Adopted Board Policy 3440, Campus Complaint Process.
The superintendent/president shall establish procedures for students, employees, and community members to register complaints and concerns with the district.

The complaints procedures shall be available in the college catalog, on the college website, and in the Office of the Vice President of Student Services.
**Subject:**  
Board Policy 3570 – Tobacco/Smoke/Vapor-Free Campus  

**Attachment:**  
BP3570 – Tobacco/Smoke/Vapor-Free Campus  

<table>
<thead>
<tr>
<th>Category:</th>
<th>Type of Board Consideration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Reading and Adoption – Board Policies</td>
<td>Information  Consent  Action</td>
</tr>
</tbody>
</table>

**Approved for Consideration:**  
Sunita V. Cooke, Ph.D.  
Superintendent/President

---

**BACKGROUND**

Board policies and administrative procedures receive periodic review. Revisions to board policies are presented to the Board of Trustees for review and approval.

**STATUS**

When the Community College League of California policy and procedure consultant completed the review of the MiraCosta College policies and procedures, it was noted the district has an administrative procedure addressing tobacco and smoking issues, but not a board policy; therefore, a new policy has been prepared for Board of Trustees consideration.

The new policy and the original procedure, as modified, both now include that use of electronic cigarettes and other vapor-producing devices is not permitted at any college site.

The new policy was presented for first reading at the January 20, 2016, board meeting. Suggested edits were incorporated and the policy is now presented for adoption.

**RECOMMENDATION**

Adopt Board Policy 3570, Tobacco/Smoke/Vapor-Free Campus.
NEW

The MiraCosta Community College District superintendent/president is authorized to enact procedures as appropriate and permitted by law regarding a tobacco/smoke/vapor-free college environment.

Students, employees, and visitors to the campuses of MiraCosta College are permitted to use tobacco products and/or vapor-producing implements in their personal vehicles only. All other use of tobacco or tobacco products is prohibited, including the use of electronic cigarettes and vapor-producing paraphernalia.

Tobacco products and vapor-producing paraphernalia may not be sold at any campus site, and no tobacco-related or vapor-producing paraphernalia advertising or sponsorship shall be permitted on MiraCosta College property, at college-sponsored events, or in publications produced by MiraCosta College.

See Administrative Procedure 3570.

MiraCosta Community College District

Effective Date: ____________________________
References: Government Code §§ 7596, 7597, 7598
            Labor Code § 6404.5
            Assembly Bill 795
            Title 8, §5148
            Education Code §76033(e)
BACKGROUND

Title 5, §58310 of the California Code of Regulations requires the chief executive officer or other designee of a governing board to regularly report to the governing board the district’s financial condition at least once every three months. Such report is to be prepared on forms provided by the Community College System Office and submitted to the appropriate county offices and system office no later than forty-five days following the completion of each quarter. The certified report is to be reviewed by the district governing board at a regularly scheduled meeting and entered into the minutes of the meeting.

STATUS

The quarterly fiscal report is a summary overview report that includes information from the CCFS-311Q and Report of Investments. The CCFS-311Q is a quarterly financial status report required by the Chancellor’s Office. The second quarter report for the period ending December 31, 2015, is attached. The attached Quarterly Report of Investments includes both district funds within the County Pooled Investments and the proprietary and fiduciary funds held by the district. The guaranteed investment contract was established as a reserve as required with the issuance of the lease revenue bonds in 1999.

RECOMMENDATION

The CCFS-311Q Quarterly Financial Status Report and the Quarterly Report of Investments is presented for information only.
Quarterly Fiscal Overview

TO: Dr. Sunita Cooke, Superintendent/President
FROM: Charlie Ng, Vice President, Business and Administrative Services
DATE: February 17, 2015
SUBJECT: Quarterly Fiscal Overview, Quarter ending December 31, 2015

Introduction: This memo will summarize the district’s Unrestricted General Fund actual-to-budget status as reported on the state’s CCFS-311Q Quarterly Financial Status Report and the total district’s cash and investment status, as reported on the district’s detailed Quarterly Report of Investments.

Actual-to-Budget, CCFS Quarterly Financial Status Report (February 17 docket)
Revenues
- FY16 Adopted Budget $109,405,263
- FY16 Projected Budget $109,405,263
- FY16 Actual as of December 31 $48,139,639

Expenses
- FY16 Adopted Budget $110,932,891
- FY16 Projected Budget $111,991,158
- FY16 Actual as of December 31 $47,943,319

Cash Deposits and Investments, Quarterly Report of Investments (February 17 docket)
- Cash in the County pooled investment fund (combined funds)
  - Amount: $35,746,707
  - Rate of Return; .62%
- Cash in bank deposits
  - Amount $1,561,478
  - Rate of Return N/A (credits against services)
- Cash in CDs and Money Market instruments
  - Amount: $563,611
  - The rates vary from .15% to .40%
- Guaranteed Investment Contracts
  - Amount $318,798
  - Rate of Return .01%
### I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

#### A. Revenues:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)</td>
<td>91,262,861</td>
<td>93,458,641</td>
<td>99,186,068</td>
<td>109,395,263</td>
</tr>
<tr>
<td>A.2</td>
<td>Other Financing Sources (Object 8900)</td>
<td>201,940</td>
<td>165,044</td>
<td>17,456</td>
<td>10,000</td>
</tr>
<tr>
<td>A.3</td>
<td>Total Unrestricted Revenue (A.1 + A.2)</td>
<td>91,464,801</td>
<td>93,623,685</td>
<td>99,203,524</td>
<td>109,405,263</td>
</tr>
</tbody>
</table>

#### B. Expenditures:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1</td>
<td>Unrestricted General Fund Expenditures (Objects 1000-6000)</td>
<td>84,363,318</td>
<td>88,207,791</td>
<td>90,636,086</td>
<td>105,061,153</td>
</tr>
<tr>
<td>B.2</td>
<td>Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)</td>
<td>2,858,785</td>
<td>5,503,175</td>
<td>6,936,479</td>
<td>6,930,005</td>
</tr>
<tr>
<td>B.3</td>
<td>Total Unrestricted Expenditures (B.1 + B.2)</td>
<td>87,222,103</td>
<td>93,710,966</td>
<td>97,572,565</td>
<td>111,991,158</td>
</tr>
</tbody>
</table>

#### C. Revenues Over(Under) Expenditures (A.3 - B.3)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C.</td>
<td>Revenues Over(Under) Expenditures (A.3 - B.3)</td>
<td>4,242,698</td>
<td>-87,281</td>
<td>1,630,959</td>
<td>-2,585,895</td>
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</table>

#### D. Fund Balance, Beginning

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1</td>
<td>Prior Year Adjustments + (-)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D.2</td>
<td>Adjusted Fund Balance, Beginning (D + D.1)</td>
<td>13,330,316</td>
<td>17,573,014</td>
<td>17,485,733</td>
<td>19,116,692</td>
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</tbody>
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#### E. Fund Balance, Ending (C. + D.2)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E.</td>
<td>Fund Balance, Ending (C. + D.2)</td>
<td>17,573,014</td>
<td>17,485,733</td>
<td>19,116,692</td>
<td>16,530,797</td>
</tr>
</tbody>
</table>

#### F.1 Percentage of GF Fund Balance to GF Expenditures (E. / B.3)

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F.1</td>
<td>Percentage of GF Fund Balance to GF Expenditures (E. / B.3)</td>
<td>20.1%</td>
<td>18.7%</td>
<td>19.6%</td>
<td>14.8%</td>
</tr>
</tbody>
</table>

### II. Annualized Attendance FTES:

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>G.1</td>
<td>Annualized FTES (excluding apprentice and non-resident)</td>
<td>10,901</td>
<td>10,948</td>
<td>11,090</td>
<td>10,983</td>
</tr>
</tbody>
</table>

### III. Total General Fund Cash Balance (Unrestricted and Restricted)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>As of the specified quarter ended for each fiscal year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Adopted Budget (Col. 1)</th>
<th>Annual Current Budget (Col. 2)</th>
<th>Year-to-Date Actuals (Col. 3)</th>
<th>Percentage (Col. 3/Col. 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Revenues:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.1</td>
<td>Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)</td>
<td>109,395,263</td>
<td>109,395,263</td>
<td>48,131,211</td>
<td>44%</td>
</tr>
<tr>
<td>I.2</td>
<td>Other Financing Sources (Object 8900)</td>
<td>10,000</td>
<td>10,000</td>
<td>8,428</td>
<td>84.3%</td>
</tr>
<tr>
<td>I.3</td>
<td>Total Unrestricted Revenue (I.1 + I.2)</td>
<td>109,405,263</td>
<td>109,405,263</td>
<td>48,139,639</td>
<td>44%</td>
</tr>
<tr>
<td>J.</td>
<td>Expenditures:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J.1</td>
<td>Unrestricted General Fund Expenditures (Objects 1000-6000)</td>
<td>104,002,886</td>
<td>105,061,153</td>
<td>47,895,211</td>
<td>45.6%</td>
</tr>
<tr>
<td>J.2</td>
<td>Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)</td>
<td>6,930,005</td>
<td>6,930,005</td>
<td>48,108</td>
<td>0.7%</td>
</tr>
<tr>
<td>J.3</td>
<td>Total Unrestricted Expenditures (J.1 + J.2)</td>
<td>110,932,891</td>
<td>111,991,158</td>
<td>47,943,319</td>
<td>42.8%</td>
</tr>
<tr>
<td>K.</td>
<td>Revenues Over(under) Expenditures (I.3 - J.3)</td>
<td>-1,527,628</td>
<td>-2,585,895</td>
<td>196,320</td>
<td>196.32%</td>
</tr>
</tbody>
</table>

### V. Has the district settled any employee contracts during this quarter?

If yes, complete the following: *(If multi-year settlement, provide information for all years covered.)*

**NO**

<table>
<thead>
<tr>
<th>Contract Period Settled (Specify) YYYY-YY</th>
<th>Management</th>
<th>Academic</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Cost Increase</td>
<td>Total Cost Increase</td>
<td>Total Cost Increase</td>
</tr>
<tr>
<td></td>
<td>%*</td>
<td>%*</td>
<td>%*</td>
</tr>
<tr>
<td>a. SALARIES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. BENEFITS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
* As specified in *Collective Bargaining Agreement* or other *Employment Contract*

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPs, etc.)?  

No

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?  

This year? No

Next year? No

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)
Quarterly Report of Investments  
MiraCosta Community College District  

For the Quarter Ending December 31, 2015

<table>
<thead>
<tr>
<th>Account Description</th>
<th>Issuer</th>
<th>Yield</th>
<th>Date of Maturity</th>
<th>Dollar Amount Invested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>County Pooled Investments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund</td>
<td>County of San Diego</td>
<td>0.62%</td>
<td>N/A</td>
<td>21,329,147.19</td>
</tr>
<tr>
<td>Capital Outlay Fund</td>
<td>County of San Diego</td>
<td>0.62%</td>
<td>N/A</td>
<td>12,845,360.24</td>
</tr>
<tr>
<td>Debt Service Fund</td>
<td>County of San Diego</td>
<td>0.62%</td>
<td>N/A</td>
<td>131,213.86</td>
</tr>
<tr>
<td>Self Insurance Fund</td>
<td>County of San Diego</td>
<td>0.62%</td>
<td>N/A</td>
<td>221,525.62</td>
</tr>
<tr>
<td>Student Center Fee Fund</td>
<td>County of San Diego</td>
<td>0.62%</td>
<td>N/A</td>
<td>1,219,459.83</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>35,746,706.74</strong></td>
</tr>
<tr>
<td><strong>Bank Accounts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Financial Aid Account</td>
<td>Bank of America</td>
<td>N/A</td>
<td>N/A</td>
<td>81,115.48</td>
</tr>
<tr>
<td>Cash Clearing Account</td>
<td>Bank of America</td>
<td>N/A</td>
<td>N/A</td>
<td>806,658.34</td>
</tr>
<tr>
<td>Revolving Cash Account</td>
<td>Bank of America</td>
<td>N/A</td>
<td>N/A</td>
<td>30,924.27</td>
</tr>
<tr>
<td>Bookstore Account</td>
<td>Bank of America</td>
<td>N/A</td>
<td>N/A</td>
<td>101,844.04</td>
</tr>
<tr>
<td>Cafeteria Account</td>
<td>Bank of America</td>
<td>N/A</td>
<td>N/A</td>
<td>117,977.39</td>
</tr>
<tr>
<td>Scholarship &amp; Loan Account</td>
<td>Bank of America</td>
<td>N/A</td>
<td>N/A</td>
<td>272,849.22</td>
</tr>
<tr>
<td>Associated Students Account</td>
<td>Bank of America</td>
<td>N/A</td>
<td>N/A</td>
<td>53,291.08</td>
</tr>
<tr>
<td>Student Clubs Account</td>
<td>Bank of America</td>
<td>N/A</td>
<td>N/A</td>
<td>96,818.07</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>1,561,477.89</strong></td>
</tr>
<tr>
<td><strong>Money Market Accounts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookstore Money Market</td>
<td>Mission Federal Credit Union</td>
<td>0.15%</td>
<td>N/A</td>
<td>137,851.92</td>
</tr>
<tr>
<td><strong>Certificates of Deposit</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>Mission Federal Credit Union</td>
<td>0.40%</td>
<td>03/20/2016</td>
<td>425,759.54</td>
</tr>
<tr>
<td><strong>Guaranteed Investment Contracts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010B Debt Service Reserve</td>
<td>Bank of New York</td>
<td>0.01%</td>
<td>10/01/2019</td>
<td>318,797.51</td>
</tr>
<tr>
<td><strong>Total Investments</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>38,190,593.60</strong></td>
</tr>
</tbody>
</table>
Three classified employees have volunteered to serve as classified representatives on the new governance Outcomes Committee. They are France Magtira, Shelley Grayson, and Chris Boehm. Classified staff are excited to participate and provide input on learning outcomes.

Classified staff are gearing up and planning for the internal professional development week occurring during spring break.

At the last Classified Senate Council meeting, Mr. Allen Crecelius from Reward Strategy Group gave a presentation and answered questions regarding the upcoming classification and compensation study. Employees were informed about the orientation meetings and given key dates in the study process.

Classified Senate Council elections will be coming up and positions for president, treasurer, secretary, and senator (5 seats) will be open. Hopefully, many classified will want to run for a position on the council.

Charlie Ng and Steinberg Architects will be presenting the first reading of the facilities master plan at the next council meeting on February 16, from 1–2:30 p.m. on the San Elijo Campus.
Steven Deineh and Dara Perales: Last spring, the Academic Senate nominated Steven and Dara for the 2015 Stanback-Stroud Diversity Award, given by the Academic Senate of California Community Colleges. The award was not given to anyone last year, however, because too few colleges submitted applications. This year, Academic Senate again nominated Dara and Steven for their extraordinary work related to equity in general and to the needs of lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) students in particular. These colleagues have, over the past several years, transformed the college’s atmosphere as a result of concrete steps to bring attention and opportunities to students who notoriously face obstacles from all sides.

MiraCosta College is making efforts to address the need for equity in numerous groups of students. The truth is, however, that LGBTQIA students cut across every demographic. Thus the impact of Dara and Steven’s work has been felt in every corner, in every group of students who encounter challenges. For the LGBTQIA students, the challenges are multiplied, the inequities compounded, yet the breadth and depth of colleagues’ work has made a significant difference.

With another year of outstanding work to document, the application for the 2016 award is even stronger than last year’s. In the three years since Steven and Dara began their efforts, the college has seen significant progress:

- The equity of LGBTQIA students has been included in MiraCosta’s Student Equity Plan, making MiraCosta College one of only twelve colleges among the 113 in the system to include this significant population in their plan.

- More than 200 faculty, staff, administrators, and trustees have successfully completed the Safe Spaces training. Their invitation to students is evident everywhere, from the stickers on office doors to the enamel pins worn daily.

- More than 5,000 unique page hits have occurred for LGBTQIA resources on the district website.
Grant funding paid for nineteen employees to attend a professional development event geared toward keeping LGBTQIA students safe.

One hundred fifty-five employees completed online training from the CCC Student Mental Health Program, which was the second-highest completion rate in the state.

More than $35,000 has been raised to endow an LGBTQIA student scholarship.

The discussion of LGBTQIA matters has become a formal activity in college classes, and teaching strategies and inclusive practices have been shared in professional development.

Steven Deineh is pursuing an advanced certificate in LGBT studies at San Diego State University, disseminating the good work that is happening here, while making even more connections to learn effective practices.

A permanent place has been secured in the student center for LGBTQIA students.

LGBTQIA students have emerged in leadership, most notably this year’s president of the Associated Student Government, Brayan Astorga, who wrote a detailed, powerful letter in support of Dara and Steven’s nomination for the award.

For the lasting changes in this college, in the campus employees, and in the students and community served, the Academic Senate honors and appreciates Dara Perales and Steven Deineh, and hope that their passionate dedication can be recognized even more widely, while inspiring other colleagues in colleges throughout the state to follow their example.

**Academic Senate Meetings**

January 29, 2016—Special Meeting

- Approvals
  - Endorsed a process for creating a class size maxima policy
  - Confirmed the appointment of Jim Julius as Academic Senate vice president for the remainder of spring semester

February 5, 2016—Regular Meeting

- Approvals
  - Approved tenure candidate recommendations from the Professional Growth and Development Committee

February 8, 2016—Special Meeting

- Approval
  - Approved 2016-2017 Curriculum Packet, Part II
**JANUARY / FEBRUARY HIGHLIGHTS**

**School of Letters and Communication Studies** (Dana Smith)

In response to recent research about predictors for success in college-level composition, assessment practices for placement into English courses changed at MiraCosta College in late November. Previously a student’s placement was calculated by the high school GPA and the COMPASS (placement test) score, each measure weighted at fifty percent to determine placement in the composition sequence. Now the weighting has changed, with more emphasis placed on high school GPA and grades in high school English classes. With this change, a student can place directly into college-level English with a high school GPA of 3.0 or higher, or a high school GPA of 2.5 plus high school English course grade of B or better. Students who do not place in English 100 under these conditions are placed according to the former practice of GPA plus COMPASS.

A significant shift in placement results has emerged from this new assessment practice. In 2014/15, thirty-five percent of students placed into English 50 and fifty-two percent placed in English 100; since the new placement practice has been in place, eighteen percent have placed into English 50 and seventy-five percent have placed into English 100. To meet this shift in placement, four additional sections of English 100 were scheduled in the spring semester.

In other good news, results for the initial offering of accelerated English in fall semester are in. For the group of students who initially placed in English 50 (per the previous assessment practice) and who chose to enroll instead in English 52 + English 100, eighty-six percent passed both English 52 and English 100, most with As or Bs; comparatively, in the traditional two-semester sequence, the percentage of English 50 students who continue to English 100 and pass is fifty-two percent.

The path to access in college-level composition is widening, and the trail to the first marker appears to be smoother pavement.
Math Learning Center (Mike Fino, Scott Fallstrom)

At the writing of this report, the term has just started and the Math Learning Center (MLC) is already filled to capacity. The faculty director is working to hire additional students to assist with the demand, but also to increase the amount of time tutors are able to work with a single student. The MLC is putting increased emphasis on pre-transfer math courses and has created table placards for each table indicating the recommended courses for that area. This has already shown an increase in the conversations at each table as students from the same course are able to talk more and feel less intimidated than in the previously open model.

The MLC is also increasing a presence in the Imbedded Tutoring Program that was approved through Basic Skills Initiative (BSI) funds. Some tutors from the MLC and some tutors from TASC are working together to increase the success of this new program. The emphasis for the imbedded tutoring is the new math pathway, Math 52 and Math 95.

The MLC permanent staff have reached the end of their probationary period and have been working on additional projects to support students. Each permanent staff member has selected at least one “core” group to work with, and to focus on supporting students in different courses through expanded handouts, forms, examples, and in the future, videos!

From fall to spring term, there is typically a decrease in the number of students using the service, but so far, there has been no decrease and full tables around the entire MLC. Further, in early February, the MLC will expand to have permanent staff members at the Community Learning Center to assist with all math questions from noncredit to transfer level. The amount of cooperation and teamwork between services (Writing Center, MLC, TASC, and Library) has been incredible. The services are sharing space and some supervisory duties to enhance the level of support for all students at this campus. It’s a good time to be at MiraCosta!

Writing Center (Mike Fino, Denise Stephenson)

Fall statistics show that the Writing Center had a ten-percent increase in appointments at the San Elijo Campus and an impressive thirty-three percent growth at the Oceanside Campus. The largest percentage of growth was once again seen in the online service, while the largest actual growth was for in-person feedback. While the online service has not yet exceeded its capacity, the Writing Center needs to continue to increase its online offerings due to the rapid growth in that area—nearly double the appointments of the previous semester.

Tutoring and Academic Support Center (Mike Fino, Dr. Edward Pohlert)

On Thursday, January 14, thirty-five new tutors attended College Reading and Learning Association (CRLA) level 2 training. Approximately thirty returning tutors joined a morning session focused on discipline specific training. Discipline-specific sessions were facilitated by faculty members Eric Carstensen, Stacey Hull, Himgauri Kulkarni, Pierre Goueth, Kent McCorkle, Linda Woods, Scott Fallstrom, Leila Safaralian, and Rosa Arceo. Staff have been busily preparing for the spring semester. Forty-eight facilitated learning sessions have been scheduled with thirty-two participating instructors and twenty-two facilitators. Drop-in tutoring has been scheduled for accounting, biology, chemistry, math, music, physics, Spanish, and the Veteran’s Center.

The First Year Experience (FYE) Program admitted seven new students. Four students were admitted into the math cohort enrolling in Math 64. The other three students enrolled in the English cohort, enrolling in English 100, Sociology 101, and ACE 92. Students were provided the Math 64 textbook and Sociology 101 textbook, respectfully. The English cohort began the
applied sociology seminar, an instructional support intervention on Thursday, January 28. The applied sociology seminars are a weekly series of interactive workshops that will assist students in being able to apply the concepts and material learned in Sociology 101 to everyday life. Seminars are led by FYE Sociology Specialist Blanca Castro and FYE Specialist Alfredo Ahumada. The math cohort will participate in a STEM seminar, which will focus on exposing students to the STEM field and majors through weekly interactive workshops. The STEM seminar is scheduled to begin on Tuesday, February 2, and will be led by FYE PALs Joel Borja, Ivan Fernandez, and Janet Martinez.

TASC@CLC would like to welcome the following tutors to the Community Learning Center team for terms 3 and 4: Erika Guerrero, Monica Oropeza, Conor Mata, Lily Mara, Blanca Castro, Mary Meyers, and Ivan Fernandez! Classes began on January 25, and during the first week at the CLC, the three available tutors assisted sixty-five students.

The new Academic Support Center (ASC) at the CLC will be open on Tuesday, February 2. Not only is the size of the room more than double the previous ASC space, but TASC, Math Learning Center, Library, and Writing Center support services will all be available at the CLC for the first time ever.

Nursing and Allied Health (Sandy Comstock)

Beginning January 4 through January 6, the Nursing and Allied Health Department hosted an NCLEX prep course taught by ATI Nursing Education. All of the graduates found it very helpful. These graduates will be taking their state board exams anytime now through mid-April 2016. The college’s pass-rate statistics are expected to remain high.

The new class of registered nursing students began January 25. The students are nervous but quite excited to begin. The students will be on campus in the laboratory, learning and practicing skills, before venturing out to Tri-City Medical Center for patient care the second half of the semester.

The new class of surgical technology students began January 25. The students will be in the lab this semester learning new skills. Hospital experiences begin in the fall 2016 semester.

The certified nursing assistant class began in the new classroom in the horticulture building. It is well laid out with five hospital beds, tables and chairs, and a smart classroom. It is outstanding and much appreciated. State testing can also be accomplished in this room.

Nursing faculty members Marti Essman and Julie Vignato returned from sabbatical this semester. Marti Essman’s sabbatical focus was on flipping her classroom, making a medication video, and studying to become a certified critical care RN. Marti also worked to improve her hospital skills. Julie Vignato worked on completing a Ph.D. in nursing. Julie still has the rest of her dissertation to complete but has achieved candidate status. Julie and Marti returned from their sabbaticals energized and refreshed and ready to implement the knowledge obtained during the time off to improve their students’ learning experience.

Associate Dean Sandy Comstock submitted the 2016 self-study report to the Board of Registered Nursing. The upcoming five-year renewal accreditation visit will take place in March.
Career Studies and Services (Dr. Al Taccone, Donna Davis)

The Career Studies and Services Department, in partnership with Student Equity and the Counseling Department, is identifying and cataloging quality career resources for MiraCosta’s diverse student populations. The full-time tenured career counselor and the associate career counselors have been identifying career-related resources and compiling them by student population. When the catalog is complete, the career counseling faculty will share the career resources with the faculty and staff who serve each population to review and post on the departments’ webpages. The resources will also be available on the Career Center’s webpages. Examples of the type of resources can be found at: http://www.sdmesa.edu/student-services/career-center/career-resources.shtml.

Infrastructure Services and Systems (Dr. Mario Valente, Steve Schultz)

The ISS team continues to collaborate, enhance, upgrade, and develop efficiency on district systems. Some of the notable projects completed this month include:

- Programmer/Analyst Carolyn Woods submitted fall management information systems (MIS) data to the California Community Colleges Chancellor’s Office MIS site.

- Network Specialist Anthony Ginger upgraded the college’s virtual desktop environment to version 6.2.1, allowing the Windows 10 operating system. Windows 10 was needed to support offerings in computer studies and information technology (CSIT) classes. The upgrade also greatly speeds access to the virtual machines for all students. MiraCosta College’s virtual desktop environment allows students access to remote computing resources and software applications like they were in an on-campus computer lab.

- Web Developer Chad Woolley completed the following enhancements to the prerequisite challenge application, improving faculty and Admission and Records evaluators’ ability to serve students via improvements to their SharePoint application (form and workflow solution).
  - Student Contact Information: Automated a new form to pull student contact information from PeopleSoft so evaluators no longer have to type in the data manually. This saves time working with students and generating the data/approval workflow, allowing prerequisite challenges to be processed and approved faster so students can register for the correct courses according to their educational plan (matriculation), as well as organize and create proper schedules, etc.
  - Workflow: This feature addressed compliance of Administrative Procedure 4260—Requisites and Corequisites, which states that if no action is taken by a faculty member within five business days, the student is automatically granted the right to be in the class. Enhanced workflow now manages faculty approval via calendar business days in accordance with AP4260. This has improved the accuracy of the system and allowed additional email notifications to be sent directly to faculty, ensuring they are notified and reminded before the five-day deadline, reducing possible errors and decreasing the average wait time for approvals.

- PeopleSoft Programmer/Analyst Mark Stramaglia worked in partnership with various teams on the following projects:
  - In collaboration with Financial Aid Director Mike Dear, Research Analyst Kim Coutts, PeopleSoft Functional Specialist Heidi Willis, and Systems and Procedures Analyst Teresa Romero, Mark completed the annual gainful employment disclosures updates. This is a Title IV compliance requirement, due annually on January 31.
• In collaboration with Teresa Romero, Mark created a financial aid work center, which organizes the PeopleSoft financial aid processing tasks into a single hub to streamline processing for staff.
• In collaboration with Heidi Willis, and as part of the PeopleSoft transfer credit implementation project, Mark developed a transfer course manager bolt-on, which will allow Admissions and Records evaluators to quickly and easily create TRN courses (Interdisciplinary 100) in the PeopleSoft course catalog.
• In collaboration with Systems and Procedures Analyst Eily Lopez and PeopleSoft Functional Specialist Lisa Level, and as part of the PeopleSoft transfer credit implementation project, Mark developed a requirement designation manager addition, which will help A&R evaluators easily track transferability and general education characteristics for transfer coursework in PeopleSoft.
• In collaboration with Lisa Level, Mark developed a PeopleSoft customization that allows users to paste in lists of student IDs to run batches of transcripts, as opposed to having to add each student ID to a transcript batch individually.

Library (Dr. Mario Valente, Michelle Ohnstad, Jennifer Paris)

An extensive collaboration between librarians Richard Ma and Myla Stokes Kelly, and Library Operations Coordinator Michelle Ohnstad, as well as many others staff and students at the college, has resulted in eight exhibits produced to celebrate the Lunar New Year. The exhibits are on display in the Oceanside Campus Library throughout February. Smaller exhibits are installed at the San Elizio Campus Library and in the Community Learning Center main lobby. Details about numerous campus events in February and an extensive online exhibit may be viewed at http://library.miracosta.edu/lunar_new_year_2016. The on-campus exhibit photos show how a full-size Moon Gate was constructed by Design 100 students. The Chinese dragon and lantern installations are equally stunning.

In honor of African-American History Month, librarians Myla Stokes Kelley and Pamela Perry created an online feature of "Lift Every Voice and Sing." (http://library.miracosta.edu/Lift_Every_Voice).

Additionally, a number of new research and journal databases were added to the library’s online collections in January. For direct links and more details, please see: http://library.miracosta.edu/databases/new.

Honors Scholar Program (Dana Smith, Christopher Sleeper)

For the first time in the history of the Honors Scholar Program, every one of the student proposals (twenty-five) were accepted for presentation at the 16th Annual HTCC Honors Research Conference at UC Irvine on March 26. This year there were over 500 submissions from thirty California community colleges, and the overall acceptance rate was fifty-eight percent. Honors students will now spend dozens of hours with their mentors refining their projects over the next two months. Many of these students will also apply to other honors conferences, such as the Western Regional Honors Conference at UC Riverside in April and the Bay Area Honors Research Symposium at UC Berkeley in early May. The MiraCosta College community has an opportunity to see these student presentations at the Rob Archer Honors Showcase on March 17, beginning at 4 p.m.

This is the first semester that the Honors Scholar Program is offering honors contracts to provide more opportunities for the college’s students to engage in honors coursework. Contracts are individualized learning experiences, aligned with the enriched honors pedagogy offered within approved courses. Multiple workshops about honors contracts were offered for
faculty and students during flex week, and the response has been encouraging from all who are interested in this new educational initiative. So far, contracts have been created for students in anthropology, history, art history, and sociology courses for the spring semester.

Community Education and Workforce Development (Dr. Nikki Schaper, Linda Kurokawa)

MiraCosta College Community Education and Workforce Development has received national recognition for its security training program as one of ten Bellwether Award finalists in the area of workforce development. The Bellwether Awards annually recognize outstanding and innovative programs and practices that are successfully leading community colleges into the future. Outstanding colleges were selected to present their innovative practices at the 2016 Community College Futures Assembly in Hilton Buena Vista Orlando on January 25. The Bellwether Award has been compared to football’s Heisman Trophy because it is competitively judged and is an award given by peers in community colleges, with no cash award.

January’s intake for the English Language Institute (ELI) was outstanding due to the high number of countries represented by the participating students. The program enrolled twenty-eight ELI students, with twelve countries represented.

Community Education and Workforce Development hosted an instructor meeting for the new San Dieguito Adult School community education instructors who will be assimilating beginning in March. Approximately thirty instructors attended and the hire paperwork is being processed.

Small Business Development Center (Sudershan Shaunak)

The SBDC, through its business counseling and trainings, helps clients in San Diego County north of Interstate 8 to achieve a positive economic impact.

In 2015, the SBDC provided 2,875 hours of business counseling to 855 clients and conducted 185 training events with 3,250 attendees. This business counseling and training helped clients achieve the following economic impact:

- thirty-six new businesses started
- 199 jobs created/retained
- $19.2 million in increased sales
- $3.6 million in loans/equity investment
- $29.4 million in government contracts

Throughout the year, the SBDC worked with local, state, and federal elected officials and/or staff in delivering some of the training events.

Continuing Education (Dr. Nikki Schaper, Shannon Ilas, Nora Kenney, Krista Warren, Angela Senigaglia, Arturo Vazquez)

At the beginning of January, the California Community Colleges Chancellor’s Office posted the consortium’s research project on its “Practices with Promise” website. The project, “Barriers and Bridges: How Action Research Can Inform Resource Allocation,” relied on student-led research to inform consortium leadership as they make student-centric resource allocation decisions.

In late January, there were a number of new classes, including ESL, adult high school, and classes for learners with disabilities that are now offered within the Coastal North County Adult Education Consortium (CNCAEC) community. The new locations include Sunset High School in Encinitas, Melba Bishop Community Center in Oceanside, the Encinitas Library, and La Colonia
Community Center in Solana Beach. ESL classes will also begin in term four at the Carlsbad Library Literacy Center, a hub for the underserved neighborhood nearby.

On February 17 from 5–7 p.m., the Community Learning Center (CLC) and Adult Education Block Grant (AEBG) are sponsoring a community read-in in honor of Black History Month. Community members and students, faculty, and staff will bring their families to the CLC and read together, with multilingual/multicultural children’s books being made available through local elementary and city library participation. In conjunction with the event, a “Blankets, Book & Bears” drive will take place. Faculty, staff, administration, and community members are being encouraged to donate new or gently used children’s books, stuffed animals, and new blankets, all of which will be utilized and distributed at the read-in. Several schools from the AEBG southern region (Olivenhain Pioneer Elementary and Diegueno Middle School) have volunteered to participate in the drive, as has Hawk Enterprises and the Tony Hawk Foundation.

On February 23–24, the CLC will host its ninth annual reading festival. This year, in light of the Chinese New Year celebrations taking place on all three MiraCosta College’s campuses, Chinese American author Fae Myenne Ng will present on her works of fiction, Bone and Steer Toward Rock. In preparation for this festival, noncredit and community education students will prepare Chinese artwork, visit the San Diego Chinese Historical Museum, and engage in two days of reading-based booths and activities. This event is open to all students and community members and is also the first event that will bring credit Service Learning students from several English 50 classes to the CLC to work with noncredit students as peers and mentors. This collaboration is one of many that is aimed at bringing students from all campuses together. Board members are warmly welcomed to attend this community event. More information about this event can be found at http://library.miracosta.edu/Fae_Myenne_Ng

The new interim Workforce Innovation and Opportunity Act (WIOA) grant coordinator position has been filled at the Community Learning Center by Arturo Vazquez. Arturo will be responsible for day-to-day operations of the grant, and serve as liaison and attend meetings between WIOA, campus and community/school partners, and the Coastal North County Adult Education Consortium (CNCAEC). The new grant will augment student support services at the center by helping students achieve proficiency in the English language and formulate and attain personal, academic, vocational, and civic goals. In coordination with the noncredit Student Success and Support Program (NCSSSP), the WIOA grant will expand recruitment efforts in the community to reach low-income, diverse populations in the region. For example, in January, the CLC outreach team, in coordination with the Office of School Relations/ Diversity Outreach, has visited over six churches and various community organizations, and distributed over five hundred flyers about CLC classes and programs. During registration, the results of this outreach effort were obvious, particularly in ESL, where wait lists were created for the first time in over five years.

During January, noncredit SSSP analyzed current student data and identified over seven hundred students close to graduating. Counseling efforts are focused on reaching out to these students to help them finish their degree and move toward accomplishing their next academic goal. Noncredit staff worked closely with adult high school faculty and TASC to provide wrap-around services, specifically to the seventy students who only need to pass the competency tests to graduate. Counselors have also been trained to use My EdPlan for adult high school students and will begin inviting students to create education plans next month.
Financial Aid Office (FAO) Efforts to Support Student Success

The MiraCosta College FAO staff spent January gearing up for the start of the spring semester by processing Pell Grant advancement requests and prepping for the February facilitated tax preparation and Free Application for Federal Student Aid (FAFSA) workshops. The workshops will take place Saturday February 20, 10 a.m.–2 p.m. and again Saturday February 27, 10 a.m.–2 p.m. in partnership with professors Mike Deschamps and Delores Loedel and student volunteers. The first disbursement for spring term will occur in mid-February.

Statistics:
- 2015/16:
  - Unduplicated FAFSA ISIRs received to date: 14,871 (includes students who chose not to enroll at MiraCosta College)
  - Students waiting to be awarded: 76
  - As of 1/16/16, the processing time for a student’s file was one week.
  - Number of BOG fee waivers granted to date: 8,907, for a total of $6,577,502 in waived fees
  - CA DREAM APP students (BOG or Cal Grant): 285

Admissions and Records

The Admissions and Records Office processed more than 2,100 applications in January and approximately 6,000 for the spring 2016 semester. Department members helped welcome these students by participating in the Welcome Days presentations and the Help Hut.

Two major technology initiatives were launched in January, and several staff from Admissions and Records are playing key roles in their development. The first major initiative is the transfer credit project in PeopleSoft. Once the project is complete, it will enable external credits to be pulled into PeopleSoft so students and staff will be able to automate many processes that are currently handled manually. It will allow students and counselors to see a complete picture of the progress towards degrees/certificates using myEdPlan.
The second initiative is GT e-Forms, which will enable the Admissions and Records Office to provide an electronic means for students to do business after logging into their secure SURF account.

Both of these initiatives speak directly to the institutional goal of becoming a vanguard institution and ensuring students remain directed and focused.

**College Police**

College Police prepared to ensure students could park at the Oceanside Campus at peak time periods (9:30−11:30 a.m.) early this semester. Required City of Oceanside permits to allow parking on City of Oceanside property were obtained to allow for additional overflow parking. This additional parking is needed when it rains, as several temporary parking lots cannot be used for several days after rain. There are currently 1,900 permanent parking spaces and an additional 300 temporary spaces. The first week at the Oceanside Campus went well with all permanent parking spaces filled and approximately ninety percent of all temporary spaces filled at peak times. There are no parking issues at the San Elijo Campus or the Community Learning Center.

**Counseling**

The Counseling Department has been very busy inside the counseling centers and around campus this month. For example, “mobile” counseling was provided in Admissions and Records during the registration period, which helped students who would not have gone to the Counseling Department. Counselors Arti Dua, Luke Lara, and Karina Duarte-Braunstein supported the Bridge to Success in Math Program, which is a collaboration with the Testing Office and the Math Department by providing math-anxiety support and academic advising to program participants.

The newest student support specialists have been extremely helpful in providing expanded counseling services to new students at the Oceanside and San Elijo campuses.

On January 21, Veterans Services hosted the military ally training program for a four-hour flex workshop. Fifteen people attended, including four colleagues from Palomar College. This program was developed at San Diego State University to provide insight and awareness of the unique cultural and social backgrounds of the military community. This interactive training program will be offered again at MiraCosta College so more military allies will identify themselves to students.

**DSPS**

DSPS counseling and service appointments during January were at capacity with nearly 360 students served; likewise, drop-in counseling was projected to be extremely busy the first three weeks of classes.

Two hundred twenty students completed service authorizations to establish accommodations for the spring 2016 semester. Accommodations have been arranged for over 650 spring class sections thus far. The DSPS team was very happy to welcome Secretary Abrey Nydegger back from family leave at the beginning of the month.
EOPS

EOPS accepted 120 new students for spring, bringing the unduplicated number of students served for 2015/16 to almost 700. Three hundred eighty book vouchers were approved as of January 29.

Probation and intervention workshops were provided in January to continuing EOPS students who failed to meet the requirements of the program or whose semester GPA fell below a 2.0. Eighty-two percent of EOPS students successfully completed the fall 2015 semester.

GEAR UP

This month, two GEAR UP advisory board meetings were held. On January 13, the MCC/OUSD/GEAR UP Partnership board members met at Oceanside High School. Dean Wendy Stewart shared information on the GEAR UP for College Summer 2016 Program that will occur on the Oceanside Campus from June 6 to 30. GEAR UP students will be able to earn college credits by taking either Communication 101 or Sociology 101. The GEAR UP College and Career Advisory Board met on Tuesday, January 19. Connie Wilbur presented information to the board members on services and resources available for disabled students attending MiraCosta College.

GEAR UP Director Julie Johnson and Vice President of Student Services Dick Robertson presented a session on February 2 at the National GEAR UP Capacity Building Workshop in New Orleans, Louisiana.

Institute for International Perspectives (IIP)

The International Office received 112 student applications for spring 2016. Fifty applicants received admission and thirty-seven new students enrolled as of the first day of class. New student orientation and advising was held January 6 and 7 with twenty-five new students. Nine late-arriving students attended a make-up orientation on January 22. New students arrived from Canada, China, Hungary, Indonesia, Iran, Italy, Japan, Mexico, Russia, South Korea, Thailand, Turkey, and Vietnam. As of January 29, 261 international students are enrolled for spring semester. IIP also provided orientation to twenty-eight intensive English language training students attending the January session of the ELI Program at Community Services. ELI students come from twelve different countries—Lebanon, Saudi Arabia, China, Morocco, Taiwan, Italy, Colombia, Congo, Japan, Spain, South Korea, and Vietnam.

MiraCosta students and state department-funded Tunisia Community College scholars Syrine Aouadi and Souhir Sbaihi traveled to Washington D.C. with their campus advisor, Mia Scavone, during January to attend a mid-program workshop. The Tunisian scholars arrived at MiraCosta College in summer 2015 to begin a one-year academic exchange program sponsored by the Bureau of Education and Cultural Affairs of the U.S. Department of State. The mid-year workshop included visits to the U.S. Department of State and to the Embassy of Tunisia.

MiraCosta College’s Lunar New Year celebration began February 1 with activities planned at three sites through February 26.

Intramural and Intercollegiate Athletics

The men’s basketball program has a record in January of 5–3. Included in the three losses are an overtime game and a very close three-point loss. The Spartans are 11-11 overall.
First year women's basketball head coach Kai Harris has done a great job building a culture. He and his staff have been actively recruiting and expect to see great things from the program in the coming years.

Congratulations to the women's indoor volleyball team. In addition to a tremendous season on the court, the student athletes performed at a high level in the classroom. The team GPA this fall with twenty-one student athletes was 3.0, exactly.

The women's beach volleyball began practice on January 15; matches will start in March.

More than forty intramural events will be hosted for enrolled MiraCosta College students this semester. Events vary from soccer and basketball to hiking, kayaking, and dodgeball. There will be a hiking series that includes six different hikes throughout the semester.

**School Relations and Diversity Outreach**

The outreach team and the Office of Student Equity helped to sponsor the Polynesian All-American Bowl (Poly Bowl). The Poly Bowl invites Polynesian high school football players from throughout the country to play in a bowl game at Oceanside High School. Student ambassadors hosted an outreach booth at the bowl game and various MiraCostans were in attendance.

During the college's Welcome Days, student ambassadors led tours and participated in a question-and-answer session designed to help new students.

Student Services Specialist Lisa Montes organized a team of faculty, staff, and student ambassadors to hold workshops for students from Project Reach at Libby Lake on January 22. The workshops included information on financial aid, counseling, admissions, and both credit and noncredit course offerings.

Student ambassadors assisted with the Oceanside Samoan Cultural Committee’s youth fellowship event at Melba Bishop Community Center on January 24. About 350 youth and their families attended the event.

On January 29, the outreach team participated in an overnight team building retreat on the Oceanside Campus.

**Service Learning**

Service Learning began the spring 2016 semester with a team of thirteen student advocates. The team attended the first CASE (Community, Advocacy, Social Justice, and Equity) training and retreat in Idyllwild. The training included leadership, institution and program mission and goals, and team-building activities.

Classroom presentations have begun, and the student advocates are sharing their service learning experiences with their peers.

After ten years, the community science fair has a new name that will now encourage other disciplines to participate. The STREAM (Science, Technology, Reading, Engineering, Arts and Math) Festival will continue to have a focus on STEM. The event is scheduled for Saturday, April 16, 1–4 p.m.
In preparation for the spring 2016 semester, the interim coordinator conducted three flex workshops—Introduction to Service Learning, STREAM Festival, and Service Learning in the Arts and Foreign Language. Additionally, Bea Palmer has been working with the director of student activities from Mt. San Jacinto Community College to help them start a food pantry. They have scheduled a second visit during February.

**Student Activities and Student Government (ASG)**

**Oceanside Campus**

Students returned to MiraCosta College ready to engage in campus life. More than fifty clubs, thirty student government leaders, and members of *The Chariot* staff have jumped into planning and executing student events at all three sites. Of particular note, *The Chariot* will be producing video online content as a result of receiving a grant from the college foundation.

**Student Equity**

Jodi Mulhall was hired as the student equity specialist to assist in the implementation of access and inclusion events. Prior to coming to the college, Ms. Mulhall was a lecturer at the University of San Diego. JD Banks was recently hired as a secretary I and will provide administrative support to the Student Success and Support Program and Student Equity Department. Ms. Banks comes to MiraCosta after serving for five years as a teacher in the Japan Exchange and Teaching (JET) Program.

Student Equity Department staff, Interim Associate Dean of Student Services Cynthia Rice-Carroll, and Interim Service Learning Coordinator Bea Palmer worked closely with the North San Diego County NAACP on the branch’s Martin Luther King Jr. holiday weekend events. MLK Day of Service, a new event, placed over sixty volunteers at local nonprofits to complete a three-hour service project. As usual, every seat was taken at the annual MLK Community Prayer Breakfast. The breakfast was both well-organized and well-received.

The department sponsored five workshops during flex week, facilitating four of them. Topics included teaching men of color, racial micro-aggressions (facilitated by Dr. Harris and Dr. Wood, co-directors of the Minority Male Community College Collaborative), the African American educational experience, the Native Hawaiian and Pacific Islander (NHPI) educational experience, and NHPI promising equity practices.

**Testing**

Testing Services collaborated with Professor Leila Safaralian for another successful Bridge to Success in Math Program. One hundred students participated in the program. Ninety-seven percent of the students placed into a higher-level math course after completing the seven-day program.

As participants in the Multiple Measures Project, 128 students received placement into English 100, compared to fifty-seven students who placed into English 100 using the assessment test.

Welcome Days took place during flex week and provided student success workshops designed by students for students starting off in their first semester at MiraCosta College.
Transfer Center

On January 23, the Transfer Center, in collaboration with the School Relations and Diversity Outreach office, conducted an information session to assist students from Project REACH with the application for admission process. The Transfer Center counselor provided information about academic options, including transfer to the university after attending MiraCosta College. Project REACH serves the Libby Lake community in Oceanside. EOPS and financial aid representatives also attended and provided information on those programs. The following note captures the gratitude of staff and students from Libby Lake: “I just wanted to thank you all for coming out this past Friday! I know you all have busy schedules, but the fact that you took the time to reach out to our youth means a lot to REACH. Our youth were excited to learn about the different programs and resources MiraCosta has to offer, and what it holds for them in the near future. They also enjoyed getting to hear from the youth ambassadors. Hopefully we can continue this tradition of our REACH youth being part of the MCC Student Ambassadors team! I look forward to staying in touch with you all and hope you have a great day!”

Veterans Services

There are currently 1,812 military-affiliated students enrolled for the spring 2016 semester. Certifying officials worked hard to ensure certifications were completed the same day they were submitted and by the first week of classes. In partnership with Student Equity, Veterans Services hosted a military ally flex workshop, where attendees learned about the diversity military-affiliated students bring to campus. This workshop is similar to the Safe Space training, where attendees are given a placard to post in their offices or classrooms after completion.
JANUARY HIGHLIGHTS

Purchasing and Material Management (Susan Asato, Director)

Staff are preparing for the fiscal year-end deadlines and are addressing the procurement efforts for capital instructional equipment and furniture. Work has also begun on the next phase of classroom modernizations, as well as projects at the Community Learning Center and the Student Center at the Oceanside Campus.

Fiscal Services (Katie White, Director)

Payroll, Human Resources, and Academic Information Systems project members attended the San Diego County Office of Education (SDCOE) kick-off meeting for the new Peoplesoft HCM (Human Capital Management) system with other districts, which is set to go live in January 2017. Business processes and MiraCosta College’s fit/gap analysis will be forthcoming in March and April, with final testing in November/December. The SAS budgeting tool upgrade project had an initial kick-off meeting in January and that is expected to be completed in July/August. The Governor’s budget proposal was issued and was shared with the Budget and Planning Committee.

Student Accounts (Jo Ferris, Director)

The start of spring 2016 has been busy for Student Accounts. Six hundred twenty-one in-person payments were processed on the first day of the spring semester, 623 parking permits issued at the Oceanside Cashier’s Office, 522 on-line payments were received. In addition, payments were processed for ID cards, refunds were processed for dropped classes and/or refunds for students who received the Board of Governor’s fee waiver.

With the close of the calendar tax year, there were 12,044 1098-T tax forms issued. Of that, 9,613 were printed and mailed, and 2,431 were sent electronically to those students who consented to receive the forms online.
Human Resources (Sheri Wright, Director)

Human Resources has one administrator search, one non-tenure-track faculty, fourteen tenure-track faculty searches, and eleven classified recruitments at various stages of the screening and interview phases. There are another twenty-nine classified recruitments that have been approved but not yet posted. Of those waiting, four are new categorically funded positions, which need to be evaluated by the Classification Review Committee so that a salary range can be established. Additionally, there are five classified positions waiting for approval to replace individuals who have moved into new positions or who will be retiring.

Risk Management (Joe Mazza, Director)

Eight ergonomic evaluations for staff were completed and necessary items were ordered, including keyboard trays and monitor arms. The director, as the designated ADA coordinator, attended the National ADA Training Conference in San Diego to gather important compliance and regulatory information from the U.S. Department of Justice and the Equal Employment Opportunity Commission.

Facilities (Tom Macias, Director)

The following projects were completed in January 2016:

- Community Learning Center Building A lobby remodel
- Community Learning Center Building C
- Replacement of the cooler/freezer and ice machine in the Oceanside Campus cafeteria
- Remodel of the San Elijo Campus Library upper mezzanine

Final storm-water mitigation measures were completed by the Grounds Department in preparation for the expected upcoming El Niño weather. Cenergistic coordinated with district staff to complete a full, winter-break shut down of all buildings and exterior lighting in an effort to minimize any use of electricity over the break.

Staff participated in the facilities master plan (FMP) process to review the building and infrastructure master planning, security master planning, and technology master planning. Further refinement of the options in the FMP were completed, as well as multiple presentations and meetings took place with campus representatives. Campus forums were held at each of the respective three district campus locations. Good discussion and feedback were received from faculty/staff/students that will be considered as the planning moves forward. Steinberg will further refine the options and finalize a preliminary rough-order-of-magnitude cost estimate for the plan, which is scheduled to be presented at the February 20, 2016, board workshop.

Below is an update on all the 2017–21 five-year construction plan projects:

<table>
<thead>
<tr>
<th>Project</th>
<th>Update/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renovate 80 Classrooms at OCN and SEC</td>
<td>The project is in the Division of State Architect (DSA) review and approval stage. The team continues to analyze and develop a strategy to mitigate the current cost estimate, which shows the project being slightly over budget. A detailed constructability review of the project documents is currently under way. Construction is scheduled to take place summer 2016.</td>
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<tr>
<td>New Student Support Space</td>
<td>District staff has finalized the plan for accommodating new faculty/staff hires that are scheduled to be in place by fall 2016. The plan includes the following: temporary modular buildings being brought in to accommodate the English Language</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Project Description</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Institute (ELI) program and support spaces, faculty/staff offices, further office renovations in B1000, and office renovations in B3400. Design work for the temporary modular buildings and office renovation will begin early March 2016. Construction is scheduled to take place summer 2016.</td>
<td></td>
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<tr>
<td>New Storage Art/Music</td>
<td>The project is in the Division of State Architect (DSA) review and approval stage. Estimates show the project being under budget. Construction is scheduled to begin middle of summer 2016.</td>
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<tr>
<td>New Theatre/Dance Space</td>
<td>The project is in the design phase. The team is finalizing cost estimates for this stage of the project. Design is scheduled to be completed March 2016 with construction scheduled to start January 2017.</td>
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<td>Gym Renovation</td>
<td>This project is not scheduled to begin until 2016/17.</td>
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<tr>
<td>Repair Parking Lots</td>
<td>Work was completed on the temporary Parking Lot 5A improvements and the parking lot was open in time for the start of the spring 2016 semester. Design for temporary Parking Lots 2B and 3A improvements have begun. The team is also working on developing an implementation strategy to complete these improvements.</td>
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<tr>
<td>Repair / Replace Storm Drain and Sewer Lines</td>
<td>This project is not scheduled to begin until 2017/18.</td>
</tr>
<tr>
<td>Repair / Replace IT Underground</td>
<td>This project is not scheduled to begin until 2017/18.</td>
</tr>
<tr>
<td>2015-16 Program Review Needs</td>
<td>District staff continued to move forward with implementation of five of the seven facilities program-review projects. The five include: (1) OCN–build collaborative learning spaces on the second floor of B1200; (2) OCN–Concert Hall acoustical adjustments; (3) OCN–repair and upgrade greenhouses; (4) SEC–renovate Library Hub mezzanine; and (5) SEC–renovation of Communication Center. The other two projects (SEC arts complex update and expansion and the design storage plan for drafting) are under review.</td>
</tr>
<tr>
<td>Student Services and Club Room Remodel (Project is being funded by ASG and not out of Fund 41 General Funds and LRB)</td>
<td>The project is in the Division of the State Architect (DSA) review and approval stage. The team continues to work on analyzing and developing a strategy to mitigate the current cost estimate, which shows the project being slightly over budget. A detailed constructability review of the project documents is currently ongoing as well. Construction is scheduled to take place summer 2016.</td>
</tr>
<tr>
<td>B2000 Air Handler Unit (AHU) Replacement (Project is being funded by Fund 11 Scheduled Maintenance Funds)</td>
<td>This project is in the bid and award phase. Division of the State Architect (DSA) approval was received on January 26. The team worked on finalizing the bid documents and the project is currently out to bid. The recommended lowest responsive and responsible bidder’s contract is scheduled to be on the board’s agenda for approval in March 2016. Pre-construction activities will start shortly thereafter, with the heavy construction work scheduled to take place summer 2016.</td>
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</table>
Public Information Office (Cheryl Broom)

PIO secured two television appearances in January. Don Love and Black Student Union President Amani Mack were interviewed on KOCT about Soul Fusion, Black History Month, and the United Black Student Conference. On February 3, Institute for International Perspectives Coordinator Aubrey Kuan Roderick and several students performed and were interviewed about Chinese New Year on CW6. You can watch both videos on the PIO news page: miracosta.edu/news. PIO also worked with noncredit ESL to prepare staff and faculty for radio interviews that promoted Community Learning Center programs and services.

Over the past month, PIO sent out twenty-eight news releases, which resulted in fifty-six documented media mentions and stories. Of note were stories about the college’s new deans, Professor Eric Robertson’s Kickstarter campaign, Chinese New Year, Black History Month, and the college’s recent audit. News stories can be read on the college’s news center at miracosta.edu/news.

PIO’s marketing campaigns continue to be successful. To promote spring semester, PIO sent emails to more than 25,000 potential students; ran advertisements on Pandora, Google, Facebook and Instagram; and mailed to 172,900 residents a spring mini-schedule and postcard. As of February 3, credit enrollment continued to be up nearly three percent from last spring.

PIO graphic designers continue to be busy with a number of projects. They are assisting with promotional materials for the STREAM Festival, to be held at the Oceanside Campus on Saturday, April 16. PIO also is assisting with the promotion of the new SURF tool, Schedule Builder. Be on the lookout for new banners, window clings, bookmarks, online advertisements, emails, and more. Now that the writing portion is complete, design also has begun on the new Student Services sections of the Student Guide.

PIO organized and implemented the Oceanside Campus Help Hut held on the first two days of the spring semester. Help Hut volunteers answer questions and assist students with finding their way around campus.
As part of a SDICCCA contingent, PIO Director Cheryl Broom travelled to Sacramento, along with Board President David Broad, Student Trusteed Naweed Tahmas, and Superintendent/President Sunny Cooke. The group met with eleven elected officials (or their designees) to speak about community college successes and challenges. Each legislator was given a brochure highlighting San Diego and Imperial counties’ local community colleges. These brochures were researched and written by students in CSUSM’s Senior Experience Program and designed by MiraCosta College graphic artists.

**Office of Research, Planning, and Institutional Effectiveness** (Chris Hill)

The RPIE office received word that the college is eligible to apply for Title III/V grant funding for the 2016/17 year. In addition, the department is supporting a second possible grant application related to basic skills transformation and tied to the college’s work with Achieving the Dream. The office is also working to provide data in support of facilities master planning, is continuing to build a data warehouse, and is beginning a review and revision of the research request and tracking process for better coordination of research and data reporting in the district.