Arts and International Languages
New Full-time Faculty Hiring Request: Painting and Drawing
Program/Unit:
Arts and International Languages

Name of Person Completing this Form:
Gilbert Neri, Chair

Summary Statement of Need:

This is a Full -time faculty request to replace our recently retired colleague, Leslie Nemour, to be the lead faculty for the Painting and Drawing areas in the Art Department. This faculty lead will be responsible for creating, maintaining and delivering curriculum currency in Painting and Drawing. This area in the Art department comprises almost 30% of all courses offered through the department. This full time faculty request is driven also by its centrality to visual arts.

Area 1: Departmental and Institutional Planning:

This full-time faculty hire request is a request to replace and sustain the Painting and Drawing area lead in the Art Department, following the 2021 retirement of Professor Leslie Nemour. This request aligns with the Art Department's commitment to a contemporary, relevant, sustainable, and equitable approach to curriculum and long-term success in transfer degree completion. Furthermore, this request aligns with broader and longer-term commitments to maintaining productive and inclusive environments that support creative pursuits at individual and community levels. This request aligns and intersects with a number of Institutional and Strategic goals at MiraCosta College and has been included in the most recent (2020-2021) Program Review Planning for the Art Department.

The full-time faculty of the Art Department has been in regular consultation with the Dean of the School of Arts & International Languages, Jonathan Fohrman, regarding the planning and processes to maintain a full-time position for Painting and Drawing. In anticipation of the retirement of former lead Leslie Nemour, we developed a reasonable plan forward during the 2019- 2021 academic years. Despite the impact of Covid19 on student success, this request aligns with our commitment to MiraCosta's institutional goals (1-4), particularly the commitment to maintain equitable access and enhancement of student success and cultural enrichment. This full-time replacement request aligns well with the dedication to curricular development and growth that sustains a teaching and learning environment responsive to community needs, professional development and responsible stewardship of district resources.

The Art Department most recently completed a comprehensive program review, and made use of a wide spectrum of data provided through MiraCosta College' s Instructional Program Review Dashboards. For this request, the department looked at the past 5 years of data to examine trends, areas of growth, and areas of success. This request includes an assessment and analysis of

Enrollment and Efficiency, Success and Retention, student profile data, and review of degrees and certificates impacted by this recent vacancy in Painting and Drawing.

In the 2019-20 academic year, 22 of 24 sections, or 91%, of the Art Department's 24 sections of Drawing, were taught by associate faculty. Currently, these courses have a 91% fill rate, and they account for 8.7 (23%) of the Art Department's total 38.2 annual FTEF. Combined painting and drawing classes for 2019-2020 academic year numbered 32 total. With 2 full-time faculty teaching in these areas, 66.5% of course were taught by associate faculty. Loss of a replacement hire for the Painting / Drawing position would result in an increase *to* 87.5% of painting and drawing classes taught by associate faculty.

In the 2020-21 academic year, due primarily to the retirement of full-time faculty in painting, the ratio between full-time to associate faculty teaching courses dropped to 29.8 % overall (department-wide) and in the Painting and Drawing courses, this number is currently close to 3%.

In the past five years, the Art Department forwarded two replacement hire requests prompted by full-time faculty retirements. The Art Department has replaced the following full time faculty positions: Digital and Traditional Photography (2017), and 2D Design (2020). Both full-time requests were triggered by the retirement of lead faculty in these respective areas.

In 2018-19, 82% of our departments FTEF percentage were part-time faculty . We are requesting a full-time replacement painting and drawing instructor to maintain the high level of WSCH per FTEF in the area of Painting and Drawing. Courses in this area account for at least 30% of course offerings. Fortunately this position allows us to increase the number of hours students regularly interact with a full time faculty member and area lead. Furthermore, coursework in the Painting and Drawing area are woven through to our degrees and certificates offered through the Art Dept. The relative success of the Painting and Drawing area is evident in the data gathered from 2018-2021.Please see area 5 for more specific metrics.

Area 2: Student Success and Equity:

In the area of Student Success and Equity, the Painting and Drawing full-time faculty position is as representative of serving students with diverse racial, economic, and socio-cultural backgrounds as the college as a whole. Since 2016, rate for overall success and course success rates rose steadily (in the 70th -75th percentile) until the 2020 Covid19 pandemic. Overall declines are consistent with college wide drops in both enrollment and success rates. However, the success rates for the Painting and Drawing courses maintained an above average overall success rate hovering between 70% and 71%, while the course success rates maintained at 82.5% overall. These success rates are congruent with the overall success rates of all ART (?) courses, but at least 10-12% higher than college-wide course success rates.

The Painting and Drawing courses taught by faculty for this replacement position will build upon a strong record of high success rates for historically disadvantaged students. Success rates among women in enrolled courses rise to an 80th percentile for course success. While success rates across ethnicity vary, those for students from historically underrepresented ethnic groups remains at or above the 80th percentile overall.The fulfillment of this faculty request will help us maintain our high success rates and work towards closing department equity gaps; this role will be servicing (%?) students in our department

The Painting and Drawing courses offered in the last five years have served a wide and diverse population of students. While the diversity of students in these courses is available in the data above, the Art department has recently added digital drawing to our course offerings in order to meet increased demand for digital drawing skills. We predict a growing future workforce need for a bridge between the gaps of digital/computing access and the economic means to participate and succeed in higher education, in particular at MiraCosta College. Since Covid19s impact upon face-to-face instruction, Digital drawing and hybrid processes are now a norm in contemporary art practice, and the Art department is dedicated to maintaining a currency with both digital and technological shifts in industry and its humble beginnings, an introductory painting curriculum. The courses that the art department offers to the community are a refuge for the underrepresented student where we build community and engagement, and we hope to continue that legacy through this request to replace and increase the reach of this important area of art-making.

Area 3: Leadership:

This hire request is in intended to replace Professor Leslie Nemour, Full-time lead in Painting and Drawing for the Department of Art, MiraCosta College. Demonstrated and documented student success in this area of the Art is evident in overall student success and disaggregated for area-specific courses and student success (rates %?). As previously discussed, this faculty will help maintain our success rates. Discipline specific expertise is required for the Art Department to update and modify curriculum as required by the MiraCosta College and MiraCosta College District. This full-time faculty request seeks to not only replace a discipline lead, but also a curricular lead; one who will create, modify, or sunset courses reflective of the pedagogical and career specific tools required by present and future generations of students. The Art Department requests this replacement full-time faculty position to continue and build upon the equitable foundations built by our former colleague, Professor Leslie Nemour.

A faculty lead in Painting and Drawing is mandatory for hiring and coordination of associate faculty teaching Painting and Drawing courses, as well as the regular development, update, and management of the Painting and Drawing curriculum.

Area 4: Campus Impact and External Factors :

The responsibilities of the lead Painting and Drawing faculty in the Art Department are those of a core or foundational faculty member. Painting and Drawing have been and remain a mainstay of visual ideation and visual communication. This full-time faculty request is a replacement request and as such, not only serves to replace a much-needed pillar of our department, but also fulfill a continuing responsibility to teach basics of 2D composition, contemporary and traditional painting, color, value, and the navigation from three to two-dimensional representation. These are increasingly important skills for the digital economies of the future workforce and are proving so in increased demand in recent years. As we continue to have high success rates among historically underrepresented groups of students, we also see that this may yield changes demographically as a more diverse population enters the workforce and

creative sphere. This faculty lead will help guide student centered curricular updates in educational and technological shifts in visual creative industries of the present and future for our diverse student body.

Area 5: Program Quantitative Data:

To substantiate the steady demand and impact of this replacement hire request, the department used Enrollment, Fill rates, and Efficiency metrics from 2018 to the present Fall 2021. We disaggregated the data to select coursework in the discipline area for Drawing and Painting. Furthermore, this data was examined for trends and compared to the College-wide data for comparison.

Overall demand for courses in the discipline area Painting and Drawing, regularly enrolled among the highest rates in the Department. Notably the fill rate spanning AY 2108 to AY 2021 averaged in the 80% overall, which is consistent with Department overall fill rates over the same time period. At a Department level, the Painting and Drawing area sections account for between 25%-28% of all courses offered every semester. This is a significant number of courses and accounted foran average of 31% (2018-2021) of the Art department FTES, an average of 32% (2018-2021) of Department FTEF, and because these are studio classes, account for more at least 50% of Department WSCH. Another indicator that this position is foundational to Art Department the higher than Department average of WSCH(weekly student contact hour) per FTEF (full time equivalent faculty). This means that students are more likely to have contact with a FTEF in the Painting and Drawing area curriculum than in other areas of the department and Campus as whole. Theaverage WSCH per FTEF maintains at around 400 while the Department and College wide WSCH per FTEF are between 350-380 for the same time period. (2018-2021).

Data Notes:

25.4% were drawing and painting sections.

Fall 2018 (Painting&Drawing Courses)

Enrollments: 378

Sections: 16

Fill rate 82%

Fill Rate College-wide: 85%

Fall 2018 (Art Department-wide)

Department:

Enrollments: 1541

Sections: 63

Fill rate: 81%

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Spring 2018 (Painting&Drawing Courses):

Enrollments: 422

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Enrollments:1379

Sections:57

Fill rate:80%

26.56% Drawing Painting courses

Spring 2019 (Painting&Drawing Courses)

Enrollments: 419

Sections: 17

Fill Rate 86%

Fill Rate College-wide: 83%

Spring 2019 (Department-wide)

Enrollments:1522

Sections:64

Fill rate:79%

28% Drawing and painting courses

Fall 2020 (Painting&Drawing Courses)

Enrollments: 375

Sections: 16

Fill Rate 78%

Fill Rate College-wide:84%

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Fill RATE: 74%

Fill Rate College-wide: 77%

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FTEF: 5.60

WSCH per FTEF

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FTES:185.11

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Amount Requested:
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Equipment Funding - Other:

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Art
New Full-time Faculty Hiring Request Item
Program/Unit:
Art

Name of Person Completing this Form:
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Standard Desktop Computer,Standard Office Furniture

Equipment Funding - Other:

Equipment Funding - Other - Amount Requested:

Child Development
New Full-time Faculty Hiring Request Item
Program/Unit:
Child Development

Name of Person Completing this Form:
Claudia Flores

Summary Statement of Need:

This hiring request serves as a replacement position due to a full-time colleague's retirement in May 2022. While the rationale and need for the hiring request is provided below, if the request is not funded, our department's full-time to part-time ratio will increase beyond 25:75, there will be an undue burden of department work and governance responsibilities placed upon newly hired and untenured colleagues, multiple sections of key CHLD GE/transfer courses/sections will not have a full-time faculty presence and state education initiatives and associated curriculum development will be more difficult to complete within requisite timelines.

Area 1: Departmental and Institutional Planning:

1. This full-time hiring request aligns with our current department goal of strengthening our SLO assessment process by incorporating Strong Workforce data within our Program Student Learning Outcomes Full-time faculty leadership is needed to most appropriately account for the assessment, evaluation, and implementation of over 60 Course SLOs and 7 Program SLOs across 11 Academic Program Pathways (MAPs).
2. This request is directly related to our department's efforts in support of the College's Mission and Institutional Goals of closing equity gaps (Goal 1), collaborating with community and industry partners (Goal 2), and bridging classroom learning and real-world experiences (Goal 3). It is also consistent with key elements of the College's Long-Term Planning Framework (2020-26) linking mission, vision and commitment, and values to goals and strategies. Specifically, this full-time hiring request will allow our department to better support the needs of more diverse learners, improve our retention and success rates, strengthen our online course offerings, develop new course and credential programs and provide greater connections with those populations who receive more comprehensive student support (e.g., Puente, RAFFY, Umoja, MANA and UPRISE).
3. This request will serve as a replacement for a senior faculty member with 21 years of experience here at the College. This individual served for many years as our Child Development Center Director who remains committed to connecting our Center practices with our classroom instruction. Many of the foundational endeavors associated with our Center and linked to our department (including inclusive classroom practices, project-based learning, natural playscapes,

and connections with numerous California Department of Education initiatives) will require continued full-time faculty leadership provided by this proposed replacement hire.

4. Discussion and actions specific to this hiring request have been underway for the past four years, with specific efforts made to successfully recruit, hire and mentor two full-time colleagues, each of whom have assumed leadership roles in two key curricular arenas: (1) supporting learners with diverse abilities and (2) effectively integrating our curriculum courses with Center teaching practices (two key contributions of our retiring colleague.

5. Our Program Reviews have documented the continued imbalance of our associate to full-time faculty ratio (80%/20%), with only three FT colleagues teaching 100% due to the reassigned time associated with our Department Chair and Center Director, and the sheer number of CHLD courses (22 each year) and sections (upwards of 50 each semester) taught annually that underscores the importance and necessity of a full-time replacement position.

6. Child Development continues to maintain a high WSCH per FTES ratio. Program Review data (2019-20) indicate that Child Development had 8.6 FTEF faculty and 264.3 FTES, generating 475 WSCH per FTEF, far more than the college average of 363 WSCH per FTEF. By contrast, Mathematics had 842 FTES and almost 31 FTEF, generating 425 WSCH per FTEF, while Psychology (with 451 FTES and 14.3 FTEF), generated 487 WSCH per FTEF. Additionally, Child Development has one of the highest rates of certificate completion in the Our 3-Year Program Review (2019-20) noted that students completed a total of 190 degrees and certificates: 32 Associate of Arts degrees, 88 Certificates of Achievement, and 70 Certificates of Proficiency (an increase of 11% from the previous year). This number does not reflect the number of students who are eligible, otherwise, our awards by year would be much higher. In addition, Child development faculty are at the forefront of several initiatives on campus, including the use of OER (Open Education Resources), implementation of Zero Textbook Cost courses, implementing Supplemental Instruction, offering child development credit courses in a team teaching situation with noncredit ESL courses at CLC to support noncredit to credit pathways, serving on the Strong Workforce Advisory Committee, and implementation of academic maps that reflect all degrees, including AS-T degrees in Early Childhood Education.

7. In the Fall of 2017, we were approved for another full-time position. A successful hire resulted from the search in Spring of 2018, adding to the diversity of the department with the addition of a colleague of Native American heritage beginning in the fall of 2018. This would have improved our FT:PT ratio, however, one of our full-time faculty members announced their unexpected retirement at the end of Spring 2018, reversing any gains the new hire would contribute to our ratio. We were fortunate to hire a full-time colleague in 2020, addressing our goal of creating additional viable linkages between our Center and classroom teaching practices. However, with the pending retirement of a senior full-time colleague, we are once again losing ground in our effort to improve our FT:PT ratio.

Area 2: Student Success and Equity:

1. In the 2019-2020 school year, enrollment in CHLD courses was up 5.4% from the previous year. Success rates for the program stayed the same, at 70%, while retention dropped from 85% to 82% from the previous year. In terms of efficiency, numbers dropped slightly: the fill rate decreased by 2.1% from the previous year, while the average number of students per section decreased by 0.5. The data suggests that with the impact of COVID, students were less

likely to continue in their classes (given the 2% decrease in retention, 2.1% decrease in fill rate, and 0.5 decrease in average number of students per section), but that the ones who remained enrolled were well supported by the department in successfully completing their classes (given that success rates remained consistent even after the pivot to online instruction).

2. As we are just emerging from the pandemic, we would expect to see some associated enrollment declines but are redoubling our efforts in support of retention and success among those students who are enrolled, particularly those from disproportionately impacted populations. When disaggregated by ethnicity, even though our course success rates are higher for our more diverse students than for others in Career Education (including Black/African American 71% vs. 62%, Hispanic/Latinx 74% vs. 64% and Pacific Islander 78% vs. 59%), improving student retention and success will remain a key focus in the coming year and an essential element in our recruitment of a new full-time colleague. Interesting demographic trends have emerged based on the 2019-2020 data. The majority of CHLD students are in their 20s: 31% are 18-20, 24% are 21-24, and 16% are 25-29. As a whole, 71% of our students are under 30 years old. This group has a success rate of 74.5%. With both success and retention, our department is on par with, or slightly ahead of, the college's overall success rate for the same age group, however, given that these students comprise 71% of our total enrollment, we should strive to improve this value.   In spring 2019-fall 2019 we collaborated with ESL Non-credit and offered 12 units of Child Development courses at the Community Learning Center (CLC) to outreach to an underserved population of students. We continue to discuss avenues in which to support our students and are currently considering a peer/mentor model to increase academic success in our courses. In examining the overall college success rate for spring 2019 there is a notable decrease in success rates for courses offered at the CLC. The college success rate is 74%. The overall success rate is 5% higher at 79%. In contrast, the success rate for the classes offered at the CLC is 10% lower than the college and 15% lower than the overall success rate of child development (64%). In contrast, we found that the retention rate for the CLC was higher than the overall college retention (88% vs. 85%). The overall child development retention rate mirrored the CLC rate at 88%. It seems that although the success rate was lower for CLC courses, the retention rate was higher or consistent with the department. When reviewing the subsequent semester, fall 2019, the overall college success rate for the CLC was 68%, 4% higher than the spring term but still 10% lower than the overall college (74%). In comparison to the child development success rate, the rate for classes at the CLC was 10% lower, but 5% higher than in the spring (fall rates CHLD 78% vs. CLC 68%). The retention rate for the CLC in fall 2019 was 80%, lower than the retention rates for overall college rate and child development rate (college 86%, CHLD 84%). There was a decrease of 8% compared to spring term. In response, we decided to offer a full semester-length course at the CLC in the evening, once a week with a bilingual instructor. The evening offering was coordinated with ESL course on opposite day in evening so those who needed the Non-credit ESL component can attend both. With the pandemic, the course was transitioned online. We expect to continue to offer courses at the CLC and collaborate with Non-credit ESL in our continued efforts in support of this underserved population of students. This replacement hire will allow current FT CHLD faculty to maintain their focus on this innovative effort to support underserved students at the Community Learning Center.

3. In our ongoing efforts to close equity gaps for our students, our department has been revising courses, updating textbooks, and including online educational resources that convey deeper concepts related to diversity and foster greater cross-cultural humility on the part of both faculty and our students. Updated course student learning outcomes include specific reference

to capabilities in cultural competence, diverse learning styles, respectful communication, and equitable teaching practices.

4. Our move to 100% online instruction this past year and the difficult impact the pandemic has had on our students has compelled us all to factor in ways to make our teaching pedagogy more individually responsive, more relationship-focused, and more personably fulfilling. We have identified additional ways to make ourselves available to our students at (literally) almost every hour of the day and night. Personalizing our Canvas templates in a manner that resonates with a new generation of learners while reassuring an older generation is a tricky process (especially for those of us relatively new to online teaching and learning), but one that invites cooperation, collaboration and the celebration of new ideas. Resultingly, we are changing in response to our learners needs, to the betterment of all involved.

5. In addition to our department's efforts to support under-served populations of students noted above, this replacement position will allow our department to place additional focus and emphasis on closing equity gaps and strengthening our participation in and contributions to the Strong Workforce initiative. Demographic comparisons of ethnicity and gender by populations (2019-20) reveal that 89% of child development students identify as female and 49% identify as Hispanic. Though 88% of CHLD faculty identify as female, only 8.2% of our faculty identify as Hispanic. With almost half of the workforce in child development (47%) identifying as a race other than White, there is a compelling need to hire a replacement faculty colleague who can best address these discrepancies.

Area 3: Leadership:

1. This hiring request is to replace a senior full-time faculty colleague who is retiring from the college. This colleague has a long history of creating viable course linkages with our Child Development Center, incorporating service learning throughout multiple courses and sections taught each semester, and consistently maintaining high levels of student retention and success in their courses.

2. The retiring full-time faculty colleague has served as our department lead for our Student Learning Outcomes assessment process from 2007 to the present. We have begun supporting the coming transition by sharing responsibilities for the SLO assessment process between our senior colleague and our most recent full-time hire in support of student success and achievement. This replacement hire will continue this collaboration in the SLO assessment process but will also assume key responsibilities in updating our courses consistent with new requirements developed by the California Department of Education in the current Master Plan for Early Learning and Care.

3. Additionally, in our most recent Program Review update our department has proposed to explore the creation of a capstone digital portfolio assignment that aligns with all levels of our certificates. Key assignments tied to specific CHLD courses leading to our practicum class will include resume/curriculum vitae, teaching philosophy, documentation samples, and additional documents as components of this portfolio. Our replacement hire will be expected to make significant contributions to this process.

4. As noted above, our 2019-20 Program Review documented the continued imbalance of our associate to full-time faculty ratio (80%/20%), with only three FT colleagues teaching 100% due to the reassigned time associated with our Department Chair and Center Director. The need to

update all 22 of our courses to align with the newly developed CDE Master Plan for Early Learning and Care specific to workforce competencies, incentivizing career pathways, and implementing supporting program standards will require the leadership of a full-time colleague, and we will be looking for such abilities in our full-time replacement position.

5. The vast majority of full-time child development faculty in the California community colleges were hired in the late 1970's and 80's, and we are now seeing multiple job announcements recruiting new positions due to retirements of senior faculty. In the past three years we have lost two very experienced associate faculty colleagues to full-time appointments at Mt. San Jacinto and Palomar College, and expect that the recruitment and hiring process will be very competitive across the state this coming year. While our current pool of associates serves our department and our students in an exemplary fashion, we will need to strengthen and extend our recruitment efforts statewide if we hope to attract the number and quality of equity-minded practicing professionals needed for a successful recruitment. In this regard, it is important that the colleague selected for our replacement position reflect the diversity of our student population.

Area 4: Campus Impact and External Factors :

1. While the demands on the proposed full-time replacement hire will be numerous, it is critical that our department designs and implements a mentoring process that invites and welcomes the unique life experiences and professional expertise of our new colleague. In this regard, the tenure candidate process ought to be a means of supporting and rewarding continued professional growth (consistent with both individual goals and department needs), rather than an annual job interview. We would expect to develop a "goodness-of-fit" approach to this hiring process, striking the most appropriate balance between our department's needs (noted above) and our candidate's competencies and capabilities. From our end, we are looking for skills in curriculum development, outcome assessment, and community outreach/liaison, but rather than narrowly define the hiring process by what we think we need to accomplish as a department, we ought to remain open to what our new colleague might hope they can accomplish as an individual. You cannot simply replace 20 years of institutional knowledge, but you can provide a clear commitment and a strong foundation to grow 20 years of new knowledge.

2. Our department needs to design student support services that meet the unique needs of our online students. Not all students are aware of the difficulty of online classes, more specifically how to learn while online. Switching over to online learning has been a big leap for many of our newly matriculated students which now requires additional targeted support (e.g., how to learn new content in an online class?). While the college provides exceptional support in terms of the writing center and drop-in tutoring, it is possible that our online student population needs additional support due to COVID-19. We would look to our new hire to be cognizant of this and capable in both on-ground and online pedagogies, particularly in our GE transfer courses (like CHLD 113: Child and Adolescent Growth and Development). As noted above, familiarity with the newly developed CA Department of Education initiatives will be a key focus area for our new colleague, as will community liaison consistent with Strong Workforce elements (see below).

3. Child Development overall course and program success (2014-20) has increased by 4.5% to 74.6% (2019-20), with the most dramatic improvement shown by our Black/African American students (62.3% in 2014-15 to 72.9% in 2019-20). Our replacement hire is expected to bring new perspectives and supporting strategies in support of all our learners. While we have seen some success in this arena, the most recent Program Sector Profiles (2016-17) suggest that the Student Employment Outcomes for our child development students are much lower regional and statewide averages, including "attaining a living wage" 19% versus 32% statewide and "employed in a closely related field of study" 67% to 82%). This is reflected in the relatively low median annual earnings in early care and education of $23,000 both regionally and statewide. Our new colleague must be a diligent advocate in support of a livable wage for our students, as we are all compelled to ensure our students can succeed not only in school, but in their life's work. This charge is specifically supported by current Strong Workforce data as well as by the new CDE Master Plan for Early Learning and Care, specifically Goal #2: Support Children's Learning and Development by Enhancing Educator Competencies, Incentivizing and Funding Career Pathways and Implementing Supportive program Standards (pp.17-26).

Area 5: Program Quantitative Data:

1. Child Development continues to be second only to Nursing in the number of certificates granted each year. Between 2017 and 2020, a total of 435 Certificates of Proficiency or Achievement were earned by our students. Though we saw a slight dip in the number of such certificates granted in 2019-20, in the past three years (2017-20), Child Development students completing the Associates of Arts degree has increased from 33 to 61 (a 54% increase). While this can be attributed to increasing demands of the workforce and the need to earn a livable wage, it is also the result of individual student advising and mentoring, particularly for those students serving as Apprentices at our Child Development Center. This connection between our course content and student learning outcomes with the practical application of knowledge associated with our campus laboratory school experiences (including child observations, service learning, practicums and apprenticeships) underscores the need for a replacement hire with direct experience understanding the learning needs of both young children and the students who will become their teachers. This is what we remain committed to doing and doing very well.   The Course Success Rate data (F18-Sp21) indicate an Overall and Subject Success Rate of 73% for our child development students. Both our White (76%) and Asian (83%) students exceed this metric, but our Black/African American (63%) and our Pacific Islander (70%) fall below this average. It should be noted that the course success rate for our Black/African American students is the same as that for the College (63%) and our Pacific Islander students score higher course success rates than their counterparts across the college (70% vs 58%). Regardless of such distinctions, it remains a high priority to improve success rates for our disproportionately impacted learners (as reflected in our department's current Program Review goals) by hiring a colleague with the skills, knowledge and life experiences consistent with and supportive of this essential endeavor.

2. As a department that offers both career education and transfer courses, the Child Development Department must account for a great number of state regulations, guidelines and directives including the newly devised CDE Master Plan for Early Learning and Care and two statewide

mandatory grants (the Child Development Training Consortium and the California Early Childhood Mentor Program). We are also required to provide technical assistance, marketing, recruitment, and participant support for the San Diego CARES (Comprehensive Approaches to Raising Education Standards) program. This MOU requires the coordinator to facilitate CARES presentations in child development classes, disseminate CARES applications and inquiry forms to students in all child development classes, review transcripts and assist CARES participants with coursework for the permit and for transfer, host CARES events on campus, and participate in YMCA Childcare Resource Services (CRS) meetings. The Child Development program has always had a guided pathway component. Our certificates are aligned at the state level and lead to career options which include a variety of professions serving children and their families such as infant/toddler care, preschool teaching (including Head Start), elementary and secondary education, early childhood special education, program administration, school counseling, child psychology, child advocacy, social work, and community services. Child Development faculty are at the forefront of several initiatives on campus: use of OER (Open Education Resources), implementation of Zero Textbook Cost courses, implementing Supplemental Instruction, offering child development credit courses in a team teaching situation with noncredit ESL courses at CLC to support noncredit to credit pathways, serving on the Strong Workforce Advisory Committee, and implementation of academic maps that reflect all degrees, including AS-T degrees in Early Childhood Education. As all child development faculty are heavily involved in governance and leadership positions on campus, in the community, and at the state level, and coupled with our dramatic increase in enrollment over the past years we need more full-time faculty leadership to meet our program needs. The retirement of our senior colleague makes this need only more imperative.

Salary Funding Account Source:

Amount Requested:

Health Benefits and Retirement System:

Equipment:

Equipment Funding - Other:

Equipment Funding - Other - Amount Requested:

GOALS/ACTION PLANS---
        RELATED ITEM LEVEL 1
New Action Plan Item (#1) Explore connections
Program/Unit:
Child Development

Action Plan Objective/Synopsis:
We will conduct a targeted inquiry into the data we have collected over the last program review to fully understand the persistence and completion rates of our students. Students at the center have a greater persistence and completion rates for and achieve permits and certificates. They also complete graduation requirements and transfer to four year colleges.

Resources Needed?:

Institutional Goals Alignment (current goals):

Steps and Timeline for Implementation:

The department will take steps to disaggregate the data into common themes that provide a comprehensive view of our students which determines their unique learning needs. Secondly, we plan on exploring ways that we can capture more child development students. Some of those supports may include, coaching, mentorship, experiential learning, community building and a built in cohort model (Apprentice 1, Apprentice 2, and Apprentice 3).

RELATED ITEM LEVEL 2
In Progress/Ongoing Program/Unit Goal Item (#1) Explore connections
Program/ Unit Goal Number:

Program/Unit:
Child Development

Goal Description:
Explore various methods in which to build a collaborative connection between center staff and department faulty that reflects the vision of the program and meets the demands of the field of early care and education.

Program Review Motivation Summary:

Students at the center have a greater persistence rate. They apply for and achieve permits and certificates. They also complete graduation requirements and transfer to four year colleges. Given that it is not realistic to have everyone come through the center—we do want to examine the resources that the center provides which supports students.

Update-9/10/20

Given the COVID-19 pandemic, we must adhere to the shelter in place orders and school closures.

Measuring Goal Success:

This goal is exploratory in nature and it is our intention to identify the support that students may need to help increase success and persistence rates.

New Action Plan Item (#2 goal) Improve success and retention rates for online examine equity gaps
Program/Unit:
Child Development

Action Plan Objective/Synopsis:
Identify common themes that provide a comprehensive view of our students which determines their unique learning needs.

Resources Needed?:

Institutional Goals Alignment (current goals):

Steps and Timeline for Implementation:

Disaggregate the data into common themes that provide a comprehensive view of our students which determines their unique learning needs.

New Program/Unit Goal Item (#2) Improve success and retention rates for online classes, examine equity gaps.
Program/ Unit Goal Number:

Program/Unit:
Child Development

Goal Description:
Examine the success and retention rates of our disproportionately impacted students in our online courses to determine a plan in which to close the equity gaps. Update-09/10/20 College campus efforts here such as hiring other issues related to online retention rates

Program Review Motivation Summary:

The gap in the success and retention rates of online and on ground students is concerning, as well as inequities in several demographic categories.

Our success rates are similar to the college average for Asian, Hispanic, and White students, but are lower than the college for Black/African American (51% versus the college's 59%), Pacific Islander (50% versus 62%), and Two or More Races (68% versus 72%). The success rate for male students is lower than for female students for all ethnic groups, which is also the case for the overall college. In analyzing gaps, it can be seen that there are several other inequities that need to be addressed; the gap between success in on-ground (Oceanside) versus online is higher than the college gap (-5.5%) and the overall child development gap (-12.6%) for the following groups: Black/African American (-36.9%), Unknown (-27.7%), Asian (-18.8%), and Hispanic/Latino (-15.7%).

2018/19
On ground success and retention is higher than online, however both increased.

- Success on ground- up from previous year, 76% to 78%
- Success online- up from previous year, 66.6% to 67.1%
- Retention on ground-up from previous year, 87.7% to 88.2%
- Retention online- up from previous year, 81% to 83%

Compared to the college's overall retention and success, the college also had an increase in success and retention in the past year, up from 83.4% Retention to 84.4%, Success up from 71.7% to 72.8%. If we look at success and retention by online and on ground, we noticed there was an increase in both modalities. Success on ground was up from 73.7% to 74.9%, online up from 69.3% to 70.2%. Retention on ground was up slightly from 85.1% to 85.9%, online 81.4% to 82.7%

We found that Success by Ethnicity did have some notable changes from last year. There was a decrease in student enrollment. r American Indian/Alaska Native decrease by 1, Black/African American by 41, Pacific Islander by 3, Two or More Races by 38, White by 159, and Unknown by 5. In contrast, there was an Increase in success rates in Black/African American by 2.8%, Hispanic by 0.7%, White by 4.2%. Additionally, we noticed an increase in enrollment for Hispanic by 11 students, while Asian enrollment remained the same.

Year	American Indian/Alaska Native	Asian	Black/African American	Hispanic	Pacific Islander	Two or More Races	White	Unknown
2017-18	100% (5)	82.6 (109)	53.8 (117)	67.7 (1,373)	63.6 (11)	68.3 (180)	73.8 (990)	74.2 (31)

2018-19	50% (4)	78 (109)	56.6 (76)	68.4 (1,384)	50 (8)	67 (142)	78 (831)	52.8 (36)

The college success rates decreased in success rates for American Indian/Alaska Native (72% to 67.7%), Asian (80.9% to 77.4%), Black/African American (62.3% to 60.8%), Hispanic (67.2% to 66.2%), Two or more races, and White (75.6% to 74.1%) students. The college had an increase in Pacific Islander (54.6% to 61.8%) and Unknown (66.7% to 69.7%).

Measuring Goal Success:

This goal is exploratory in nature and it is our intention to understand the needs of our students on ground and online.

Computer Sciences
Resilient Recovery with Equity through Software Engineering - Full-Time Faculty Hiring Request
Program/Unit:
Computer Sciences

Name of Person Completing this Form:
Michael Paulding

Summary Statement of Need:
To hire a full-time faculty that will exclusively focus on our advanced/capstone courses (primarily *CS113: Basic Data Structures and Algorithms*, as well as a new *Software Engineering* course we are proposing this semester) by addressing our equity-gap in terms of retention/success of African-American/Black, Chicanx/Latinx, and Pacific Islander students, as well as address the diversity/inclusion of those student populations. Per our "Building Local Alliances To Establish Local CS Career Pipelines" action plan, we'd like to have a full-time faculty who can focus specifically on maintaining the currency of our CS113 and new *Software Engineering (SE)* course. Additionally, this request would look for someone with significant industry experience and connections to create pipelines for internships that students can participate in while they persist through our main courses (those for transfer and certificate/associate degrees): *CS101: Intro to CS Principles, CS111: Intro to CS I - Java, CS112: Intro to CS II - Java, CS113: Basic Data Structures and Algorithms, CS220: Computer Architecture and Assembly Language*.

Furthermore, the Computer Science department has partnered with Advancing San Diego, a regional effort to address software engineer talent shortages by strengthening alignment between business and education systems. This working group of 17 companies based in San Diego has projected they will hire 1,734 entry-level software engineers over the next three

years. Of all critical software positions, software engineers are of the highest demand among working group companies, accounting for 54% of total projections. Software engineers at the entry-level, more specifically, represent the highest need of any position at any level. The Computer Science department has earned "Preferred Provider" status with Advancing San Diego, which will provide our students with opportunities for paid internships with the 17 companies, while concurrently pursuing their degrees, with the intention of transitioning to full-time, software engineering positions at the companies. It is imperative to hire a new, full-time CS faculty member to lead this initiative, deliver the new Software Engineering course and support the advanced/capstone courses offered by the department.

In the last cycle of full-time faculty hiring requests, the Computer Science Department had 4 full-time faculty. In December 2019, long standing faculty member, June Porto, retired from MiraCosta College and since then, our department has been operating at a reduced workforce of only 3 full-time faculty, having hired 2 in the last three years due to the high demand of courses and projects we have been involved with. Although not finalized, we have begun to discuss how to best divide the department into specializations to begin providing structure for the continual growth we foresee in sections, students, associate faculty, and staff. The goal is to provide space and time to intentionally mentor associate faculty who, in the past year, have demonstrated a commitment to updating their classroom practices and teaching new courses. In this way, each full-time faculty can mentor a group of associates with sections under their specialization to further our department culture of collaboration and teamwork.

Should the request not be funded, it would stall the explosive demand and growth our department has felt and foresees. For the past year, despite nearly 100% fill rates at a time when the college's enrollment stats are down, we have seen no section growth or hiring of associate faculty. However, this coming Spring 2022 we will have 5 new sections, most of which are advanced courses (CS113, CS112, CS151: Advanced C++ Programming, CS138: Programming with Python). New associate faculty will need to be hired regardless of this request being funded, the difference would be in how well our associates are supported and the ability to continue growing at this impressive pace.

Area 1: Departmental and Institutional Planning:

1. To give an idea of where the new faculty hire would fit into the department, here is an example of a potential restructuring of department roles: Catherine Walker was recently hired to spearhead culturally sustaining pedagogy and active learning practices in CS101 and CS111 to address our equity gaps at the start of our students journey, breaking barriers in our gatekeeper courses. Michael Paulding was hired the year before for his curriculum and professional certification experience, he has also supported the updating of our capstone course (primarily *CS134: Mobile Device App Development and CS220: Computer Architecture*) through the Strong Workforce Program. The most senior full-time faculty, Nery Chapeton-Lamas (Chair), has been a generalist at a time when the department was much smaller. Longtime faculty member June Porto retired in December 2019, leaving a substantial gap in the offering of CS courses. This has left associate faculty to fill in the bulk of CS courses. Furthermore, with the breadth of projects our department has completed and continues, the high demand from students to open more sections and on multiple campuses, higher need to update our courses/curriculum/degrees, and projected growth of our discipline/department, we find the need for another full-time colleague to shoulder some of those responsibilities. This

requested position would be responsible for the capstone courses (CS113, new Software Engineering course, and potentially CS220) to free Michael up to oversee the cleanup and renovating of our certificates/degrees, along with integrating industry certifications into our courses. Nery is working with CSU San Marcos to refocus on CS101, CS111 and CS 112, of which almost half of our sections fall under these two courses.

2. In this way, they can further the work of addressing our departments equity gaps through our "Echándole Ganas: Supporting Student Communities To Support Student Success" action plan to create CS courses for the Academic Success and Equity (ASE) programs. This action plan in particular coincides with the developing Student Equity Plan and Long Term Planning.

3. The new CS 210 Software Engineering course is the terminal class we can offer as a community college that would articulate fully to the 4-year universities. In fall 2021, CS 210 earned UC transferability as admission credit and is now a required course in our new AA and CoA in Software Development, also launched in fall 2021. We are currently the only CC in North County that offers a full transfer pathway for CS, and one of the few in San Diego. The course also aligns with a booming industry, one that CSU San Marcos has recognized and recently started as a Software Engineering program, the first of two Engineering programs in North County SD. The next closest colleges our students could transfer to for engineering (such as Computer/Electrical Engineering) would be San Diego State University, UC San Diego, and Long Beach State.

4. Our department has continued to discuss the impact an additional new-hire would have in helping sustain growth demands by first identifying the need to create a consistent, cohesive, and collaborative culture in the department. We began the process 2 years ago by having more frequent and relevant department meetings where we discussed student success, retention, and course challenges more often. In the last year, the discussions have shifted towards a more holistic view of our students with discussions around equity in CS education. Recently, Counseling Department Chair Adrean Askerneese presented data of adult re-entry students, both at the college and department level. This has affected the way we schedule classes and explore other courses that would benefit our students. Both associate and full-time faculty have separately brought it to the Chair's attention a demand and interest in creating a Software Engineering course. In consultation with Dean Al Taccone and several full-time colleagues, there was a consensus that a new hire with this focus would serve our students and department needs the best.

5. The current full-time faculty have employed formal mentoring practices for associates (department meetings twice a semester, ad-hoc coffee/lunch meetings, email follow-ups, and weekly Zoom meetings for faculty teaching a new-to-them course) to help transition new faculty and address best practices in improving low retention/success rates. Additional full-time faculty are needed to continue these practices as we begin opening new sections and creating new courses, requests that we are receiving from our students and seeing in our data (i.e. CS Annual Fill Rate 2019-2020 exceeded 101%).

6. WSCH over the 2017-2020 time period grew by 4.6% and 6.3% over the 2019-2020 period alone. The percentage of FTEF taught by part-time faculty had increased from 57% to 66% in 2019-2020 even with the addition of a full-time instructor.

7. It rose to 85% in 2017-2018 and is at 66% after a third full-timer was hired in 2020. Although the data is not available for 2020-21, with our latest hire from 2019, a fourth-full timer would increment bring our FTEF down to 55%. However, this will be short lived because next semester we will open 5 additional sections (even with two faculty working overload).

Attached Files
  ComputerScience_MainSummary.pdf
  ComputerScience_EnrollmentMetrics.pdf
  ComputerScience_EfficiencyMetrics.pdf

Area 2: Student Success and Equity:

Note that Schools of Career Education (CE) and Math & Science (M&S) are used as points of comparison since Computer Science (CS) is under CE because of our strong job training focus and demands, but our course content, curriculum, and field also aligns strongly with M&S, which is our Academic and Career Pathway (ACP). All credit (credit) will be used as well as a point of reference to the larger institution because all of our courses are on the credit side. We feel these data points will serve to provide a more thorough comparison of the quantitative data of our department.

Key data trends observed in regards to:

- Rates hover between 54.6%-64.4% for success and 65.7%-74.8% for retention, even with EW grades included. This is 5-15 percentage points lower when compared to CE, 5-10 points lower when compared to M&S

- Most dropped courses (W) were CS111 (Intro to CS I: Java) and CS138 (Programming with Python) which are both introductory courses with high articulation demands.
- Most failed courses (DF) were CS107 (Introduction to Object-Oriented Programming) and CS130 (Fundamentals of Scripting Languages) which are both introductory courses that usually do not articulate for transfer. The former has served as an advisory pre-req for CS111 (now sunset and replaced by CS101) and the latter as the second of our two online courses our department offers
- Most successful courses (ABCP) were CS220 (Computer Architecture & Assembly), CS151 (Advanced C++), CS113 (Data Structures & Algorithms)

- Using MiraCosta's Student Equity Plan's definition of disproportionate impact (DI), we use the Percentage Point Gap as an indicator. The groups in CS that pass the PPG threshold are as follows
- Over the past seven years (2013-2020), overall success rate was 58.6%
  -
  -
    o Pacific Islander was 50%
  -
    o Black/African-American was 53.3%
  -
    o Hispanic was 55.9.%
  -
-
  -
    o 50+ was 58.9%
  -

- - - Men of color (American Indian/Alaska Native, Black/African-American, Pacific Islander) and Hispanic females experienced DI
  - ▪
    - ▪
      - Relatively equal (58% female, 58.8% male) except for Unknown/Decline (35.7%, 14 students). However, female students constituted 16% of the CS program
      - ▪
      - Should be noted that although women of color tended to be more successful than men off color, their percentages within their race/ethnicity was lower than overall 16% (838 students):
        - o
        - o
          - ▪ Black/African-American 7.8% of demographic (6 female students)
          - o
          - ▪ Hispanic 15.2% (200 female students)
          - o
          - ▪ Pacific Islander 40% was the only higher demographic, but consisted of 8 female students
          - o
      - o
        - ▪
  - ▪

- ▪ Last year (2020-2021), overall success rate was 71.4%
  - ▪
  - ▪
    - Pacific Islander was 75%
    - ▪
    - Black/African-American was 63.6%
    - ▪
    - Hispanic was 62.3%
    - ▪
  - ▪
    - ▪
    - 50+ was 72.2%
    - ▪
  - ▪
    - ▪
    - Hispanics (both), Pacific Islanders (both), and Black/African-American men experienced DI
    - ▪
  - ▪
    - ▪
    - All succeeded in 60+% (65.1% female, 61.3% male, 60% unknown)
    - ▪
    - Should be noted that although women of color tended to be more successful than men off color, their percentages within their race/ethnicity was lower than overall 22% (212 students):
      - o
      - o

- - - Black/African-American 14.2% of demographic (2 female students)
    - Hispanic 22% (64 female students)
    - Pacific Islander 33.3% was the only higher demographic, but consisted of 1 female student
  - The lowest three (by race/ethnicity):
  - The lowest three (by age):
  - Intersecting race/ethnicity with gender:
  - By gender:

- Substantial growth in both FTES and WSCH in:
  - Last seven years (128% CS vs. 10% CE, 10% M&S, 6% all credit)
  - Last two years (14% CS vs. -2% CE, -4% M&S, -4% all credit)
  - Last year (5% vs. 1% CE, -1% M&S, -1% all credit)
- The growth has not been as steep the last couple of years due to lack of associate faculty, CS111 success rates, and restriction of section growth by college

- Out of all students who initially started CS111, 60.8% completed the course. Of those that completed CS111, 57% attempted CS112. These are the steepest drop-offs in the data provided by RPIE
- Similar DI trends that were noted above exists within this longer view of the data

In efforts to address equity gaps for the last 2+ years, the department has actively supported three clubs, two in particular to address our consistent equity gaps: Women in Computer Science (WiCS), Empowering Chicanx and Latinx in Exploring STEM (EChALE STEM), and CS Club.

EChALE STEM Club summary:

Founded Spring 2018 with a purpose primarily aimed to serve students interested in STEM Majors with a Chicanx/Latinx background in order to bridge the gap between higher education and culture/traditions. The club was created to fulfill a deep need several faculty members have noted when supporting Chicanx/Latinx students: a sense of community to retain students, empowering them to thrive.

Meetings generally occur every Friday 3-5pm on Zoom and include cultural presentations/discussion, technical workshops, outreach, industry/student/faculty panels, campus-wide events (Posada), fundraising, self-care/social, and study halls

By far most variety of events, most frequent, and fastest growth of supported clubs. Club is routinely asked to participate in events and presentations on/off campus

The data above shows the growth of the club, not simply in terms of attendance but also in the diversity of events over the semesters as the club leadership reflects and iterates on the way they create community for the institution

WiCS Club summary:

Founded Spring 2018 with the purpose of helping and encouraging women to pursue a successful career in the field of Computer Science, and to promote, support, and retain the growing community of this historically underrepresented community in the field.

Meetings generally occur every Friday 4:30-6:30pm in Oceanside and include technical workshops, outreach, industry/transfer guest speakers and panels, and discussions around topics like feminism and womanhood in tech

New leadership this semester has been proactive, engaged, and empowered to live the mission of WiCS.

CS Club summary:

Has gone through multiple iterations, most recent (and successful) one founded Fall 2017 with the purpose of creating a sense of community for a challenging and often isolating field, providing a space to explore new technical skills, techniques, and projects outside of the CS program material.

Meetings generally occur every Friday 3-5pm in Oceanside and include technical workshops/presentations, technical activities, project demonstrations, coding challenges, and project development time

Largest and longest running supported club, currently experiencing growing pains from building large community that has lasted multiple years and transitioned multiple student leadership

Student Success and retention over the past seven years (2013-2020)

Grade distribution by course over the past three years (2017-2020):

Student success by demographic group:

WSCH and FTES

FTEF more than doubled in last seven years (136%), much faster growth than CE (18%), M&S (22%), and all credit (16%). For last year (2017-18), percent part-time was 85%, addition of new colleague next year will bring us down to 77.5% but anticipating growth of sections based on student demands and fill rates will expect this to go back up.

Number of degrees, certificates, and diplomas awarded has held to consistent levels since increase from 2011-12 (averaging 15 in last three years)

In last seven years (2013-2020), CSU transfer has tripled for CS (mid-20s last 2 years). Computer Engineering has been consistently small (2-3). Most common transfer for Computer

Engineering is SDSU and CSULB, for CS overwhelmingly transferring to CSUSM (77% overall last 10 years, 63% in 2017-18, and 85% in 2018-19).

Club Attendance/Activities

No data available on equity gaps in student success or access to services identified, but efforts are described below.

Like many STEM fields, CS is a challenging and rigorous subject area that demands much from its students with often little support inside and outside of the classroom. Luckily, our department has a history of commitment to supporting our students in various ways:

- CS academic support began as CS Lab Aides, library hub computer lab aides that would have a dual role as a CS drop-in tutor that was graciously funded by AIS. We started with 3 lab aides each semester with 15 hours/week coverage that grew to 5 lab aides at 25 hours/week (including Saturdays) for almost a decade. In 2017-2018 with collaboration and funding through TASC, we also had 5 tutors that would take 50-minute appointments each week along with 12 hours/week of drop-in coverage each.
- The STEM Center has graciously taken over the CS tutoring and amplified the coverage, providing drop-in coverage for nearly every hour that the Library/STEM Center is open with 13 tutors covering all of our CS courses currently offered. There is also an option of a 25-minute appointment that students can schedule, along with a part-time learning coach to support the current CS tutors. Because of budget changes, we have lost the CS Lab Aides and TASC tutor support, but are covered graciously by the STEM center.
- Growing this support is of high concern, as tutoring and homework help are essential for succeeding in CS courses and the STEM center has budget, space, and staff limitations that not only impact CS but the other STEM disciplines as well. In an effort to supplement the STEM Center academic support, our department submitted a 2018-19 Plan form entitled "CS Instructional Assistant - Supporting CS tutors in the STEM Center" that expands and addresses the issues above in depth (see PDF attachment with the same name for more details).

- CS department has engaged in discussions with several counseling and student support service colleagues in how to better support students. Ensuring our main (transfer, certificate, AA) courses are available in the evenings/once-a-week format is crucial to supporting part-time students. We will make sure this scheduling happens as we add sections in the coming years. We will also plan on meeting more formally with the Counseling department to strategize on the best way to advise students to enroll in the best course that meets their needs (for example, if they have little to no programming experience and are able to, enrolling in a twice-a-week course rather than once-a-week)
- Supporting student clubs by connecting them with local industry partners (Cisco), past students who have transfered and/or work locally in the field, mentorship, and general advising as each clubs leadership plans based on the students needs/interests.
- Current full-time faculty have continued engaging students outside of the classroom by participating in hackathons like CSUSM's Women's Hackathon and competing in programming contests like ACM's International Collegiate Programming Contest (ICPC) SoCal Regional Contest
- Through the Center for Career Studies & Services, CS faculty have served as internship mentors for several students over the year. Recently, faculty have served as supervisors for internships related to the department, with interns in Spring 2018 and Fall 2018

helping develop CS220 projects, integrating industry standard tools into CS113, and creating a video interviewing CS students for the departments webpage to highlight the reality of their experience (including their identities as women and people of color). The department has paused these efforts, as these internships have been unpaid and strongly believes in paying students for their time and efforts especially when it comes to those in DI groups. Through grant and Strong Workforce Program (SWP) proposals, we hope to grow this as a formal part of our department and program

- Outreach efforts continue through the STREAM festival, Girl Tech Conference and Expo, and Encuentros conference. In the past, it was spearheaded by one faculty member but has now been taken on by the supported student clubs in collaboration with the department
- In Spring 2019, multiple CS faculty were able to then support more outreach events like tabling United Black Student Conference (UBSC) and Black Resource Fair, as well as hosting a programming workshop at Fale Fono for Mana

- Our program is one of the very few community college programs in the county that has a robust transfer pathway, offering several courses that articulate to competitive CS programs in the state (UC Berkeley, UCLA, Cal Poly Pomona, etc.). We are proud of this pathway and the 15+ years of work that has provided so many transfer opportunities to our students
- Through SWP Fall 2020 funds, the department has begun exploring how to best create a CE pathway for students who are interested in working with a certificate/AA from our program. By using the funds to enrich our CS134 (Mobile App Development), CS113, and CS220 courses, these advanced offerings that are part of the certificate/AA provide industry standard tool experience to better prepare our students in programming jobs. The department is currently building its advisory board, seeking equity-minded local businesses, industry colleagues, non-profits, and advocacy groups to advise us as we grow this pathway

- Outreach efforts have slowly grown within the department, but the change needed to truly engage the community we serve in an equitable way requires a cultural competence that the college and department must continue to foster. Thus, a strong focus has been in the works the past two years to thoughtfully and intentionally engage CS faculty in growing our collective cultural competence.
- Starting in Spring 2018, hand-picked CS students were asked to attend department meetings to integrate them into the culture shift as well. These students were intentionally picked based on their leadership and engagement in out-of-class activities. Over the current 2018-2019 academic year, this has grown and been formalized into inviting supported club presidents (WiCS, EChALE STEM, CS club), Supplemental Instructor (SI) leads, STEM Center Learning Coach, and CS student interns. Discussions around success/retention data, equity gaps, and cultural competency have begun laying the foundation for future, richer, deeper discussions.

By beginning a department cultural shift, empowering associate faculty to experiment and innovate in their classes, supporting them in research-based practices (i.e., active learning, culturally-responsive pedagogy, etc.) we are revolutionization of our curriculum. In particular, our introductory CS111 and CS112 courses that are our primary gatekeeping courses to advanced CS courses, degrees, and transfer.

Academic Support

Out-of-classroom support/activities

Engaging MiraCosta Community

Creating Pipelines

Shifting Department Culture

Curriculum

Supporting student success in general:

We will be working on expanding our support of the Academic Success and Equity (ASE) programs by providing consistent workshops each semester. Furthermore, we strongly believe that everything we do as a department must consistently center equity-minded practices. Much of the actions and plans above do this, as we know that such practices not only benefit DI groups but all students ("Teaching Men of Color in the Community College", Wood, Harris, White). Apart from the practices and ideas described above, the department has proposed plans like a budget augmentation, instructional assistant position, SWP proposal, California Learning Lab grant proposal, and new full-time faculty request that specifically address the equity gaps in our department.

Rather than reiterate those plans, we'd like to expand on another way to address closing the equity gap that can benefit students beyond our department by thoughtfully integrating support for EChALE STEM into our departments/programs to provide support in various forms outside of the classroom. The club includes and encourages academic advising, tutoring, study hours, social activities, industry panels, self-care, and community service that further encourages Chicanx/Latinx students in STEM, all with a culturally responsive lens. By providing a tangible and visible connection of the student's identity to STEM, we are lifting barriers to their success by creating a support network of validation and empowerment akin to Laura Rendon's Sentipensante pedagogy.

Due to limitations of the club being recently founded and lack of institutional integration, we do not have data to prove course completion rates, retention rates, course grade distributions, degree and certificates awarded, transfers, and other assessments of course-based student learning outcomes. However, the faculty advisors have many anecdotal experiences of how it has impacted their classes and office hour participation. That includes, but is not limited to, non-CS EChALE students taking CS courses to explore the field, a large increase of office hour attendance by EChALE students in both Math and CS courses, and routine feedback from students each semester about the impact the club has made. For example, a student shared with one of the advisors this semester, in a reply to an EChALE event invitation, "I always think about this in almost every class session. Its awesome and inspiring to have a Latino professor such as yourself. You've been only the second Latino professor I've had in all my classes and its still new and such a nice refreshing thing to hear you use examples of Latino foods, items, and such in lectures. 100% going to the fundraiser on Thursday I just had to share that thought with you." We've also seen a diversity of majors attending the club, both from the students and faculty presenters. This has served to show the interdisciplinary nature of our fields, centering collectivism over individualism. Through that, we not only have members in Sociology, Letters,

etc. (traditionally thought of as not having a strong space in STEM) but also leadership positions filled by students in those majors. We see this as a testament of the transformative power that happens when creating a space that centers the Chicanx/Latinx identity, creating living examples of what we value in a liberal arts education: well-rounded, socially skilled, empathetic, critically thinking self-learners.

Upon looking through the "Progression through Computer Science Curriculum - 2-20-2018.docx" document, one can see the challenges that our department faces in success and retention very boldly. Over the 14-year look at data, we are beginning to have a snapshot of the bigger picture.

Once students persist through CS111 (Attempt CS112), 78% complete CS112

Once students persist through CS112 (Attempted CS113), 62% attempt CS113 (close to CS111 to CS112 drop off)

For the students that reach CS113 (Attempt CS113), 78% complete the course

What we observed in our analysis is that we have a steep drop-off from completing CS111 to attempting CS112 (57%) that must be explored further (could be a combination of low success rate and non-major students who take CS111).

However, for students that we would consider a CS or related major (attempt CS112 and/or CS113, advanced courses), the success is higher in CS112

When the data is further analyzed, similar trends emerge but with some additional context:

The trends are that those that persist to courses after CS111 and attempt them have a 78% probably if completing the course.

The issue is that when we look at the number of students of color, female students, intersections of race/ethnicity and gender, there are so few of those students that get past the gatekeeper CS111 course.

The new hire focusing on these advanced courses will not only address these equity gaps and success rates, but the long-term strategy of the departments work in CS101 and CS111 to address equity gaps may cause a large influx of students to persist to the advanced courses. We would like those advanced courses to be ready to welcome those students, while also improving the current completion rates.

Area 3: Leadership:

1. Yes, long standing CS full-time faculty member, June Porto, retired in December 2019 and this hire request is intended as a replacement.
2. We have continued to encourage associate faculty to step into leadership roles, with full-time faculty providing additional mentorship and professional development support. However, most associates either work full-time in industry or teach at other

campuses, reducing departmental commitment as well as out-of-class contact hours with students who have routinely identified the need in evaluations. But on top of the mentoring, leadership, and teaching loads, full-time faculty also serve as mentors and internship supervisors, participate in supplemental instruction, train tutors for the STEM Center, serve in various forms of institutional service, act as coaches for coding competitions, and serve as advisors for all three clubs mentioned above (note that a club advisor must be present for ANY club activities). A new full-time hire would continue to alleviate the load that full-time faculty carry, as well as provide another leader and role-model for our current and future associate faculty. Lack of capable faculty, as well as competitive salaries in the industry, has led to our department taking a risk on faculty we maybe shouldn't have. Those risks have not only negatively impacted our success rates, but have undoubtedly turned away many students from CS. Failing students in this way does not align with our department's collective vision, it hurts our department's reputation, and ultimately MiraCosta's institutional goals. But the incredibly high need will continue to push us to either compromise our integrity by keeping ill-equipped faculty to keep a section or continually request more full-time hires in our hyper-competitive industry. In addition, the need for all of our faculty to be culturally competent and see our underserved and minoritized students equitably requires meaningful and intentional actions from faculty, requiring even more thoughtful actions from full-time leadership that require time and energy that competes with the above-mentioned activities. A new-hire would also aide in future departmental endeavors, such as creating formal relationships with our ACE programs (Umoja, Mana, and Puente).

3. Continue building curriculum and industry partnerships for the Software Engineering course, which was first delivered in fall 2021, oversee growth of course sections and mentor associates in teaching course. Similar plans for current courses like CS113 and CS220

4. Our department has always relied heavily on associate faculty to teach all of our courses, FTEF taught by associates in 2017-2018 was 85%, 2018-19 at 77.5%. Although the data is not available for 2020-21, with our latest hire, a fourth-full timer would increment bring our FTEF down to 55%. However, this will be short lived because next semester we will open 5 additional sections (with two faculty working overload and two tenure-track). As far as relying on associates to provide key courses or services, we currently offer one fully online course that has been taught by associate faculty only. This semester we grew to two sections, still taught by associates only. The success and retention for those courses, like many online courses at our college, is very low (50s) and could use a full-time faculty to put time and focus on to grow a demand students have been making for a very long time: more online courses.

5. A new full-time hire would continue to alleviate the load that full-time faculty carry, as well as provide another leader and role-model for our current and future associate faculty. Lack of capable faculty, as well as competitive salaries in the industry, has led to our department taking a risk on faculty we maybe shouldn't have. Those risks have not only negatively impacted our success rates, but have undoubtedly turned away many students from CS. Failing students in this way does not align with our department's collective vision, it hurts our department's reputation, and ultimately MiraCosta's institutional goals. But the incredibly high need will continue to push us to either compromise our integrity by keeping ill-equipped faculty to keep a section or continually request more full-time hires in our hyper-competitive industry. In addition, the need for all of our faculty to be culturally competent and see our underserved and minoritized students equitably requires meaningful and intentional actions from faculty, requiring even more thoughtful actions from full-time leadership that require time and energy that competes with the above-mentioned activities. A new-hire would also aide

in future departmental endeavors, such as creating formal relationships with our ACE programs (Umoja, Mana, and Puente).

Area 4: Campus Impact and External Factors :

1. Our department has a strong transfer reputation, annually transferring students to CSUSM, SDSU, UCSD, UCI, and UC Berkeley, among many other universities. Dr. Youwen Ouyang, former department chair of CSUSM, has routinely stated how our students are very well prepared, usually more than their students that started at CSUSM. Our department would like to continue that legacy by increasing access to historically underserved communities in our discipline (women, people of color, people with disabilities), as well as better preparing our students for industry after they transfer and graduate by providing opportunities like certifications, internships, and hands-on experience with industry-standard tools and practices. Also, with their focus on capstone courses like Software Engineering and CS113, they could focus on interdisciplinary collaborations with Service Learning/CSIT/MAT departments to capture the reality of what our students will see in the industry (rather than an isolated mono-culture of education).
2. None
3. According to Strong Workforce Program (SWP) labor market information from 2015, the local total demand for software developers and computer programmers is 1083 with a total supply of 112. By creating a software engineering course and program, we can work on creating a workforce for the 90% demand-supply gap. This semester, we have been working with Zhenya Lindstrom, Associate Dean of Career Education, in becoming a Level Two Preferred Provider through Advancing San Diego, essentially creating a pipeline for internships in our department. By providing them feedback on what were requirements/preferences of skills our courses and programs could fill, we have laid the groundwork for a strong collaboration. Having a full-time faculty lead these efforts, rather than tag-teaming between whomever is currently available, would provide a higher quality collaboration as long as open up more possibilities. Since this position entails leading the Software Engineering course development, their work on these SWP efforts would efficiently guide their work in the classroom.

Area 5: Program Quantitative Data:

1. WSCH over the 2017-2020 time period grew by 4.6% and 6.3% over the 2019-2020 period alone. The percentage of FTEF taught by part-time faculty had increased from 57% to 66% in 2019-2020 even with the addition of a full-time instructor. It rose to 85% in 2017-2018 and is at 66% after a third full-timer was hired in 2020. Although the data is not available for 2020-21, with our latest hire from 2019, a fourth-full timer would increment bring our FTEF down to 55%. However, this will be short lived because next semester we will open 5 additional sections (even with two faculty working overload).

2. Since 2011 and through the pandemic, we've maintained our projected growth rate to steadily increase (average of 2 new sections every year). Although there was no plan for growth last year, we added 2 new sections this year right before the start of the fall semester and plan to add 2 additional sections for Spring 2022. Yet these are still conservative actions in growth for various reasons mentioned above, including growing our program intentionally, thoughtfully, and improving the quality while we address our equity gaps to avoid further increasing the gaps. Another faculty focused on equity gaps in a different specialization of our department will serve to be an additional role-model for students and the community at large.

Linked Documents
MiraCosta - Signed Preferred Provider MOU.PDF

Salary Funding Account Source:
11 Salaries-Academic Instr FT Contract

Amount Requested:

Health Benefits and Retirement System:
Health Benefits Needed

Equipment:
Standard Desktop Computer,Standard Office Furniture,New Office Space (not currently existing)

Equipment Funding - Other:

Equipment Funding - Other - Amount Requested:

GOALS/ACTION PLANS--
     RELATED ITEM LEVEL 1
Building Local Alliances To Establish Local CS Career Pipelines
Program/Unit:
Computer Sciences

Action Plan Objective/Synopsis:

Resources Needed?:
Staffing

Institutional Goals Alignment (current goals):
I. MiraCosta College will provide equitable access, enhance student success and close equity gaps.,II. MiraCosta College will meet identified external community needs.

Steps and Timeline for Implementation:
AY 2019-20:

- If instructional assistant hired, train and establish a formal pipeline for a local undergraduate student to graduate school and SDICCCA program. Otherwise, re-apply and request position.
- Apply for SWP funds to pay student internships related to teaching.
- Build diverse department advisory board, solicit local industry internships.
- Spring 2020 CE Industry Advisory board meeting, discussing our certificate and AA degrees to update them for local entry-level programming positions and internships.

AY 2020-21:

- Continue to apply for SWP funds to grow the number of student interns.
- Continue instructional assistant training/request.
- Continue building the advisory board to include local schools teaching CS and non-profits around CS education.
- Spring 2021CE Industry Advisory board meeting, update certificate/AA degree changes.

AY 2021-22:

- Apply for CAHSI.
- Continue to apply for SWP funds to grow the number of student interns.
- Outreach to SDICCCA program to encourage more CS graduate interns.

Linked Documents
 AdvancingSanDiego_DemandForSoftwareTalent.pdf

RELATED ITEM LEVEL 2
Building Local Alliances To Establish Local CS Career Pipelines
Program/ Unit Goal Number:

Program/Unit:
Computer Sciences

Goal Description:

Program Review Motivation Summary:

Measuring Goal Success:

RELATED ITEM LEVEL 2
Creating Multiple Pathways For CS Student Career Exploration
Program/ Unit Goal Number:

Program/Unit:
Computer Sciences

Goal Description:

Program Review Motivation Summary:
Local labor market information (Strong Workforce Program metrics 2015-16) shows that for Software Developer/Programmers, the total supply of 112 does not meet the total demand of 1083. According to the US Department of Labor's Bureau of Labor Statistics, "Employment of software developers is projected to grow 24 percent from 2016 to 2026, much faster than the average for all occupations [7 percent]. Employment of applications developers is projected to grow 31 percent, and employment of systems developers is projected to grow 11 percent. The main reason for the growth in both applications developers and systems developers is a large increase in the demand for computer software." (https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm) "Computer science students on a number of campuses complain that their departments can't meet demand. Their professors are also stressed. But experts say there is no clear fix for nationwide shortage of computer science faculty." https://www.insidehighered.com/news/2018/05/09/no-clear-solution-nationwide-shortage-computer-science-professors "It's understandable that talented faculty would want to follow the money, but the net effect on the tech talent pipeline is like a farmer eating his seed corn, as today's meal comes at the expense of next year's harvest. Fewer talented teachers could potentially constrict the flow of talent to the nation's tech firms." https://insights.dice.com/2018/04/30/tech-industry-really-needs-professors-teaching-talent/

Program Performance:

- From 2011 to 2018, CSU transfer has tripled for CS (mid-20s last 2 years). Computer Engineering has been consistently small (2-3). Most common transfer for Computer Engineering is SDSU and CSULB, for CS overwhelmingly transferring to CSUSM (77% overall last 10 years, 63% in 2017-18, and 85% in 2016-17).
- Number of degrees, certificates, and diplomas awarded has held to consistent levels since increase from 2011-12 (averaging 19.5 annually in last four years)
- 5+ STEM Center Tutors, 2 Supplemental Instruction leaders, and 3 student interns (through Career Services) in the past two years that have personally indicated an interest in teaching computer science as a career goal.
- EChALE STEM Club: highest attended events in AY 2018-19 were the Industry Panel and Faculty Panel.
- WiCS Club: highest attended events in AY 2018-19 were the Industry Panel with Cisco, Industry talk with Google, and Interview Prep panel/workshop (Cisco, Cubic, Google).
- CS Club: the highest attended event in AY 2018-19 was the GitHub workshop (industry-standard tool).

In regards to creating pipelines:
Our program is one of the very few community college programs in the county that has a robust transfer pathway, offering several courses that articulate to competitive CS programs in the state (UC Berkeley, UCLA, Cal Poly Pomona, etc.). We are proud of this pathway and the 15+ years of work that has provided so many transfer opportunities to our students.

Through SWP Fall 2018 funds, the department has begun exploring how to best create a CE pathway for students who are interested in working with a certificate/AA from our program. By using the funds to enrich our CS134 (Mobile App Development), CS113, and CS220 courses, these advanced offerings that are part of the certificate/AA provide industry standard tool experience to better prepare our students in programming jobs. The department continues to build its advisory board, seeking equity-minded local businesses, industry colleagues, non-profits, and advocacy groups to advise us as we grow this pathway.

A shortage of CS educators in our country highlights another possible pathway to prepare our students for 21st century careers. Several students, including student interns, have indicated an interest in teaching CS at some level. With the SDICCA program and several reputable Master of CS programs in the area, the department is working on creating sustainable/institutionalized internships for current students to provide initial exposure to CS teaching careers and opportunities for local undergraduates to work in teaching-related positions like instructional aides/assistants (see attached "CS Instructional Assistant - Supporting CS tutors in the STEM Center" document) to build a bridge between current CS students to the SDICCA program. In this way, MiraCosta can be cultivating the next generation of CS educators for our college and the nation.

Measuring Goal Success:
Collecting quantitative and qualitative data on the opportunities offered through or in conjunction with MCC for each of our academic and career pathways: transfer, CE, and teaching. For example, offerings of paid internships, supplemental instructors, instructional aides, etc.

Growth and diversity of equity-minded advisory board (local industry, K-12 education, college/university).

Changes to program certificate/degrees based on advisory board feedback.

RELATED ITEM LEVEL 2
Hire Replacement Computer Science Faculty
Program/ Unit Goal Number:

Program/Unit:
Computer Sciences

Goal Description:

In December 2019, longtime Computer Science full-time faculty member, June Porto, retired. Hiring a replacement, full-time Computer Science faculty to accommodate our current student population, burgeoning demand for a recession and pandemic resilient career path and leadership for our ongoing efforts to recruit, retain and succeed with students of underserved and under-represented populations.

Program Review Motivation Summary:
A new full-time hire is absolutely necessary to replace the full-time load maintained by recently retired CS faculty member, June Porto, in December 2019. Furthermore, a new hire would provide another leader and role-model for our current and future associate faculty. Lack of capable faculty, as well as competitive salaries in the industry, has led to our department taking a risk on faculty we maybe shouldn't have. Those risks have not only negatively impacted our success rates, but have undoubtedly turned away many students from CS. Failing students in this way does not align with our department's collective vision, it hurts our department's reputation, and ultimately MiraCosta's institutional goals. But the incredibly high need will continue to push us to either compromise our integrity by keeping ill-equipped faculty to keep a section or continually request more full-time hires in our hyper-competitive industry. In addition, the need for all of our faculty to be culturally competent and see our underserved and minoritized students equitably requires meaningful and intentional actions from faculty, requiring even more thoughtful actions from full-time leadership that require time and energy that competes with the above-mentioned activities. A new-hire would also aid in future departmental endeavors, such as creating formal relationships with our ACE programs (Umoja, Mana, and Puente).

WSCH for 2015 -2016 grew by 20.3% and 106% over the 2011-2020 time period. In the 2016-2020 time period, it grew an additional 13%. Overall the CS department WSCH was 4,891 in 2017-2018 with a WSCH/FTEF at 367 for the same year. The percentage of FTEF taught by part-time faculty had increased from 57% to 66% in 2015-2016 even with the addition of a second full-time instructor four years ago. It rose to 85% in 2017-2018. After a third full-time hire, the rate decreased to 59.1% in 2018-2019 but is now approaching 70% again as the number of sections continues to grow.

Hiring a new full-time colleague to take lead to specifically address equity issues in our gatekeeper introductory courses would allow senior faculty to not only participate in those efforts with associates but to especially focus on programs and services to better serve our students. For example, we could prioritize new course offerings that we have not been able to thus far, like a course in embedded systems, databases, or other student requested and high industry demand classes. We could focus on interdisciplinary collaborations with CSIT/MAT departments to create new degrees that capture the reality of what our students will see in the industry (rather than an isolated mono-culture of education). We could also further explore interdisciplinary learning communities with English, Sociology, and other fields that are not traditionally identified in such collaborations but bring a deeper meta-cognitive and social impact not often seen in CS courses. In addition, we could create customized workshops with the

Counseling department (i.e., CS Anxiety Workshop) and Career Services (i.e., CS resume + interview workshops led by local industry partners).

Measuring Goal Success:

In the short term, success will be measured by hiring an additional Computer Science faculty member within the allotted time-frame.

In the long term, success will be measured though improvement in metrics such as enrollment, retention and student success.

Echándole Ganas: Supporting Student Communities To Support Student Success
Program/Unit:
Computer Sciences

Action Plan Objective/Synopsis:

Resources Needed?:
Staffing

Institutional Goals Alignment (current goals):
I. MiraCosta College will provide equitable access, enhance student success and close equity gaps.

Steps and Timeline for Implementation:
Building department-level connections to ASE programs:

- Spring 2019 created and delivered a culturally-responsive workshop on how to program a robot through a maze for Mana's Fale Fono to engage the Native Hawaiian/Pacific Islander community.
- Fall 2019, Spring 2020, and Fall 2020 expand to a new workshop for each of the remaining ASE programs (Umoja, Puente, and RAFFY).
- Each semester, continue to deliver existing workshops (e.g. Fall 2019 two workshops, Spring 2020 three workshops) with the goal of Fall 2020 being the first semester where all four programs are supported.
- After delivering a full year of a workshop for each of the ASE programs (2020-21), coordinating with Student Equity to offer CS101 as an ASE-only cohort course in Fall 2021 and Spring 2022.

Supporting student clubs:

- Continue to mentor and advise EChALE STEM, WiCS, and CS Clubs with a minimum of two faculty advisors (at least one of which is from our department)

- Specifically, for EChALE STEM, there is a need to support our Chicanx/Latinx students that as a department in a Hispanic-Serving Institution we feel must grow into a full-fledged MESA program
  - AY 2019-20: Gathering funds to support EChALE events (Financial commitment from department funds each semester/year, pursuing grants through the Foundation office, community donations, etc.)
  - AY 2020-21: Intentionally growing formal support from the existing 4 advisors (Math (2), CS, Biology) to a larger group of MiraCosta employees: Physical Sciences (Chemistry, Physics, etc.), Social Sciences (Sociology, Psychology, etc.), Humanities (Letters, History, etc.), Staff in ASE programs (Puente, Umoja, Mana, Raffy)
  - AY 2021-22: Prepare application and submit for MESA program

RELATED ITEM LEVEL 2

Echándole Ganas: Creating Bridges and Strengthening Student Community Infrastructure
Program/ Unit Goal Number:

Program/Unit:
Computer Sciences

Goal Description:

Program Review Motivation Summary:
Program Performance:

- Student success by demographic group:
  -
  -
  - Using the Equity Index defined in MiraCosta's Student Equity Plan, the groups in CS that may be disproportionately impacted are as follows:
  -
  - Over the past eight years (2011-2019), the overall success rate was 60.7%
    -
    -
      - The lowest three Equity Indexes (by race/ethnicity):
        -
        -
        - Pacific Islander: Success Rate 19.0%, Equity Index 0.314
        -
        - Black/African-American: Success Rate 42.3%, Equity Index 0.697
        -
        - Hispanic: Success Rate 51.2%, Equity Index 0.843
        -
      -
    -

- The lowest three Equity Indexes (by age):
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  -
    - 65+: Success Rate 40.0%, Equity Index 0.659
    - 40-44: Success Rate 48.8%, Equity Index 0.803
    - 21-24: Success Rate 56.0%, Equity Index 0.923
  -
- The lowest by gender:
  -
  -
    - Unknown/Decline/Non-binary: Success rate 53.8%
    - Male and Female are relatively equal with 60.6% and 61.1% respectively.
  -
- The lowest five Equity Indexes (intersecting race/ethnicity with gender, excluding N-size less than 5):
  -
  -
    - Pacific Islander Male: Success Rate 7.7%, Equity Index 0.127
    - Pacific Islander Female: Success Rate 37.5%, Equity Index 0.632
    - Black/Aftrican-American Male: Success Rate 40.9%, Equity Index 0.675
    - Unknown race/ethnicity Female: Success Rate 46.7%, Equity Index 0.774
    - Hispanic Female: Success Rate 48.5%, Equity Index 0.804
  -
- Overall rise of attendance and growth of student club events (both in quantity and quality) over the past two years.

Program Unit/Goal Development:

Aligns with overall department vision of addressing equity-gap intentionally, centering student voices in the discussions, problem solving, and implementations.

Measuring Goal Success:
Measure number of events department supports for ASE programs, and continuously evaluate the progress of institution supporting and building a MESA program.

Continue to collect data, both quantitative (RPIE, student club attendance, number of
events department supports, etc.) and qualitative (collecting student stories and experiences, both through written and video narratives).

RELATED ITEM LEVEL 2
Hire Replacement Computer Science Faculty
Program/ Unit Goal Number:

Program/Unit:
Computer Sciences

Goal Description:
In December 2019, longtime Computer Science full-time faculty member, June Porto, retired. Hiring a replacement, full-time Computer Science faculty to accommodate our current student population, burgeoning demand for a recession and pandemic resilient career path and leadership for our ongoing efforts to recruit, retain and succeed with students of underserved and under-represented populations.

Program Review Motivation Summary:
A new full-time hire is absolutely necessary to replace the full-time load maintained by recently retired CS faculty member, June Porto, in December 2019. Furthermore, a new hire would provide another leader and role-model for our current and future associate faculty. Lack of capable faculty, as well as competitive salaries in the industry, has led to our department taking a risk on faculty we maybe shouldn't have. Those risks have not only negatively impacted our success rates, but have undoubtedly turned away many students from CS. Failing students in this way does not align with our department's collective vision, it hurts our department's reputation, and ultimately MiraCosta's institutional goals. But the incredibly high need will continue to push us to either compromise our integrity by keeping ill-equipped faculty to keep a section or continually request more full-time hires in our hyper-competitive industry. In addition, the need for all of our faculty to be culturally competent and see our underserved and minoritized students equitably requires meaningful and intentional actions from faculty, requiring even more thoughtful actions from full-time leadership that require time and energy that competes with the above-mentioned activities. A new-hire would also aid in future departmental

endeavors, such as creating formal relationships with our ACE programs (Umoja, Mana, and Puente).

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Hiring a new full-time colleague to take lead to specifically address equity issues in our gatekeeper introductory courses would allow senior faculty to not only participate in those efforts with associates but to especially focus on programs and services to better serve our students. For example, we could prioritize new course offerings that we have not been able to thus far, like a course in embedded systems, databases, or other student requested and high industry demand classes. We could focus on interdisciplinary collaborations with CSIT/MAT departments to create new degrees that capture the reality of what our students will see in the industry (rather than an isolated mono-culture of education). We could also further explore interdisciplinary learning communities with English, Sociology, and other fields that are not traditionally identified in such collaborations but bring a deeper meta-cognitive and social impact not often seen in CS courses. In addition, we could create customized workshops with the Counseling department (i.e., CS Anxiety Workshop) and Career Services (i.e., CS resume + interview workshops led by local industry partners).

Measuring Goal Success:

In the short term, success will be measured by hiring an additional Computer Science faculty member within the allotted time-frame.

In the long term, success will be measured though improvement in metrics such as enrollment, retention and student success.

GOALS/ACTION PLANS--
RELATED ITEM LEVEL 1

Sawubona: Upgrading CS111 to Recognize, Validate, and Empower Marginalized Students
Program/Unit:
Computer Sciences

Action Plan Objective/Synopsis:

Resources Needed?:

Institutional Goals Alignment (current goals):

Steps and Timeline for Implementation:
AY 2019-20:

- Skill map development and refinement, module development.

AY 2020-21:

- Skill map development and refinement, pilot testing, implementation of faculty learning community.
- Begin module development for CS112.

AY 2021-22:

- Evaluate and iterate pilot test, begin pilot testing CS112

Linked Documents
Progression through Computer Science Curriculum - 2-20-2018.docx

RELATED ITEM LEVEL 2
Hire Replacement Computer Science Faculty
Program/ Unit Goal Number:

Program/Unit:
Computer Sciences

Goal Description:
In December 2019, longtime Computer Science full-time faculty member, June Porto, retired. Hiring a replacement, full-time Computer Science faculty to accommodate our current student population, burgeoning demand for a recession and pandemic resilient career path and leadership for our ongoing efforts to recruit, retain and succeed with students of underserved and under-represented populations.

Program Review Motivation Summary:
A new full-time hire is absolutely necessary to replace the full-time load maintained by recently retired CS faculty member, June Porto, in December 2019. Furthermore, a new hire would provide another leader and role-model for our current and future associate faculty. Lack of capable faculty, as well as competitive salaries in the industry, has led to our department taking a risk on faculty we maybe shouldn't have. Those risks have not only negatively impacted our success rates, but have undoubtedly turned away many students from CS. Failing students in this way does not align with our department's collective vision, it hurts our department's reputation, and ultimately MiraCosta's

institutional goals. But the incredibly high need will continue to push us to either compromise our integrity by keeping ill-equipped faculty to keep a section or continually request more full-time hires in our hyper-competitive industry. In addition, the need for all of our faculty to be culturally competent and see our underserved and minoritized students equitably requires meaningful and intentional actions from faculty, requiring even more thoughtful actions from full-time leadership that require time and energy that competes with the above-mentioned activities. A new-hire would also aid in future departmental endeavors, such as creating formal relationships with our ACE programs (Umoja, Mana, and Puente).

WSCH for 2015 -2016 grew by 20.3% and 106% over the 2011-2020 time period. In the 2016-2020 time period, it grew an additional 13%. Overall the CS department WSCH was 4,891 in 2017-2018 with a WSCH/FTEF at 367 for the same year. The percentage of FTEF taught by part-time faculty had increased from 57% to 66% in 2015-2016 even with the addition of a second full-time instructor four years ago. It rose to 85% in 2017-2018. After a third full-time hire, the rate decreased to 59.1% in 2018-2019 but is now approaching 70% again as the number of sections continues to grow.

Hiring a new full-time colleague to take lead to specifically address equity issues in our gatekeeper introductory courses would allow senior faculty to not only participate in those efforts with associates but to especially focus on programs and services to better serve our students. For example, we could prioritize new course offerings that we have not been able to thus far, like a course in embedded systems, databases, or other student requested and high industry demand classes. We could focus on interdisciplinary collaborations with CSIT/MAT departments to create new degrees that capture the reality of what our students will see in the industry (rather than an isolated mono-culture of education). We could also further explore interdisciplinary learning communities with English, Sociology, and other fields that are not traditionally identified in such collaborations but bring a deeper meta-cognitive and social impact not often seen in CS courses. In addition, we could create customized workshops with the Counseling department (i.e., CS Anxiety Workshop) and Career Services (i.e., CS resume + interview workshops led by local industry partners).

Measuring Goal Success:

In the short term, success will be measured by hiring an additional Computer Science faculty member within the allotted time-frame.

In the long term, success will be measured though improvement in metrics such as enrollment, retention and student success.

Sawubona: Centering Marginalized Students in CS111 Revitalization

Program/ Unit Goal Number:

Program/Unit:
Computer Sciences

Goal Description:

Program Review Motivation Summary:

Program Performance:

- Student success by demographic group:
  -
  -
    - The lowest three Equity Indexes (by race/ethnicity):
      -
        - Pacific Islander: Success Rate 19.0%, Equity Index 0.314
        -
        - Black/African-American: Success Rate 42.3%, Equity Index 0.697
        -
        - Hispanic: Success Rate 51.2%, Equity Index 0.843
        -
    - The lowest three Equity Indexes (by age):
      -
        - 65+: Success Rate 40.0%, Equity Index 0.659
        -
        - 40-44: Success Rate 48.8%, Equity Index 0.803
        -
        - 21-24: Success Rate 56.0%, Equity Index 0.923
        -
    - The lowest by gender:
      -
        - Unknown/Decline/Non-binary: Success rate 53.8%
        -
        - Male and Female are relatively equal with 60.6% and 61.1% respectively.
        -
    - The lowest five Equity Indexes (intersecting race/ethnicity with gender, excluding N-size less than 5):
      -
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        -
        - Pacific Islander Female: Success Rate 37.5%, Equity Index 0.632
        -

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-
- Unknown race/ethnicity Female: Success Rate 46.7%, Equity Index 0.774
-
- Hispanic Female: Success Rate 48.5%, Equity Index 0.804
-
  -
    - Using the Equity Index defined in MiraCosta's Student Equity Plan, the groups in CS that may be disproportionately impacted are as follows:
    - Over the past eight years (2011-2019), the overall success rate was 60.7%

- Grade distribution by course over the past three years (2016-2019):
  -
  -
    - The courses with the highest average withdraw rates (W) were CS107 (Intro to Object-Oriented Programming) and CS111 (Intro to Computer Science I: Java).
  -
    - CS107 has been phased out of the program but CS111 has high articulation demands and is the course we offer the most sections of.
  -
-
- Progression through CS curriculum from Fall 2003 to Fall 2017
  - Out of all students who initially started CS111, 60.8% completed the course. Of those that completed CS111, 57% attempted CS112. These are the steepest dropoffs in the data provided by RPIE.
  - Similar DI data/trends that were shared in the overall Program Progress area exists within this longer view of the CS111 data.
- The number of course sections per academic year has more than doubled from 17 in 2011-2012 to 40 in 2017-2018, the growth has not been as steep the last couple of years due to lack of associate faculty and CS111 success rates. However, with our recent new full-time hires and consistent associate faculty, the most recent barrier to growth has been the restriction of section growth by the college. For example, in the Fall 2019 schedule, the department was ready to add 3 new sections of our most demanded and advanced courses (CS112, CS113, and CS220) despite low CS111 success rates.
- Course Learning Outcomes:
  - Much of the student feedback we receive that indicates areas of improvement is related to CS111, specifically about the lack of engagement in the classroom from instructors, heavy lecture-based classes, and need for further support.

Program Unit/Goal Development:

- Aligns with overall department vision of addressing equity-gap intentionally, centering student voices in the discussions, problem-solving, and implementations.

Measuring Goal Success:

Completion of CS111 curriculum centering culturally-sustaining teaching and active learning practices (this includes course book, development tools used, method of project submission, out-of-class studying/reading expectations and material, the online hour of the course, in-class minimalization of lecture to integrate active learning activities, etc.).

Continue to collect data, both quantitative (RPIE, student club attendance, number of events department supports, etc.) and qualitative (collecting student stories and experiences, both through written and video narratives).

Nursing and Allied Health
MSN RN CNE – Department Chair Nursing & Allied Health, LVN Program Director

Program/Unit:
Nursing and Allied Health

Name of Person Completing this Form:
Sue Simpson MSN RN CNE – Department Chair Nursing & Allied Health, LVN Program Director.

Summary Statement of Need:

Due to a late (August 2021) tenure track faculty resignation (who was also the designated and approved through the Department of Health as CNA Program Director) there is need for a full time faculty hire for the Nursing and Allied Health Department with assignment to the CNA program. The Fall 2021 new hire, a justified 2nd full time faculty for the CNA program, currently is the sole full time faculty member assigned to this program. Once again there is a vacancy for a full time faculty in highly popular CNA program.

The latest labor market information retrieved August 22, 202 1from the San Diego-Imperial Labor Market Supply & Demand Analyzer. data demonstrates that demand for CNAs far exceeds supply which reveals an annual need for 1,422 additional qualified people for these jobs. The CNA program can be more effective in meeting industry needs if added sections were offered of this course. In order to offer more sections, as previously justified, two full time faculty members are needed. Clinical instructors are regulated by the California Department of Public Health which requires specific qualifications to teach. And these regulations make it difficult to find qualified faculty. Currently, in light of the surprise resignation, the program has only 1 full time faculty who has just been hired and is not yet prepared to take on the leadership role of CNA director. Once again the program is in the position of only one FT instructor which causes the program to be in a constant state of jeopardy of closure due to the limited number of instructors who are approved to teach in this program
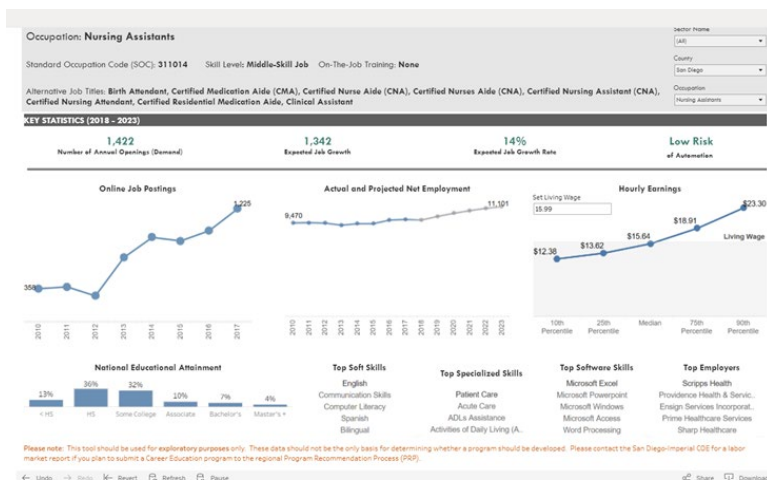
Area 1: Departmental and Institutional Planning:

1) How does this full-time faculty hire request align with current short and long term departmental and institutional goals?

Nursing and Allied Health (NAAH) maintain an ongoing action plan to seek approval for an additional full-time tenure track instructor for the Certified Nursing Assistant program to increase course offerings and maintain the current program. There is enough load for three FT faculty. Health care programs are in need throughout the community. NAAH will continue to strive to meet the needs of entry level healthcare providers who

2) Is this hire request directly related to programs or initiatives that have been highlighted for support or strengthening for in the Comprehensive Master Plan, Strategic Plan, or other institutional plan?

The MiraCosta College Long-Term Planning Framework's; **GOAL 2: MiraCosta College will meet identified external community needs** by collaborating with community and industry partners to develop strategies that provide workforce solutions; prepare students to be active global citizens; and provide opportunities for cultural educational enrichment. It is clearly demonstrated that the short term (8 weeks) CNA program meets MiraCosta's desire to provide workforce solutions by providing an educational program that produces a living wage for the graduate.   Expansion of health care programs have been in the comprehensive master plan and will continue to be as the need is high and is predicted to increase. This plan also aligns with the EducationalMasterPlanAddendum2016-2020.pdf "Ten-Year Institutional Goal I - 6. Strengthen and expand instructional programming. The planning team identified some program areas to expand to address this ten-year institutional goals: a. Nursing and other allied health programs. There is strong occupational demand for trained registered nurses, licensed vocational nurses, medical assistants, and nursing assistants." Seeking approval to hire additional full-time tenure

track instructor based on enrollment trends and expand instructional programming of nursing and allied health programs such as the nursing assistant clearly aligns with the institutional short and long term goals.

3) Is this hiring request supporting innovation in the form of new programs, curricula, services, etc?

This Full-time faculty will allow the program to expand access to the course, increase student enrollment and allow the current program to continue without fear of an instructor leaving or even taking a sick day as well as plan for program expansion.

4) How and when have faculty engaged in dialogue (both within and outside the program/department) about how the hire advances programmatic/departmental and institutional goals? Has this dialogue included all discipline or program faculty and dean?

The NAAH faculty and administration agree and support this hire unanimously and can provide meeting minutes documentation. The Employer Engagement Health Sector for San Diego/Imperial Counties Regional Consortium, and local advisory boards indicate the growing need for CNAs.

5) How have college planning processes and data analysis been used to justify the hire request?

Data analysis shows that the CNA Program has a higher fill rate of 103.6% than that of credit and CE courses and a FTEF of 82.3%. Additionally, the program has a high completion rate and high state proficiency pass rate (92-100%). It is important to note that throughout the COVID 19 pandemic the CNA program has continued to achieve high fill and completion rates yielding living wage graduates 5 times a year. There is a consensus amongst the MCC faculty that a full time hire will enhance the effectiveness of the program.

6) Is the number of full-time faculty in your department equitable when compared to other departments or divisions with comparable FTES, student contact hours, etc?

Regulatory state governance demand for instructor to student ratio make this program unlike that of other MCC departments outside of nursing. Requirements by the Department of Public Health for qualified instructors limits the number of faculty who are able to teach the program. Finding a substitutes is not possible for most cases.

7) In the past five years, what full time faculty hire plans or requests have been submitted by the program/department? How have the recent hires been implemented, and in what role(s) are they currently serving within the department?

Since 2016 NAAH has had four retirements and three resignations. All positions have been replaced through new hires and reassignment.   All hires have been successful and currently there are 6 faculty members in the4 year tenure process.

Area 2: Student Success and Equity:

1. ***What key trends have been noted in student success and equity data indicators.***

Success and retention rates for the NUR60 (CNA) for academic year 2020-2021 are exceptional at 100%. Course grade distributions for the majority of these students in these programs was an "A" or "B".

The total number of certificates and degrees earned for the CNA 2018/2019 were higher than that of the previous year and dropped for 2019/2020 due to fewer students being admitted to the program as dictated by the COVID 19 restrictions. Total number of degrees/certificates earned: CNA-90 certificates of proficiency in 18/19 and 54 certificates in 19/20. Student preparedness for the workforce is indicated by students obtaining state certifications (CNA program). For fall 2020100% of CNA students who completed the class obtained their state certification (latest statistics available).

The CNA program (NURS 60) in spring 2014 and results showed that students met the designated achievement levels. The next cycle to evaluate these SLOs will be spring 2020 currently these stats are not available for analysis.

Factors influencing these high retention rates and course grade distributions are the use of open skills lab for student practice of procedures and tutoring sessions provided to increase student knowledge of course concepts. Clinical practicums take place in community based long term care facilities. Also, these programs purchase equipment that is reflective of what is seen and used in the clinical facilities which prepares students for the work environment.

2. ***What equity gaps in student success or access to programs and/or services have been identified based on disaggregation of data by ethnicity, age, gender, sexual orientation, homeless status, educational goal, course modality, full versus part-time status, etc? (using information from data dashboards, survey results, or other sources).***

The demographic profile of CNA students showed were mainly female at 91% , and from a wide variety of age groups and ethnicities. The ages of students in the CNA program from 18-64, with the majority of these students being in the 21-24 and 30-34 age groups. The top ethnicities most commonly reported were Asian 18%, Black/African American 2%, Hispanic/Latino 35%, and White 37%. NAAH Instructors are dedicated to the success of their students and employ multiple intervention to close the equity gap. Some of these interventions include early warning of at-risk students, student meetings, and writing individualized study plans, meetings outside of class for skills practice.

3. ***In what ways is the department or program working to close equity gaps for students?***

The program curriculum has integrated an increase in person to person time with more pre and post conferences, in person and online group tutoring for clinical and theory. Extra laboratory time for practice would be possible with another FT instructor.

4. ***In what ways is the department or program working to support student success in general (at the course, service, departmental and/or institutional level)?***

The curriculum in all NAAH programming addresses underrepresented and diverse populations. Within the healthcare based curriculum the focus is on the well-being of the community. Nursing and Allied Health emphasizes meeting the social, cultural, and linguistic needs of patients at every health care encounter. To meet these needs, students are taught communication strategies, knowledge and skills according to program objectives for their discipline. Group activities and active learning is promoted in this course.

5. ***In what ways is the hiring of a full-time faculty member expected to support under-served or disproportionately impacted student populations, address equity gaps, and meet student learning and achievement needs in general?***

Full time faculty are dedicated to continuing the progression in the program and a strong commitment to the student's success. Increase the course availability to more students and decrease the high fill rate of 103.6%. Typically the wait list is full for each quarter.

Area 3: Leadership:

1. ***Is the hire request intended to replace a full-time faculty member who has left the department or program? If so, what evidence demonstrates a continuing need for the position within the program?***

Due to a late (August 2021) tenure track faculty resignation (who was also the designated and approved through the Department of Health as CNA Program Director) there is need for a full time faculty hire for the Nursing and Allied Health Department with assignment to the CNA program. The Fall 2021 new hire, a justified 2nd full time faculty for the CNA program, currently is the sole full time faculty member assigned to this program which has previously justified the need for at least 2 full time faculty members.

2. ***What gaps have been identified in faculty leadership for effective reflection, dialogue, and planning to support student success and achievement?***

Since this program is clinically based with Department of Health oversight replacing the full time faculty position would help enhance the community clinical coordination and collaboration, programmatic underpinning and rigor needed to allow more offerings of this program.

3. *What discipline or program-specific leadership responsibilities will this proposed faculty member fulfill in addition to those typically expected of full-time faculty?*

This full time position will be expected to take on the leadership role in responsibilities for the increase enrollment, secure clinical placements and work one on one with students. Understanding and complying with the Department of Health regulations and requirements will also be a primary responsibility of this position. In addition to meeting the needs of the CNA students a well rounded practitioner who can also be assigned to other Nursing and Allied Health offerings.

4. *What evidence demonstrates that the department or program is relying on associate faculty to teach core courses or provide key services?*

Data analysis shows that the CNA Program has a higher fill rate (103.6%) than that of credit and CE courses and a FTEF of 1.9. The ratio of PT to FT of 71.6% to 28.4%.

Main Summary Page	Enrollment Metrics	Efficiency Metrics	**FT and PT Faculty**	Overview

INSTRUCTIONAL PROGRAM REVIEW
MIRACOSTA COLLEGE
Percent of Part-Time FTEF - 2019-2020 Only

Program Review Category	Number of Full-Time Faculty	2019-2020 Annualized FTEF	Percent Part-Time	% Part-Time Additional
Music Technology	2	2.3	13.0%	
Noncredit ESL	5	22.3	77.6%	
Noncredit Other	0	8.0	100.0%	
Noncredit Vocational	0	2.3	100.0%	
Nursing	8.5	29.9	71.6%	
Nutrition	1	4.0	75.0%	
Oceanography	2	3.9	48.7%	

5. *Are availability of associate faculty or other alternatives to hiring full-time faculty limited?*

Requirements from the Department of Health for CNA instructors narrow availability of qualified clinical and theory instructors.

Area 4: Campus Impact and External Factors :

1. ***How is the proposed full-time faculty hire expected to enhance the role of this department or program within the context of the wider campus community? How is this proposed full-time faculty hire expected to affect the breadth and diversity of curricular offerings, programs, and/or services at the college?***

Given these high fill rates (103.6%) and increased demand more sections of the CNA program (NURS 60) could be added. Because this is a clinically-based program, an additional full-time tenure track position is needed for this to occur.

2. ***What external factors such as regulatory requirements or state mandates should be considered in prioritizing this faculty position?***

Clinical instructors need to be approved by the California Department of Public Health based on specific qualifiers and must be met before the instructor can teach.

3. ***What labor market, advisory committee, or other community data supports the need for this faculty position?***

The present labor market information demonstrates a need for 1,422 more qualified people to work as CNAs. The county wide Nursing Program Nursing Advisory Committee, Employer Engagement Health Sector of San Diego/Imperial Counties, and the California Community Colleges San Diego/Imperial Counties Regional Consortium all support this program and the need to increase the number of CNAs.

Area 5: Program Quantitative Data:

1. ***Over the past three years, what trends have been observed in the following program efficiency and demand indicators?***
2. ***Instructional faculty requests: enrollment, unduplicated headcount, WSCH, FTEF, FTES, WSCH/FTES, number of sections offered, fill rates, full-time to part-time faculty ratio***
3. ***Additional metrics for non-instructional or hybrid program faculty requests: Faculty/student ratio, student contact hours, number of student visits, program hours of service***

Typically there are 5 enrollments each year for the CNA program with two enrollments each fall and spring and one enrollment in the summer. However, during the summer session it is difficult to find qualified instructors available to teach during the summer months.

Regarding program efficiency, the WSCH per FEF ratio (154) was consistent with the previous years but remains lower than that of credit and CE courses. A contributing factor to the lowered fill rate in these clinical-based programs is that the current class size maxima is higher than what could be achieved in the clinical setting as mandated by governmental regulatory boards to ensure public/patient safety. There was an increase in the number of certificates/degrees earned for the CNA. Data analysis shows that the CNA Program has a higher fill rate than that of credit and CE courses and a FTEF of 103.6%

2. ***What additional demand indicators demonstrate a strong need to hire full-time faculty?***

The fill rates for the CNA program (103.6%) was higher than that of credit and CE courses. Given these high fill rates, more sections of the CNA program (NURS 60) should be added. Because this is a clinically-based program, an additional full-time tenure track position is needed for this to occur.

Area 5: Program Quantitative Data:

1. ***Over the past three years, what trends have been observed in the following program efficiency and demand indicators?***
2. ***Instructional faculty requests: enrollment, unduplicated headcount, WSCH, FTEF, FTES, WSCH/FTES, number of sections offered, fill rates, full-time to part-time faculty ratio***
3. ***Additional metrics for non-instructional or hybrid program faculty requests: Faculty/student ratio, student contact hours, number of student visits, program hours of service***

Usually, there are 5 enrollments each year for the CNA program with two enrollments each fall and spring and one enrollment in the summer. During the summer of 2018, there was no qualified instructor available to teach so the CNA program was cancelled. Despite this cancellation, enrollment and unduplicated head counts for 2017/2018 was consistent from previous years at 75.

Regarding program efficiency, the WSCH per FEF ratio was consistent with the previous year but remains lower than that of credit and CE courses.

A contributing factor to the lowered fill rate in these clinical-based programs is that the current class size maxima is higher than what could be achieved in the clinical setting as mandated by

governmental regulatory boards. There was an increase in the number of certificates/degrees earned for the CNA. Data analysis shows that the CNA Program has a higher fill rate than that of credit and CE courses.

2. ***What additional demand indicators demonstrate a strong need to hire full-time faculty?***

The fill rates for the CNA program (103.6%) was higher than that of credit and CE courses. Given these high fill rates, more sections of the CNA program (NURS 60) should be added. Because this is a clinically-based program, an additional full-time tenure track position is needed for this to occur.

| Main Summary Page | Enrollment Metrics | Efficiency Metrics | FT and PT Faculty | Overview |

INSTRUCTIONAL PROGRAM REVIEW - Nursing and All
Health
MIRACOSTA COLLEGE

Program: Nursing and Allied Health

	WSCH	FTES	FTEF	WSCH Per FT
	587.0	19.0	1.9	154

| NURS60 | 206.3 | 6.680 | 0.4 |

INSTRUCTIONAL PROGRAM REVIEW
Main Summary Page - 2019-2020

MIRACOSTA COLLEGE

Program: Nursing and Allied Health

Enrollment	Fill Rate	Section Count
58	103.6%	3
Null None from prior year.	Null None from prior year.	Null None from prior

Average Students per Section	Full-Time Equivalent Students (FTES)	Full-Time Equivalent Faculty (FTEF)	WSCH Per FTEF
19.3	19.0	1.900	154
▲ 19.3 from prior year.	▲ +100.0% from prior year.	▲ +100.0% from prior	▲154 from prior y

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INSTRUCTIONAL PROGRAM REVIEW
Enrollment, Fill and Wait Lists - 2019-2020

MiraCosta College

Program: Nursing and Allied Health

Enrollment	Sections	Seats Available	Fill Rate	Waitlist
58	3	-2	103.6%	21

NURS60	58		3	-2			103.6%	

Salary Funding Account Source:

Amount Requested:

Health Benefits and Retirement System:

Equipment:

Equipment Funding - Other:

Equipment Funding - Other - Amount Requested:

GOALS/ACTION PLANS--
RELATED ITEM LEVEL 1

Action Plan-CNA Full-time Faculty Position
Program/Unit:
Nursing and Allied Health

Action Plan Objective/Synopsis:
A second full-time tenured faculty member is needed to offer more sections of the CNA program (NURS 160 (soon to be NURS 60).

Resources Needed?:

Institutional Goals Alignment (current goals):

Steps and Timeline for Implementation:

1. Submit request for full-time tenure faculty position
2. If permission granted- start the hiring process

CNA Full-time Faculty Position
Program/ Unit Goal Number:

Program/Unit:
Nursing and Allied Health

Goal Description:
A second full-time tenured faculty member is needed to offer more sections of the CNA program (NURS 160 (soon to be NURS 60).

Program Review Motivation Summary:

Enrollment numbers continue to indicate that the CNA program (NURS 160) is a high-demand program. Fill rates for the CNA program (121%) was higher than that of credit and CE courses. Given these high fill rates, more sections of the CNA program (NURS 160 soon to be NURS 60) should be added and a second full-time instructor is needed.

Measuring Goal Success:

Permission received to obtain full-time CNA instructor received and successful hire for this position.

MSN RN CNE – Department Chair Nursing & Allied Health, LVN Program Director
Program/Unit:
Nursing and Allied Health

Name of Person Completing this Form:
Sue Simpson MSN RN CNE – Department Chair Nursing & Allied Health, LVN Program Director.

Summary Statement of Need:

There is a need for a full-time nursing tenure track faculty who is a *Certified Healthcare Simulation Educator* for the Nursing and Allied Health Department. The full-time faculty would develop and implement simulation methodology for the Associate Degree Nursing, Licensed Vocational Nursing, and CNA programs. The faculty

would also collaborate with all tenure and associate faculty on the integration of simulation into the curricula for all nursing programs.

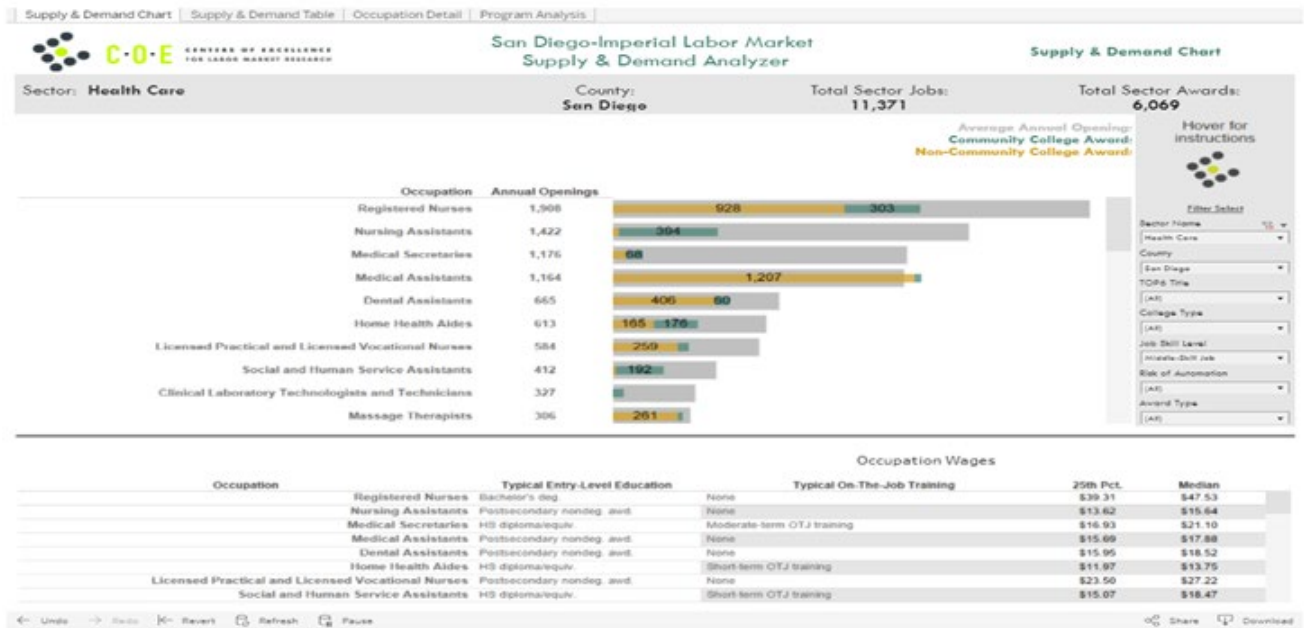Redesigning nursing education was identified over 10 years ago as an urgent societal agenda. This was reinforced by the 2011 Institute of Medicine Future of Nursing Report, calling for a radical transformation in the way nursing graduates are prepared to work effectively in a complex and evolving health care system. Nursing faculty have been urged to revamp the curriculum and innovate teaching strategies that place more emphasis on clinical reasoning in efforts to transform nursing education. Simulation-based learning experiences are defined as "an array of structured activities that represent actual or potential situations in education and practice. These activities allow participants to develop or enhance their knowledge, skills, and attitudes, or to analyze and respond to realistic situations in a simulated environment" (Healthcare Simulation Dictionary, 2020). Rigorous research studies have shown that simulation was found to be equal to and as effective at recreating essential clinical encounters to meet student learning outcomes in a safe educational setting where no harm can come to patients.

Many schools have implemented simulation because clinical placements were difficult to find and caring for multiple patients to prepare students for transitioning to the practice environment cannot take place due to student-to-faculty ratios, high patient acuity, and patient safety considerations which limits their practice readiness after they graduate. Research conducted by the National Council of State Boards of Nursing (NCSBN) showed substantial evidence that substituting high-quality simulation experiences for up to half of traditional clinical hours produces comparable end-of-program educational outcomes and new graduates that are ready for clinical practice.

To keep up with today's healthcare needs and graduate RNs, LVNs, and CNAs that fulfill those needs there needs to be a full-time faculty for simulation in the Nursing Allied Health Department. (California Simulation Alliance White Paper: *Value Proposition for Simulation in Nursing Education*, 2021)

C·O·E CENTERS OF EXCELLENCE FOR LABOR MARKET RESEARCH

San Diego-Imperial Labor Market
Supply & Demand Analyzer

Supply & Demand Chart

| Sector: **Health Care** | County: **San Diego** | Total Sector Jobs: **11,371** | Total Sector Awards: **6,069** |

Average Annual Opening:
Community College Award:
Non-Community College Award:

Hover for instructions

Occupation	Annual Openings		
Registered Nurses	1,908	928	303
Nursing Assistants	1,422	394	
Medical Secretaries	1,176	68	
Medical Assistants	1,164	1,207	
Dental Assistants	665	406	80
Home Health Aides	613	165	176
Licensed Practical and Licensed Vocational Nurses	584	259	
Social and Human Service Assistants	412	192	
Clinical Laboratory Technologists and Technicians	327		
Massage Therapists	306	261	

Filter Select
Sector Name — Health Care
County — San Diego
TOP6 Title — [All]
College Type — [All]
Job Skill Level — Middle-Skill Job
Risk of Automation — [All]
Award Type — [All]

Occupation Wages

Occupation	Typical Entry-Level Education	Typical On-The-Job Training	25th Pct.	Median
Registered Nurses	Bachelor's deg.	None	$39.31	$47.53
Nursing Assistants	Postsecondary nondeg. awd.	None	$13.62	$15.64
Medical Secretaries	HS diploma/equiv.	Moderate-term OTJ training	$16.93	$21.10
Medical Assistants	Postsecondary nondeg. awd.	None	$15.69	$17.88
Dental Assistants	Postsecondary nondeg. awd.	None	$15.95	$18.52
Home Health Aides	HS diploma/equiv.	Short-term OTJ training	$11.97	$13.75
Licensed Practical and Licensed Vocational Nurses	Postsecondary nondeg. awd.	None	$23.50	$27.22
Social and Human Service Assistants	HS diploma/equiv.	Short term OTJ training	$15.07	$18.47

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Area 1: Departmental and Institutional Planning:

1) How does this full-time faculty hire request align with current short and long term departmental and institutional goals?

Nursing and Allied Health (NAAH) maintain an ongoing action plan to seek approval for a full-time tenure track faculty to integrate and implement simulation methodology for all three nursing programs, ADN, LVN, and CNA. There is enough load for a FT faculty. Health care programs are in need throughout the community. NAAH will continue to strive to meet the needs of entry level healthcare providers who have the competencies to provide safe patient care.   In September 2021 the NAAH Associate Dean was asked by the MiraCosta College President to study and research the feasibility of increasing the RN program by 50% and to consider reinstating the full time LVN program. In order to meet this need this position becomes even more vital to fill.

2) Is this hire request directly related to programs or initiatives that have been highlighted for support or strengthening for in the Comprehensive Master Plan, Strategic Plan, or other institutional plan?

The MiraCosta College Long-Term Planning Framework's; **GOAL 2: MiraCosta College will meet identified external community needs** by collaborating with community and industry partners to develop strategies that provide workforce solutions; prepare students to be active global citizens; and provide opportunities for cultural educational enrichment. It is clearly demonstrated that the ADN, LVN, and CNA programs meets MiraCosta's desire to provide workforce solutions by providing an educational program that produces a living wage for the

graduate.   Expansion of health care programs have been in the comprehensive master plan and will continue to be as the need is high and is predicted to increase. This plan also aligns with the EducationalMasterPlanAddendum2016-2020.pdf "Ten-Year Institutional Goal I - 6. Strengthen and expand instructional programming. The planning team identified some program areas to expand to address these ten-year institutional goals: a. Nursing and other allied health programs. There is strong occupational demand for trained registered nurses, licensed vocational nurses, medical assistants, and nursing assistants." Seeking approval to hire additional full-time tenure track instructor based on enrollment trends and expand instructional programming of nursing and allied health programs such as the nursing assistant clearly aligns with the institutional short- and long-term goals.

3) Is this hiring request supporting. innovation in the form of new programs, curricula, services, etc?
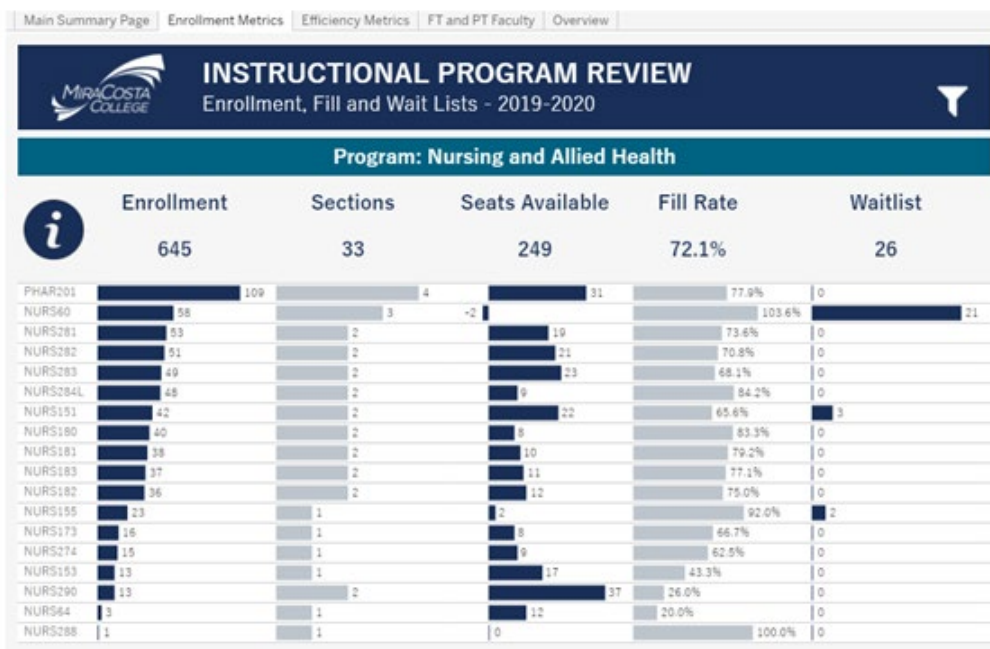
This Full-time faculty will allow the nursing programs to student clinical experiences through simulation methodology expand access to the course, increase student enrollment and allow the current program to continue without fear of an instructor leaving or even taking a sick day as well as plan for program expansion.

4) How and when have faculty engaged in dialogue (both within and outside the program/department) about how the hire advances programmatic/departmental and institutional goals? Has this dialogue included all discipline or program faculty and dean?

The NAAH faculty and administration agree and support this hire unanimously and can provide meeting minutes documentation. The Employer Engagement Health Sector for San Diego/Imperial Counties Regional Consortium, and local advisory boards indicate the growing need for simulation education for our healthcare providers. In September 2021 the NAAH Associate Dean was asked by the MiraCosta College President to study and research the feasibility of increasing the RN program by 50% and to consider reinstating the full time LVN program which further indicates the need for faculty oversight of curriculum development in the simulation/skills lab.

 5) How have college planning processes and data analysis been used to justify the hire request?

Data analysis shows that the nursing program have overall fill rate of 72.1% and an annualized FTEF of 29.9. with 71.6% part time faculty.   It is important to note that throughout the COVID 19 pandemic the RN, LVN & CNA programs have continued to achieve high fill and completion rates yielding living wage graduates. There is a consensus amongst the MCC faculty that a full time hire of a certified simulation faculty member will enhance the effectiveness of the nursing programs.

INSTRUCTIONAL PROGRAM REVIEW
Enrollment, Fill and Wait Lists - 2019-2020

MIRACOSTA COLLEGE

Program: Nursing and Allied Health

	Enrollment	Sections	Seats Available	Fill Rate	Waitlist
	645	33	249	72.1%	26

Course	Enrollment	Sections	Seats Available	Fill Rate	Waitlist
PHAR201	109	4	31	77.9%	0
NURS60	58	3	-2	103.6%	21
NURS281	53	2	19	73.6%	0
NURS282	51	2	21	70.8%	0
NURS283	49	2	23	68.1%	0
NURS284L	48	2	9	84.2%	0
NURS151	42	2	22	65.6%	3
NURS180	40	2	8	83.3%	0
NURS181	38	2	10	79.2%	0
NURS183	37	2	11	77.1%	0
NURS182	36	2	12	75.0%	0
NURS155	23	1	2	92.0%	2
NURS173	16	1	8	66.7%	0
NURS274	15	1	9	62.5%	0
NURS153	13	1	17	43.3%	0
NURS290	13	2	37	26.0%	0
NURS64	3	1	12	20.0%	0
NURS288	1	1	0	100.0%	0

INSTRUCTIONAL PROGRAM REVIEW
Percent of Part-Time FTEF - 2019-2020 Only

MIRACOSTA COLLEGE

Program Review Category	Number of Full-Time Faculty	2019-2020 Annualized FTEF	Percent Part-Time	% Part-Time with Additional Hire
Music Technology	2	2.3	13.0%	0.0%
Noncredit ESL	5	22.3	11.6%	13.1%
Noncredit Other	0	8.0	100.0%	87.5%
Noncredit Vocational	0	2.3	100.0%	56.5%
Nursing	8.5	29.9	71.6%	68.2%
Nutrition	1	4.0	75.0%	50.0%
Oceanography	2	3.9	48.7%	23.1%
Pharmacology	0	0.8	100.0%	0.0%
Philosophy	2	3.6	44.4%	16.7%
Physical Sciences	0	0.1	100.0%	0.0%
Physics	3	5.7	47.4%	29.8%

6) Is the number of full-time faculty in your department equitable when compared to other departments or divisions with comparable FTES, student contact hours, etc?

Regulatory state governance demand for instructor to student ratio make nursing programs unlike that of other MCC departments outside of nursing. Requirements by the Department of Public Health, California Board of Registered Nursing (BRN) and the Board of Vocational Nurses

and Psychiatric Technicians (BVNPT)   specify specific qualifications of faculty in the classroom, the lab (simulation & skills lab) and clinical environments.

7) In the past five years, what full time faculty hire plans or requests have been submitted by the program/department? How have the recent hires been implemented, and in what role(s) are they currently serving within the department?
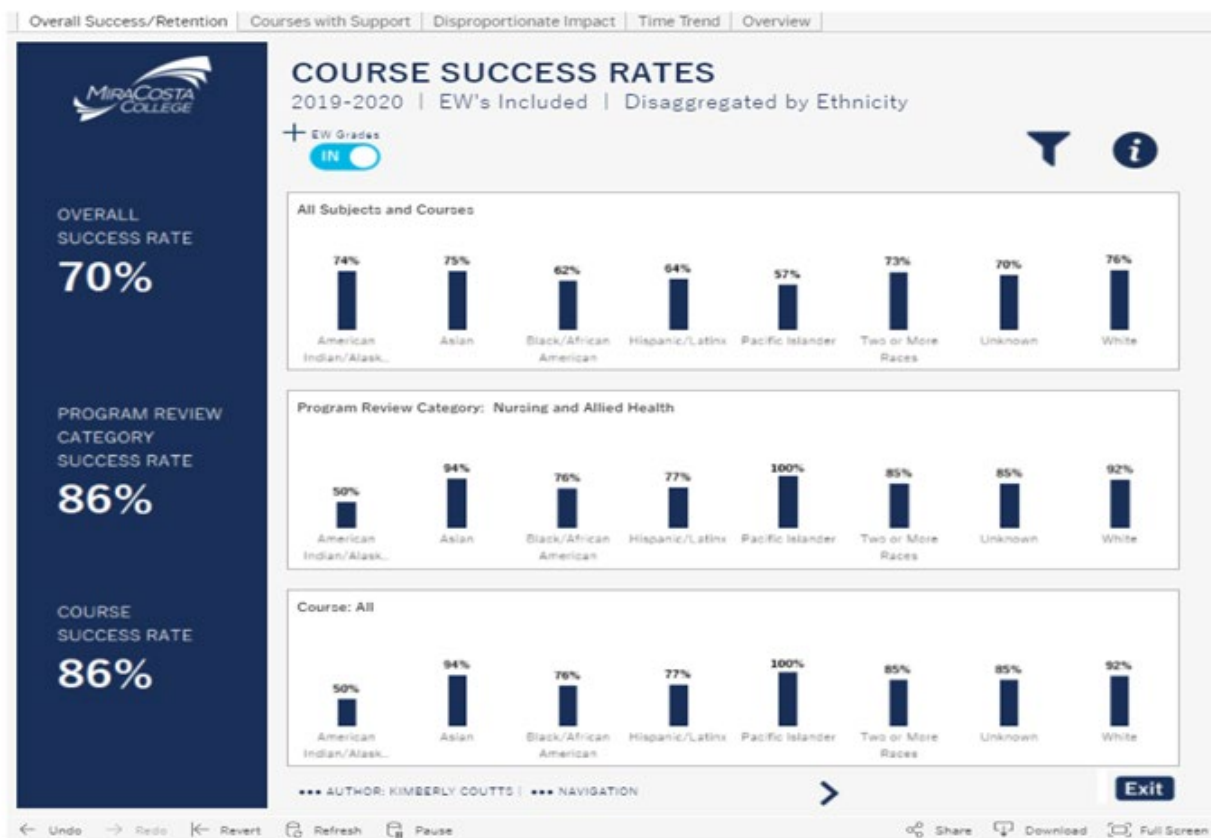
Since 2016 NAAH has had four retirements and three resignations. All positions have been replaced through new hires and reassignment.   All hires have been successful and currently there are 6 faculty members in the 4 year tenure process. This particular position is new and created due to the overwhelming need for simulation education for healthcare provider.

Area 2: Student Success and Equity:

1. *What key trends have been noted in student success and equity data indicators*.

Success and retention rates for the Nursing and Allied Health programs have high success rates. The RN Program graduates 40-50 students annually, the LVN program is currently a part time program (due to lack of lab space and full time faculty availability) graduates 18-20 students every other year. The CNA program is offered 5 times per annum and graduates 90-100 students ready to enter living wage jobs.

SUCCESS RATE TREND OVER TIME
Academic Years | Nursing and Allied Health | Multiple Courses| EW's Included

EW Grades
IN

Nursing and Allied Health (Line) | Multiple Courses (Bar)

84%   85%   81%   79%   79%   80%   83%   86%   87%

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COURSE SUCCESS RATES

2019-2020 | EW's Included | Disaggregated by Ethnicity

+ EW Grades
IN

OVERALL SUCCESS RATE

70%

All Subjects and Courses

American Indian/Alask..	Asian	Black/African American	Hispanic/Latinx	Pacific Islander	Two or More Races	Unknown	White
74%	75%	62%	64%	57%	73%	70%	76%

PROGRAM REVIEW CATEGORY SUCCESS RATE

86%

Program Review Category: Nursing and Allied Health

American Indian/Alask..	Asian	Black/African American	Hispanic/Latinx	Pacific Islander	Two or More Races	Unknown	White
50%	94%	76%	77%	100%	85%	85%	92%

COURSE SUCCESS RATE

86%

Course: All

American Indian/Alask..	Asian	Black/African American	Hispanic/Latinx	Pacific Islander	Two or More Races	Unknown	White
50%	94%	76%	77%	100%	85%	85%	92%

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DEGREES, CERTIFICATES AND DIPLOMAS
Count of Individual Graduates

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
196	160	148	128	127	128	152	104

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2. ***What equity gaps in student success or access to programs and/or services have been identified based on disaggregation of data by ethnicity, age, gender, sexual orientation, homeless status, educational goal, course modality, full versus part-time status, etc? (using information from data dashboards, survey results, or other sources).***

The demographic profile of ADN, LVN, and CNA students showed mainly female at 85% , and from a wide variety of age groups and ethnicities. The ages of students in the nursing programs range from 18-64, with the majority of these students being in the 21-24 and 25-29 age groups. The top ethnicities most commonly reported were Asian 12%, Black/African American 5%, Hispanic/Latino 39%, and White 34%. NAAH Instructors are dedicated to the success of their students and employ multiple intervention to close the equity gap. Some of these interventions include early warning of at-risk students, student meetings, and writing individualized study plans, meetings outside of class for skills practice. **It is in the skills and simulation lab that there is a need for full time oversight of faculty to provide pedagogical based curriculum, supervision of staff and simulation coordinators and direct instruction.**
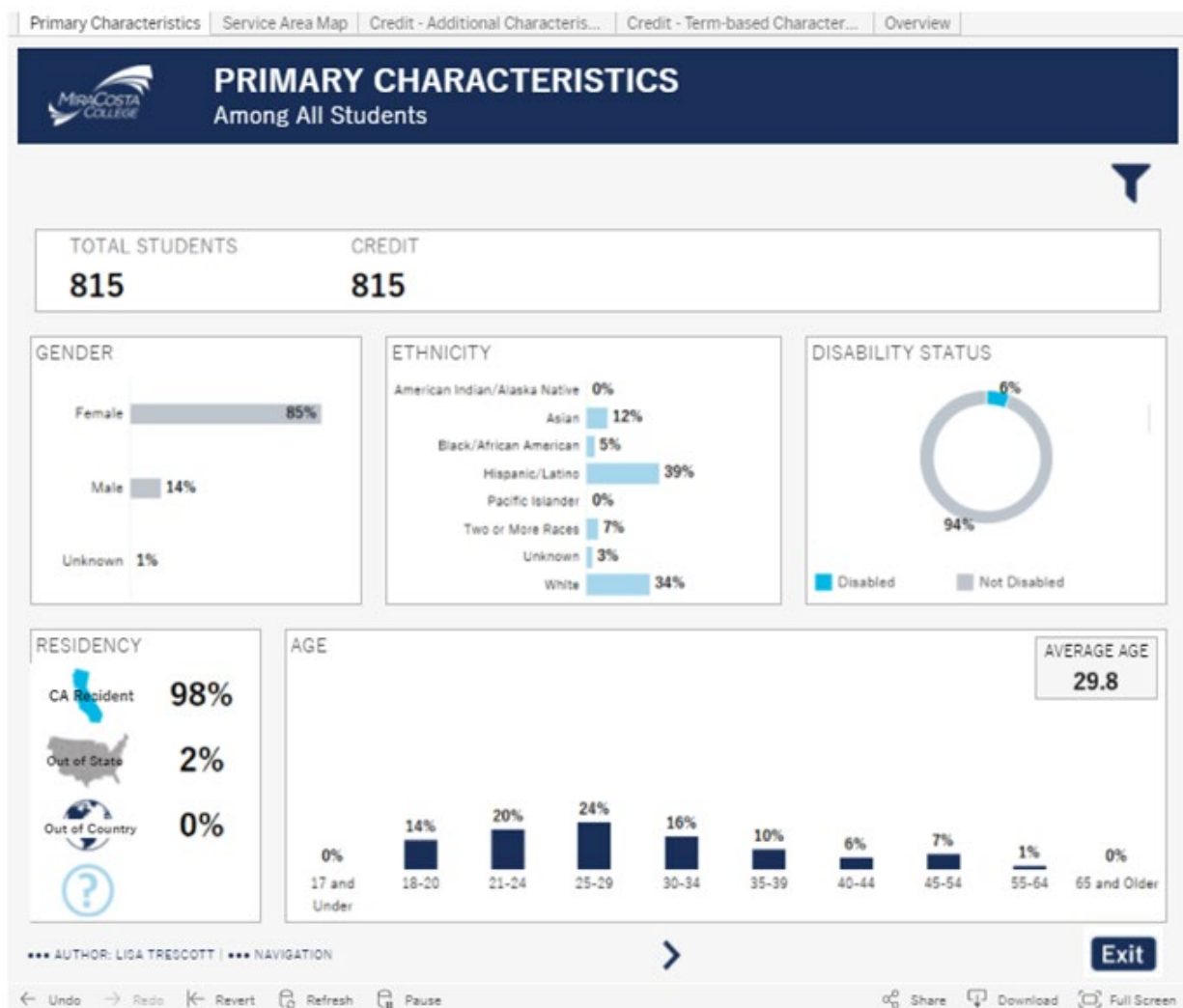
3. *In what ways is the department or program working to close equity gaps for students?*

The ADN, LVN, and CNA simulation programs would an increase in person-to-person time with more opportunities to practice clinical skills, critical thinking, and assist with meeting clinical and theory course learning outcomes. Extra opportunities for deliberate practice and experiential learning in simulation would be possible with a FT simulation tenure faculty.

4. *In what ways is the department or program working to support student success in general (at the course, service, departmental and/or institutional level)?*

The curriculum in all NAAH programming addresses underrepresented and diverse populations. Within the healthcare-based curriculum the focus is on the well-being of the community. Nursing and Allied Health emphasizes meeting the social, cultural, and linguistic needs of patients at every health care encounter. Simulation will assist to meet these needs, students are taught communication strategies, knowledge and skills according to program objectives for their discipline.

5. *In what ways is the hiring of a full-time faculty member expected to support under-served or disproportionately impacted student populations, address equity gaps, and meet student learning and achievement needs in general?*

Full time faculty are dedicated to continuing the progression in the program and a strong commitment to the student's success. Increase the course availability to more students and decrease the high fill rate. There are wait lists for all nursing programs.

Area 3: Leadership:

1. Is the hire request intended to replace a full-time faculty member who has left the department or program? If so, what evidence demonstrates a continuing need for the position within the program?

No this is a new position to fulfill the need for full time oversight by faculty in the Simulation/Skills lab to provide pedagogical based curriculum, supervision of staff and simulation coordinators and direct instruction.

2. *What gaps have been identified in faculty leadership for effective reflection, dialogue, and planning to support student success and achievement?*

Simulation is clinically based and a full-time tenure faculty would assist MiraCosta's nursing students to become safe practitioners and meet the needs of the healthcare agencies in the community.

3. *What discipline or program-specific leadership responsibilities will this proposed faculty member fulfill in addition to those typically expected of full-time faculty?*

This full time position will be required to take on the leadership role in responsibilities for the increase of simulation. In addition to meeting the needs of the ADN, LVN, and CNA students to become well rounded practitioners who can also be assigned to other Nursing and Allied Health offerings.

4. *What evidence demonstrates that the department or program is relying on associate faculty to teach core courses or provide key services?*

Data analysis shows that the nursing programs have a higher fill rate than that of credit and CE courses and a FTEF of 1.9. The ratio of PT to FT of 71.6% to 28.4%.

Main Summary Page | Enrollment Metrics | Efficiency Metrics | FT and PT Faculty | Overview

INSTRUCTIONAL PROGRAM REVIEW
MIRACOSTA COLLEGE
Percent of Part-Time FTEF - 2019-2020 Only

Program Review Category	Number of Full-Time Faculty	2019-2020 Annualized FTEF	Percent Part-Time	% Part-Time with Additional Hire
Music Technology	2	2.3	13.0%	0.0%
Noncredit ESL	5	22.3	77.6%	73.1%
Noncredit Other	0	8.0	100.0%	87.5%
Noncredit Vocational	0	2.3	100.0%	56.5%
Nursing	8.5	29.9	71.6%	68.2%
Nutrition	1	4.0	75.0%	50.0%
Oceanography	2	3.9	48.7%	23.1%

5. *Are availability of associate faculty or other alternatives to hiring full-time faculty limited?*

The Healthcare Simulation Standards of Best Practice designates that those who facilitate simulation receive training and become certified. The NCSBN also recommends faculty to be trained in simulation methodology. Nursing faculty that have gone through training and are certified are limited.

Area 4: Campus Impact and External Factors :

1. *How is the proposed full-time faculty hire expected to enhance the role of this department or program within the context of the wider campus community? How is this proposed full-time*

faculty hire expected to affect the breadth and diversity of curricular offerings, programs, and/or services at the college?

ADN, LVN, and CNA programs are clinically based so there is a need for a full-time tenure track position.

2. *What external factors such as regulatory requirements or state mandates should be considered in prioritizing this faculty position?*

Simulation is clinically based and there is a need for the BRN, BVNPT, and California Department of Public Health need to approve abased on specific qualifiers.

1. *What labor market, advisory committee, or other community data supports the need for this faculty position?*

The county wide Nursing Program Nursing Advisory Committee, Employer Engagement Health Sector

San Diego/Imperial Counties, and the California Community Colleges San Diego/Imperial Counties Regional Consortium all support ADN, LVN, and CNA, programs, and the need to increase graduates that are clinically competent.

Area 5: Program Quantitative Data:

A contributing factor to the lowered fill rate in these clinical-based programs is that the current class size maxima is higher than what could be achieved in the clinical setting as mandated by governmental regulatory boards.

INSTRUCTIONAL PROGRAM REVIEW - Nursing and Allied Health

MiraCosta College

Program: Nursing and Allied Health

	WSCH	FTES	FTEF	WSCH Per FTEF
	5,738	185.8	29.9	96

Course	WSCH	FTES	FTEF	WSCH Per FTEF
NURS155	875.8	28.36	0.7	626
NURS151	539.8	17.48	0.6	450
NURS284L	266.8	8.64	0.6	222
PHAR201	219.9	7.12	0.3	412
NURS60	206.3	6.68	0.4	258
NURS281	147.9	4.79	0.2	970
NURS283	139.0	4.50	0.2	347
NURS182	98.2	3.18	0.2	245
NURS282	93.0	3.01	0.1	349
NURS180	74.7	2.42	0.1	280
NURS181	73.2	2.37	0.1	275
NURS183	70.7	2.29	0.1	265
NURS284	70.7	2.29	0.1	354
NURS173	63.9	2.07	0.2	213
NURS274	63.0	2.04	0.2	210
NURS166	59.9	1.94	0.1	300
NURS153	38.9	1.26	0.1	195
NURS290	17.0	0.55	0.1	85
NURS64	4.6	0.15	0.1	46
NURS288	0.9	0.03	0.0	61

INSTRUCTIONAL PROGRAM REVIEW
Main Summary Page - 2019-2020

MIRACOSTA COLLEGE

Program: Nursing and Allied Health

Hover over the charts to see additional information and definitions.

Enrollment	Fill Rate	Section Counts
58	103.6%	3
Null None from prior year.	Null None from prior year.	Null None from prior year.

Average Students per Section	Full-Time Equivalent Students (FTES)	Full-Time Equivalent Faculty (FTEF)	WSCH Per FTEF
19.3	19.0	1.900	154
▲ 19.3 from prior year.	▲ +100.0% from prior year.	▲ +100.0% from prior year.	▲ 154 from prior year.

••• AUTHOR: KIMBERLY COUTTS   ••• NAVIGATION   >   Exit

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Salary Funding Account Source:

Amount Requested:

Health Benefits and Retirement System:

Equipment:

Equipment Funding - Other:

Equipment Funding - Other - Amount Requested:

BIPOC Simulation for NAAH students - pediatric focus

Program/Unit:
Nursing and Allied Health

Action Plan Objective/Synopsis:
Obtaining a BIPOC child mannequin to be utilized in clinical simulations for all NAAH students.

Resources Needed?:
Equipment,Staffing

Institutional Goals Alignment (current goals):
I. MiraCosta College will provide equitable access, enhance student success and close equity gaps.

Steps and Timeline for Implementation:

1. MCC purchases BIPOC mannequin
2. Mannequin delivered & installation of required software and hardware
3. Staff and faculty education/orientation to the equipment.
4. Mannequin included in simulations.

Linked Documents
  S2225 Sole Source.pdf
  Sales Quotation_65686_20200303_31623PM.PDF

BIPOC SIMULATION

Program/ Unit Goal Number:

Program/Unit:
Nursing and Allied Health

Goal Description:
The simulation lab environment helps build competence by introducing nursing students to realistic scenarios where they are responsible for making a variety of clinical reasoning decisions. The high fidelity mannequin is the center of all simulations reacts to each patient-care decision. The physical appearance of the mannequin needs to reflect the patient population of southern California by authentically representing the races and cultures the student nurse will encounter. By allowing repetitive practice, with BIPOC and Caucasian mannequins, students can build their confidence and competence in a safe environment.

Program Review Motivation Summary:

To accurately and effectively deliver an antiracist curriculum the supporting equipment, in this case a BIPOC high fidelity mannequin will provide visual cues to the student to provide appropriate equitable and diverse interventions. Product will be utilized by ALL NAAH programs.

Linked Documents
  S2225 Sole Source.pdf
  Sales Quotation_65686_20200303_31623PM.PDF

Measuring Goal Success:

Simulations run featuring BIPOC mannequins and cultural/racial/ethnic considerations.

As of 5/2/2022 all Mannequins have been purchased and Simulation Scenarios are   implemented &/or being developed to meet the SLOs and course objectives for each ADN, LVN-RN & RN course currently offered.

Credit English as a Second Language
Full Time Faculty Replacement Hire: Credit ESL
Program/Unit:
Credit English as a Second Language

Name of Person Completing this Form:
Mary Gross, Department Chair: Credit ESL

Summary Statement of Need:

NOTE: There was not a direct Action Plan created last year in Program Review as the official announcement of Melissa Lloyd-Jones retirement wasn't made until AFTER Program Review had been completed. Otherwise, it would have been addressed and made an Action Plan in PR.

The purpose of this request is to hire a full-time faculty replacement for Melissa Lloyd-Jones who retired May 2021. While we are not a large department, we are a critical department that serves the college's most at-risk and often disproportionately impacted students. As a Hispanic Serving Institution, MiraCosta has committed to serve and close equity gaps apparent in our large Latinx population, and the Credit ESL Department is instrumental in providing English language development to these students as well as to other immigrants living in our District and international students who have chosen to study at MiraCosta. There is a strong need for this replacement position, not simply to teach classes, but to take on departmental and governance responsibilities previously performed by Melissa. Not replacing this hire means that the one sole full time faculty

member remaining must manage the full department and its many initiatives, and our ratio of FT to PT faculty in the classroom would remain an abysmal 13% FT/ 87% part time of all sections offered. While not typically considered in the ranking criteria, it is important to note that the remaining full time faculty member will be retiring in four to six years. Bringing on a new faculty member replacement now would ensure that they receive the proper mentorship and support necessary through a tenure process before the retirement of the other.

Area 1: Departmental and Institutional Planning:
1. How does this full-time faculty hire request align with current short and long term departmental and institutional goals?

MiraCosta is **committed to equity and the breaking down of systemic barriers** that disproportionately impact our students of color and other at risk populations. The ESL program has been a key partner to address and counter these systemic barriers and racial inequities that exist and negatively affect historically marginalized and disproportionately impacted populations. The ESL program supports these students and makes intentional efforts to remove obstacles to their participation and success in higher education through the program work, outreach efforts, and courses we teach.

The college has also committed to **diversity and inclusion.** Our program has taken a lead as a model for providing a supportive and authentic environment where difference is valued and student identities and cultural experiences are embraced. Nearly every student in our program and classes brings rich diversity that not only is recognized and celebrated in our classrooms but in the college at large. The ESL program has been instrumental in embracing and expanding to larger departments the positive effects of offering a culturally sustaining pedagogy.

The Credit ESL program further supports many of the Institution's goals. Most notably, the program works to:

- **Provide equitable access, enhance student success and close equity gaps**
- **Meet identified external community needs**; collaborate with community/industry partners; prepare students to be active global citizens; provide opportunities for cultural educational enrichment
- Foster academic excellence by developing **culturally competent, adaptive, innovative, and relevant teaching and learning environment** for a changing world

These goals are being supported by a variety of Credit ESL initiatives over the past years. We have offered dual enrollment ESL classes successfully at Carlsbad High School, and are now collaborating to do the same with San Dieguito Unified, collaborating with our high school communities to prepare their students to successfully

transition to college and assist with their own goals of closing their gaps where the ESL and Latinx students are not as likely to pursue higher education.

When assessment and placement practices changed and students were directed to English 100 instead of ESL and/or Developmental English classes, we moved a number of our ESL Composition classes to Transfer English and began offering English 100 designed for students from Multilingual and ESL backgrounds (English 100 ML/ESL). The classes are designed to be culturally relevant, encouraging students to embrace and celebrate their identities, which is all reinforced through a culturally sustaining pedagogy. Although these classes are accounted for in the Letters Transfer numbers in Program Review, these courses are scheduled, staffed, and evaluated by the Credit ESL Chair. Over the past few years, including during the pandemic, we have maintained the offerings of 12 sections per year.

We also have been a leader to implement the requirements of AB 705 legislation for ESL well ahead of targets, working to create a self-assessment placement instrument, ensuring students can complete our program if they start at the entry level in ONE year (vs. three allowed) to transition to English 100, successfully closing some equity gaps.

The program has also been a leader for creating pathways for Noncredit students. We accomplished the work in close collaboration with our Noncredit ESL colleagues to "mirror" as Noncredit every Credit ESL course we offer. This was a direct result of community/student demand and need for higher-level ESL classes beyond the offerings at the CLC. Not only did this serve to meet the need for higher level English skills for the workplace and personal enrichment (lifelong learning) but it created a direct pathway from Noncredit to Credit, opening the door to higher education opportunities for students in pursuit of degrees, certificates, and transfer.

Finally, the department has goals to continue to grow in the areas noted above. The new hire would also lead efforts to reestablish ESL course offerings at the San Elijo campus to meet the needs of the growing ESL population in the southern part of our district.

2. Is this hire request directly related to programs or initiatives that have been highlighted for support or strengthening in the Comprehensive Master Plan, Strategic Plan, or other institutional plan?

This is not a growth position but instead a replacement position which will assure that the critical and impactful work of the department continues and supports the various comprehensive, strategic, and institutional plans.

The District is committed to addressing the needs of all in its area, and in the last few years, the Noncredit ESL program was given the charge to offer Adult Education and Noncredit ESL classes in the southern part of the District. We now have a growing and quite diverse immigrant population in this area. Many of these immigrants are highly educated and have degrees from their home countries. The Credit ESL program can support meeting these higher-level English needs by offering our Credit ESL courses at

the **San Elijo** campus. In addition to serving this population, adding these growth sections to SEC would assist with **diversifying the student population at that site and support the cultural enrichment of all our student body.**

As more students enter the "Credit" world through our Noncredit ESL to Credit ESL **pathway**, we open the door to opportunities to deliver more degrees and certificates. We serve many students who are seeking a **new career pathway** or pursuing their education as **re-entry** students. These students need a welcoming, self-affirming, and high touch service that our program provides.

We have also welcomed the **dual enrollment opportunities** to work with our local high schools to offer our ESL Writing classes which are CSU/UC transferable as elective credits to assist high school juniors and seniors the opportunity to build a college transcript and become familiar with MiraCosta's programs, degrees, and certificates.

3. Is this hiring request supporting innovation in the form of new programs, curricula, services, etc?

The primary role of this replacement hire will be to maintain instructional strength and contribute to the many initiatives Credit ESL oversees and is involved in.

The Credit ESL program has a close and interrelated relationship with Letters Transfer, Letters PreTransfer, and Noncredit ESL. In addition to the many sections of English 100 for multilingual and ESL, the faculty in ESL regularly work with the larger Letters Department and has been a key partner in the Writing with Machines workgroup which took responsibility for providing mentorship for Online teaching and the move to remote learning during the pandemic. Further, the ESL faculty lent its expertise by sharing strategies to create a more inclusive classroom that creates a supportive environment for all learners, respecting all learning abilities, background and experiences, linguistic preferences, and cultures.

The Credit ESL program has been a leader in "hybrid" offerings for over a decade and was the first to develop a completely online English 100 multilingual/ESL offering prior to the pandemic. Once the pandemic hit, we continued with our instructional innovations, offering classes completely online as well as fully synchronous online and Zoom plus online. We are currently investigating the feasibility of offering some ESL as high-flex, and a new hire would definitely assist and take leadership in this area.

Finally, Credit ESL has always been a leader in its curricular offerings and innovations and has worked closely with the Writing Center in the development of ESL-focused services and the training of its staff to work with non-native speakers. We expect to continue these collaborations with the assistance of this replacement hire.

4. How and when have faculty engaged in dialogue (both within and outside the program/department) about how the hire advances programmatic/departmental and

institutional goals? Has this dialogue included all discipline or program faculty and dean?

The Department Chair began discussions with fellow chairs in Letters, chairs in the deanery, and with the former dean prior to the impending retirement. More recently, the Chair has discussed the need and rationale for the replacement position with both Letters Transfer and PreTransfer Chairs and presented at the large Letters department meeting.

Additionally, the Chair reached out to the Noncredit ESL faculty to solicit input and garner support. Finally, the Chair met with Dean Antonio Alarcon to provide more insight into the program, discussing the breadth and depth and impacts of the department that are not fully articulated in Program Review or reflected in the data.

In each instance, there was strong agreement that a replacement hire for this program is critical and essential for the ongoing work to continue; it was also clear that the many initiatives, program work, curricular offerings, and future program innovations are well beyond the scope of what one full time faculty member can sustain.

5. How have college planning processes and data analysis been used to justify the hire request?

A review of Program Review data, the analysis of disproportionate impact data, as well as the consideration of AB705 data dashboards show that Credit ESL is a department which is highly impactful and successful. This is a direct result of having two strong and committed faculty leaders who have carefully reviewed data, considered trends, and implemented innovative strategies to ensure our student needs are met.

The Program Review data is incomplete and/or inaccurate in some areas due to the fact that all our Credit ESL classes are "mirrored" with Noncredit ESL classes. The enrollment data seem to only include the Credit student headcount. Additionally, while the Credit ESL program has scheduling, staffing, and evaluation oversight of 12 sections of English 100 ML/ESL, this is not included in the Credit ESL Program Review data but instead is accounted for in the English Transfer data.

In the final section of this request, Program Quantitative Data, a detailed analysis of all these data elements will be considered and contextualized.

6. Is the number of full-time faculty in your department equitable when compared to other departments or divisions with comparable FTES, student contact hours, etc?

In looking at other departments with 2 full time faculty, it ranges from a low of 2.3 FTES to a high of 5.1, with the average being 4.2. So when considering the full range of offerings in ESL and the 100 MLs equating to 5.8 FTES, our program with 2 faculty (with this replacement hire) would be the highest of the two person departments and well above the average. And while we are a smaller department in terms of offerings and class size, as detailed above, our reach is far and wide outside of simply teaching classes.

To not replace this position would not be equitable to the one remaining FT faculty member nor the students the program serves.

Finally, while not typically considered in the criteria for ranking, it is important to note that the remaining full time faculty member will be retiring in four to five years. Bringing on a new faculty member replacement now would ensure that they receive the mentorship and support necessary through a tenure process before the retirement of the other.

7. In the past five years, what full time faculty hire plans or requests have been submitted by the program/department? How have the recent hires been implemented, and in what role(s) are they currently serving within the department?

N/A- no growth position requested in the past five years.

Area 2: Student Success and Equity:

1. What key trends have been noted in student success and equity data indicators such as:

    a) Program completion (degree, certificate, transfer, workforce development, lifelong learning)

While Credit ESL does not offer a separate degree or certificate, we do know that we have a strong throughput rate (the number of ESL students who complete English 100 within one year of taking their first English/ESL course) of 75% which is quite high compared to other Credit ESL programs in the state and considered quite successful.

As previously discussed, the program serves the "lifelong learning" mission of community colleges as well as supports students seeking degrees, certificates, or transfer (77% of the ESL population in our program).

b) Successful course completion

The Credit ESL program's overall success rate in ESL classes is a solid 83% as compared to English and the college's overall success of 70%.

c) Achievement of course and program learning outcomes and demonstration of institutional core competencies

The program regularly participates in CSLO-Core Competency evaluation, particularly in the areas of effective communication, critical thinking, and global citizenry. Additionally all SLOs in every class are regularly conducted and in fact all 3 SLOs in each of our ESL courses were completed in 2020-2021. We are particularly proud that all our SLOs met or exceeded expectations even as we moved to completely remote instruction and worked to rebuild opportunities for International Students who continued their studies from their home countries.

d) Utilization of support services

The Credit ESL program recognizes that it has key partners across campus that assist in the success of the program. Most impactful is our utilization and collaborations with the Writing Center. ESL was an early adopter of the Supplemental Instruction pilot program. The ESL writing classes also utilize Writing Consultants in each of its classes, and our students are heavy users of the Writing Center's Writing Feedback appointments as well as Parts of Speech appointments.

We also utilize the Library services, bringing in librarians to our classrooms for orientations on conducting research and using databases. In fact, we regularly collaborate with librarian Richard Ma, a former ESL learner himself, who has also taught for our ESL program and regularly collaborates with program faculty to develop ESL specific content.

Our international students regularly utilize the services offered by the IIP Program, and the Credit ESL faculty offer regular orientations for students, participate in events, and complete progress reports. We also serve a good number of EOPS students, and regularly refer students to Counseling Services, Career Services, and CARE.

2. What equity gaps in student success or access to programs and/or services have been identified based on disaggregation of data by ethnicity, age, gender, sexual orientation, homeless status, educational goal, course modality, full versus part-time status, etc? (using information from data dashboards, survey results, or other sources)

We are proud of the work we do in Credit ESL which shows NO disproportionate impact based on ethnicity:

DISPROPORTIONATE IMPACT (DI) ANALYSIS
Success Rates | Academic Years | English as a Second Language | Multiple Courses | EW's Included
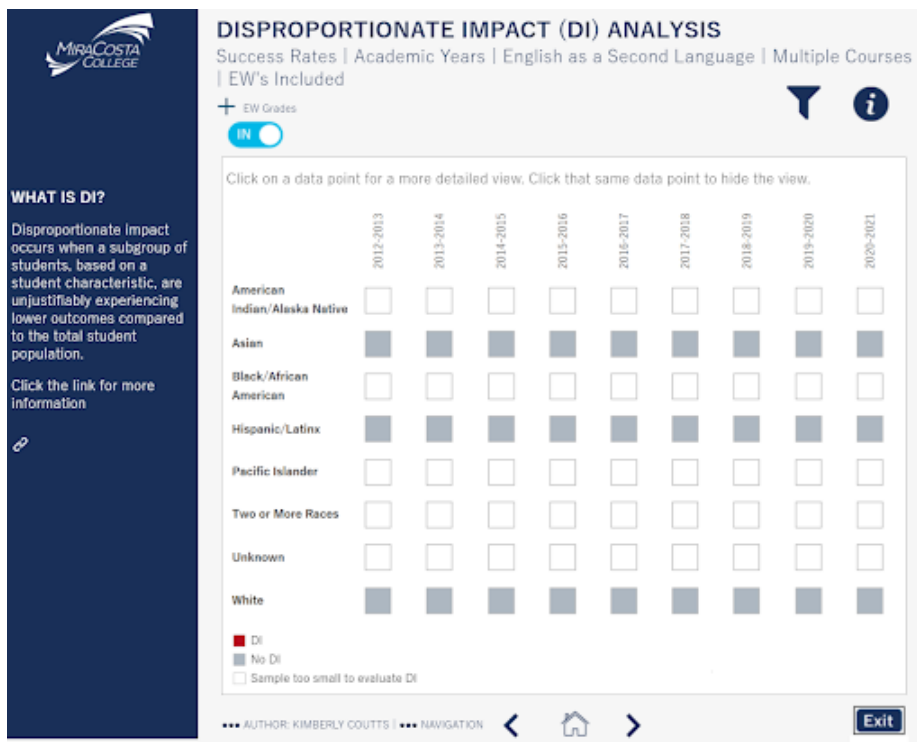
However, when we dive deeper into the data, we do note that success rates for our Latinx students, particularly Latinx males are a bit below the rest of our population. We will continue to target efforts to address this disparity. Our program overall is quite different from the college's overall population in that we serve 50% California residents (mostly Latinx), 40% out of country (International population) and 10% out of state. The average age of the students we serve is 25.7 and is 56% female.

We have noted occasional disproportionate impact for our part time students and first generation; however, in the past year, the DI has faded among these two groups.

The Credit ESL program has made great strides in reducing or eliminating disproportionate impacts of our student population. The overall success rate in Credit ESL is 80%, exceeding the college rate and the English success rate by 10%. We continue to make advancements in addressing impacts affecting our Latinx population which now hovers at 73% overall success rate. A majority of students in our ESL classes and English 100 ML identify as Latinx or two or more races. While the overall success rate in English 100 is 70.4%, our English 100 ML/ESL is in line at 71% while nearly all the students identify as ESL/multilingual students.

Nearly 40% of our students are first generation college students with 77% seeking degrees, certificates, or transfer. Eleven percent of our students already possess a higher education degree, in contrast to 15% who are currently enrolled in high school or

Adult Education. As this data indicate, we serve a highly diverse student population with unique educational backgrounds and experiences with three quarters seeking an outcome (degree, certificate, transfer) and a quarter focused on English language improvement alone. We serve an equal number of full time and part time student population.

3. In what ways is the department or program working to close equity gaps for students?
We will continue the work we have done to address any disproportionate impacts we note in any of the areas for which disaggregated data are provided. Because of the work, experience, and leadership of the two full time faculty in the department, we have successfully implemented practices which support diversity, equity, and inclusion as that is the mission of ESL.

We will continue to work closely with campus support services (Writing Center, CARE, Counseling, Library, Career Center, Health Services, etc.), welcoming them into our classrooms and directing students to specific services as needed.

Our pedagogy of support, highly scaffolded and differentiated instruction, and culturally sustaining pedagogy has proven effective to reduce and in many cases eliminate data identified equity gaps. However, the program and instructors do not claim there are not impacts to students to varying degrees, so we continue to work and apply innovative strategies to give every student the best opportunity to succeed.

4. In what ways is the department or program working to support student success in general (at the course, service, departmental and/or institutional level)?
While we know that English 100 is a key indicator of students' success and persistence of achieving degrees, certificates, or transfer, the work we do in Credit ESL classes (and, of course the English 100 ML) is critical to student success in virtually all credit-bearing courses the students take. We know that college instructors expect students to be able to manage their course readings, compose written responses to homework or other assessments, communicate with classmates regularly and give oral presentations, and most importantly, think critically. These are the very skills that our program works to develop in our students so they will be successful in the other classes they take.

As previously noted, we also serve a key "lifelong learning" goal of community colleges, assisting non-native speakers to develop more advanced English skills for their own personal enrichment, whether for workplace improvement or in their general community.

We have many partners on campus that we introduce in our classes that broaden the opportunities that await students at MiraCosta. And while a number of our students attend ESL classes for personal enrichment, we are often their first introduction to credit courses and provide a glimpse into the Academic and Career Pathways that MiraCosta

offers.

5. In what ways is the hiring of a full-time faculty member expected to support under-served or disproportionately impacted student populations, address equity gaps, and meet student learning and achievement needs in general?

As a program whose students are often underserved and disproportionately impacted in higher education as a whole, we are committed to serving this student group and work to lessen equity gaps for these students and break down the systemic barriers that are at odds to their success.

The replacement hire would ensure continued outreach and support efforts with faculty from multiple disciplines who serve ESL/multilingual students and other disproportionately impacted students by providing guidance and best practices to our larger faculty in a variety of disciplines who seek our expertise in dealing with these most at-risk students.

Area 3: Leadership:
1. Is the hire request intended to replace a full-time faculty member who has left the department or program? If so, what evidence demonstrates a continuing need for the position within the program?

Yes, this is a replacement position for the retirement of Melissa Lloyd-Jones. While we are not a large department, we are a critical department that serves the college's most at-risk and often disproportionately impacted students. As a Hispanic Serving Institution, MiraCosta has committed to serve and close equity gaps apparent in our large Latinx population, and the Credit ESL Department is instrumental in providing English language development and support to these students as well as to other immigrants living in our District and international students who have chosen to study at MiraCosta. There is a strong need for this replacement position, not simply to teach classes, but to take on departmental and governance responsibilities previously performed by Melissa. Hopefully, the discussion above which details much of the work being conducted by the department provides the evidence of the continuing need for this position.

Nor replacing this hire means that the one sole full time faculty member remaining must manage the full department and its many initiatives, and 87% of our course offerings will continue to be taught by part time faculty.

2. What gaps have been identified in faculty leadership for effective reflection, dialogue, and planning to support student success and achievement?

Although much collaboration is done with other departments (NCESL, Letters Transfer, Letters PreTransfer) as well as with associates, a single-FT faculty department lacks department-specific collaboration, dialogue, reflection, institutional memory, governance work and representation on larger committees as is the norm in most department with two or more full time faculty. As illustrated in the discussion above, the Credit ESL

faculty participates in numerous initiatives, both inter-departmentally and intra-departmentally as well as must attend to legislative mandates (AB705), yearly program review, assessment and matriculation efforts, and community outreach.

3. What discipline or program-specific leadership responsibilities will this proposed faculty member fulfill in addition to those typically expected of full-time faculty?

The replacement hire would be responsible for Student Learning Outcome work, expansion of classes at SEC, investigation and possible teaching of High-Flex course offerings, as well as take the lead on dual enrollment. They would also work to support all the many initiatives and collaborations the department is involved in as discussed above.

The faculty member would also work with the Noncredit ESL department to continue to ensure curriculum alignment in efforts to transition immigrant students who have foreign degrees and want to fast-track into their professions and/or further career study.

4. What evidence demonstrates that the department or program is relying on associate faculty to teach core courses or provide key services?

With 87% of course offerings taught by associate faculty, it is clear we depend on them for teaching most sections we offer. In total, we have eight unique courses we offer ranging from Academic Reading and Advanced Grammar for Writing to Academic Listening & Speaking and Composition for NonNative English speakers.

We also have an active ESL Community of Practice where our Associates engage with the full time faculty in ESL and Letters Pretransfer to conduct portfolio reads and assessment every semester for our composition sequence, and they are heavily invested in SLO work and other professional development activities.

Full time leadership is instrumental to this on-going work which is well beyond the scope of what Associate Faculty are hired to do.

5. Are availability of associate faculty or other alternatives to hiring full-time faculty limited?

We have a core group of Associate faculty who do outstanding teaching in our program. However, they are unable to lead projects and other initiatives that the department is involved in. They also are not able to advocate for ESL students to the larger campus community through outreach efforts and other governance work.

Area 4: Campus Impact and External Factors :

1. How is the proposed full-time faculty hire expected to enhance the role of this department or program within the context of the wider campus community? How is this proposed full-time faculty hire expected to affect the breadth and diversity of curricular offerings, programs, and/or services at the college?

As MiraCosta continues to serve a more diverse population, the Credit ESL department and specifically the additional full time faculty member can assist with:

- Outreach to Writing Center, Career Center, Counseling, Library
- Collaboration on campus-wide FLEX workshops
- Internal work within department (SLOs, portfolio, curriculum review) and external partner departments (NCESL, Letters Transfer, Letters PreTransfer, IIP)
- Outreach to Vocational Education NonCredit ESL pathway support
- Coordination with the Office of Instruction for advancing Dual Enrollment opportunities
- Innovative teaching strategies and modalities to meet the changing demands of our students
- Expansion of ESL program at the San Elijo campus

2. What external factors such as regulatory requirements or state mandates should be considered in prioritizing this faculty position?

We are now required to abide by the mandates of state legislation detailed in AB705 which outlines requirements for colleges to provide access to transfer level English 100 upon enrollment for all students, regardless of skill level. The focus of the legislation is to remove barriers that may delay or deter students' educational progress. Over the past 3-5 years, Credit ESL has worked in concert with the Letters Department as requirements unfolded for general English. We worked alongside Letters faculty; the Office of Instruction; the Testing Center; System Analysts; the Office of Research, Planning, and Institutional Effectiveness; and Counseling among others to ensure compliance while also working to provide information to students through general communications upon application as well as more detailed information about English and ESL offerings once the students indicate in Surf they are ready to enroll in an English class.

For ESL, the law requires that students entering a Credit ESL program must have the pathway to move to Transfer English in no more than a three-year timeframe; we do it in one year or less. The Chancellor's Office further limited options for any type of traditional placement instrument. So the two full-time faculty worked to develop an in-house ESL Self Assessment that has been used successfully for the past year. We will need to monitor the Assessment as well as ensure continued compliance with ESL mandates, and work with the Office of Instruction and Office of RPIE to complete mandatory reporting requirements.

Credit ESL allows for our F1 Visa and other students on various Visas to meet their mandates to remain in the United States. Students must be enrolled as full time students to maintain their status, and the first semester for most of the students studying in the IIP program take a number of ESL courses along with other general education as they begin their journey at an American college.

3. What labor market, advisory committee, or other community data supports the need for this faculty position?

Since all of our classes are now "mirrored" with the Noncredit ESL program, we offer support to many ESL Vocational Education Initiatives including EL CIVICS which focuses on skill development in the workplace. Most of these students have goals to increase their employment opportunities and must develop higher-level English skills along with computing, computer, and general soft skill training.

As students transition to our courses, many have goals to bridge into new Career pathways such as Child Development and Nursing where they can earn certificates or degrees to advance their employability.

We also serve a number of ESL students who are living in our community as Au Pairs, many having requirements to study English during their contract.

Area 5: Program Quantitative Data:
1. Over the past three years, what trends have been observed in the following program efficiency and demand indicators?

a)Instructional faculty requests: enrollment, unduplicated headcount, WSCH, FTEF, FTES, WSCH/FTES, number of sections offered, fill rates, full-time to part-time faculty ratio

The Credit ESL program experienced a decline in enrollment as a direct result of the Trump-era Visa restrictions, most notably a decline in our International Students enrolled through IIP beginning in 2017. And like most programs, we have experienced a downward trend in enrollment over the past two years due to the pandemic. Although it looks as if we have had a significant decrease in FTES over this period, we have stabilized our enrollment as we serve more students from our local communities through our "mirroring" of Noncredit ESL offerings. Unfortunately, our data of FTES are not accurately reflected in the Program Review data. This is due to the mirroring of courses where, for example, 9 students may be enrolled in the Credit section of a given course and 15 may be enrolled in the Noncredit mirrored section. The data seems to reflect just the enrollment of the Credit student and not the noncredit student for a total enrollment.

The FTEF reflected in Program Review, an overall FTEF of 2.6 for Credit ESL classes is not capturing the 12 sections of English 100 ML/ESL that the Credit ESL program

manages. When considering these sections, the TOTAL FTEF is 5.8. To summarize, the program has grown slightly over the past five years in the number of composition courses offered (ESL 149, ESL 150, English 100 ML/ESL) with 20 sections currently vs. 16 sections (ESL 149, ESL 150) prior. Unfortunately, this is not reflected in the Program Review data which does not consider the English 100 ML/ESL sections.

The need for this replacement cannot be overstated in terms of classroom instruction. Now, with only one FT faculty member, only 4 of the ESL and English 100 ML/ESL offerings of over 30 sections total is taught by FT faculty, thus resulting in a FT to PT ratio of 13% FT to 87% PT.

2. What additional demand indicators demonstrate a strong need to hire full-time faculty
The Credit ESL program will likely see increases in enrollment in the coming years as International Students return to the US for their studies, and we expand our presence at the San Elijo campus. Every semester we are seeing growth in the number of Noncredit students who are enrolling in our classes, and we expect this trend to continue.

The mandates of AB705 for ESL are now fully enacted and must be managed and tracked in the years to come.

Finally, as detailed in this proposal, the wide ranging and far reaching critical work of the department needs at least two dedicated full time faculty to sustain and grow its efforts.

Salary Funding Account Source:
11 Salaries-Academic Instr FT Contract

Amount Requested:
90000.0000

Health Benefits and Retirement System:
Health Benefits Needed,Eligible for Retirement System (STRS/PERS)

Equipment:

Equipment Funding - Other:

Equipment Funding - Other - Amount Requested:

GOALS/ACTION PLANS--
    RELATED ITEM LEVEL 1
1a Professional Development Action Plan
Program/Unit:
Credit English as a Second Language

Action Plan Objective/Synopsis:

Resources Needed?:

Institutional Goals Alignment (current goals):

Steps and Timeline for Implementation:

Goal #1 Professional Development
Program/ Unit Goal Number:

Program/Unit:
Credit English as a Second Language

Goal Description:
Professional development to increase the quality of instruction, with the end goal of increasing student success and retention rates.   2) Strengthen our involvement in outreach to feeder programs.

Program Review Motivation Summary:

In order to increase student success and retention, all faculty participate in professional development, including workshops provided through our own PDP. To stay current in our field and in new methodologies such as culturally responsive pedagogy, we are setting the goal of consistent, active participation in meaningful professional development. We need to have the time and financial resources to attend conferences and workshops on campus and off. Our faculty also needs to be involved in planning professional development workshops here at MiraCosta, including bringing professionals to our campus to provide training.

Measuring Goal Success:

Achievement of the goal can be measured by keeping records of the professional development opportunities available and the participation of faculty. Student success and retention data will help us determine any positive impact of our access to and participation in high-quality professional development opportunities.

Goal #2 Outreach

Program/ Unit Goal Number:

Program/Unit:
Credit English as a Second Language

Goal Description:
Our goal is to strengthen involvement in outreach to feeder programs. We need to continue to build the connections we have with Noncredit ESL, MiraCosta's Institute of International Perspectives, Pre-Transfer English and Letters, and our local high schools. Collaboration with all of these programs will benefit students who move between these programs as they progress on their educational journeys. As we work together with our colleagues in these programs, we will also keep our program vibrant.

Program Review Motivation Summary:

Credit ESL and Noncredit ESL will continue to work together on our mirrored courses.

The connection with IIP helps ensure that we provide opportunities for international students at MiraCosta to develop their English skills.

Our work with our colleagues in Pre-Transfer English and Letters will ensure appropriate curriculum and pedagogy.

Outreach to and collaboration with our local high schools can lead to important learning opportunities for students.

Measuring Goal Success:

We will document our work with all of these programs. Data will help determine the impact of our work.

GOALS/ACTION PLANS---
        RELATED ITEM LEVEL 1

2a Outreach Action Plan
Program/Unit:
Credit English as a Second Language

Action Plan Objective/Synopsis:

Resources Needed?:

Institutional Goals Alignment (current goals):

Steps and Timeline for Implementation:

Goal #2 Outreach
Program/ Unit Goal Number:

Program/Unit:
Credit English as a Second Language

Goal Description:
Our goal is to strengthen involvement in outreach to feeder programs. We need to continue to build the connections we have with Noncredit ESL, MiraCosta's Institute of International Perspectives, Pre-Transfer English and Letters, and our local high schools. Collaboration with all of these programs will benefit students who move between these programs as they progress on their educational journeys. As we work together with our colleagues in these programs, we will also keep our program vibrant.

Program Review Motivation Summary:

Credit ESL and Noncredit ESL will continue to work together on our mirrored courses.

The connection with IIP helps ensure that we provide opportunities for international students at MiraCosta to develop their English skills.

Our work with our colleagues in Pre-Transfer English and Letters will ensure appropriate curriculum and pedagogy.

Outreach to and collaboration with our local high schools can lead to important learning opportunities for students.

Measuring Goal Success:

We will document our work with all of these programs. Data will help determine the impact of our work.

Philosophy
New Full-time Faculty Hiring Request Item
Program/Unit:
Philosophy

Name of Person Completing this Form:
Isabel Luengo

Summary Statement of Need:

The purpose of this request is hire a philosophy faculty to replace Dr. Louisa Moon, who retired in December 2020.

If this request is not approved and the program has to function with only one full-time faculty, the percentage of part-time faculty will go up to 72%, the program will unavoidably suffer, and our action plans will be hindered.

Area 1: Departmental and Institutional Planning:

1) How does this full-time faculty hire request align with current short and long term departmental and institutional goals?

This retirement-replacement hire request aligns with the MiraCosta institutional goals, in particular Goal I and Goal III. It is a goal of the PHREL department and the college as a whole to provide equitable access, enhance student success, and close equity gaps; to deploy strategies that meet students where they are, create community, and dismantle systems of inequity; and to foster academic excellence by strategically developing a culturally competent, adaptive, innovative, and relevant teaching and learning environment. If our retirement-replacement hire request is not approved, the department will struggle to accomplish those goals.

In addition, the PHREL department has identified as short-term goals to (1) create more opportunities for students to succeed by supporting a diverse student population, paying particular attention to disproportionately impacted populations, and to (2) be more active in the development and implementation of the Languages, Communication and Humanities ACP.

All of the above are ambitious goals, and it will be hard for the PHREL department to make substantial progress without a new hire to replace Dr. Louisa Moon, who recently retired, and who was so instrumental to the success of the department during the past thirty years.

2) Is this hire request directly related to programs or initiatives that have been highlighted for support or strengthening for in the Comprehensive Master Plan, Strategic Plan, or other institutional plan?

This retirement-replacement hire request directly relates to Guided Pathways. The PHREL department has been deeply involved in Guided Pathways and Redesigning the College Experience, both at the college and the ACP level. This involvement has relied almost exclusively on the participation of its full-time faculty. Without the retirement replacement we are requesting, the two remaining full-time faculty cannot guarantee the same level of involvement.

3) Is this hiring request supporting innovation in the form of new programs, curricula, services, etc?

If our hire request gets approved, we will search for a faculty member who can bring a high level of innovation to the program, including writing new curriculum, updating old curriculum, implementing

innovative pedagogical approaches, exploring collaborations with other departments, and bringing in knowledge of new learning and teaching technologies, both online and in the classroom.

4) How and when have faculty engaged in dialogue (both within and outside the program/department) about how the hire advances programmatic/departmental and institutional goals? Has this dialogue included all discipline or program faculty and dean?

The PHREL faculty has been discussing this hire request since Dr. Moon shared with the rest of the department that she was planning to retire. The conversation has included both full-time and part-time faculty, as well as Dana Smith, who was the prior department dean, and Antonio Alarcón, our current dean.

5) How have college planning processes and data analysis been used to justify the hire request?

To justify this hire request, the PHREL department has used all the data gathered in our last program review.

6) Is the number of full-time faculty in your department equitable when compared to other departments or divisions with comparable FTES, student contact hours, etc?

With three full-time faculty, the number of full-time faculty in the PHREL department is equitable when compared to other credit departments and divisions with comparable FTES and student contact hours.

7) In the past five years, what full time faculty hire plans or requests have been submitted by the program/department? How have the recent hires been implemented, and in what role(s) are they currently serving within the department?

The PHREL department has not submitted any full-time faculty hire requests in the past five years. The last time we requested a faculty hire was in 2014, when we got approval to hire a full-time religious studies faculty, which resulted in Dr. Jeff Murico's hire.

The last time the department requested a full-time philosophy hire was in 1994, when Dr. Isabel Luengo was hired.

Area 2: Student Success and Equity:

1) What key trends have been noted in student success and equity data indicators such as: program completion (degree, certificate, transfer, workforce development, lifelong learning); successful course completion; achievement of course and program learning outcomes and demonstration of institutional core competencies; utilization of support services.

We have a healthy discipline enrollment in philosophy. The fill rate continues to be over 90%, just like in the preceding years. Student retention in the discipline has stayed stable for the past few years, at over 87% (compared to the overall MiraCosta rate of 83.5%).

Student success has also stayed stable at over 79% (compared to the overall MiraCosta rate of 71.7%) and it is higher than the MiraCosta rate for all demographics.

2) What equity gaps in student success or access to programs and/or services have been identified based on disaggregation of data by ethnicity, age, gender, sexual orientation, homeless

status, educational goal, course modality, full versus part-time status, etc? (using information from data dashboards, survey results, or other sources)

We see the same achievement gap that we find across most disciplines, with around 83% of white students successfully completing our classes, compared to only 72-75% of Hispanic/Latinx students, and 67-70% of Black students.

Regarding gender, we see a persistent 3 percent point difference between males and females in student success, with around 80% of females successfully completing our classes versus around 77% of males.

In 2014-15, the success rate difference between online and onground classes was of 11 percent points (63% vs. 74.6%). The success rate gap in online and onground classes has been gradually closing. In 2017-18, the difference was less than 3 percent points (76.9% vs 79.6%). Since the beginning of the pandemic, all the department classes have been offered asynchronously online. The department has worked very hard to improve the quality of online instruction, and we expect the gap between online and onground to close even further.

3) In what ways is the department or program working to close equity gaps for students?

The philosophy faculty has participated in a number of workshops to explore how to close equity gaps in the classroom.

Being mindful of how the cost of textbooks can contribute to the equity gap, we are moving towards a Zero-Cost Textbook model. Currently, we are offering eight Zero-Cost Textbook sections in the discipline, and we expect the number of Zero-Cost Textbook sections will continue to grow.

4) In what ways is the department or program working to support student success in general (at the course, service, departmental and/or institutional level)?

The program could be more effective in closing the equity gap for students by giving support to students who may be underprepared to tackle philosophy classes. Two strategies to pursue are making more tutoring available to our students, and working more closely with the Writing Center.

5) In what ways is the hiring of a full-time faculty member expected to support under-served or disproportionately impacted student populations, address equity gaps, and meet student learning and achievement needs in general?

If our hiring request is approved, we will specifically search for a faculty member that is equity minded and is committed to closing the achievement gap, with a proven record of meeting student learning and achievement needs in general.

Area 3: Leadership:

1) Is the hire request intended to replace a full-time faculty member who has left the department or program? If so, what evidence demonstrates a continuing need for the position within the program?

This hire request is intended to replace Dr. Louisa Moon, who retired in December 2020 after thirty years as a full-time instructor in the department.

Currently, the FTEF in the PHREL department is 5.7. With three full-time faculty, the percentage of part-time faculty is 47.36%. This is about average when compared with other academic departments and disciplines.

However, if our request for a retirement replacement hire were not approved and the PHREL department had to function with only two full-time faculty, the percentage of part-time instructors would go up to 65%. This would make us, with psychology, the academic department with the highest percentage of part-time faculty at the college.

The PHREL department encompasses two disciplines—religious studies and philosophy. The retirement replacement hire we are requesting would be teaching in the philosophy program. If the hire gets approved and is successful, the percentage of part-time faculty will remain at 44.4%. If it is not successful and Dr. Luengo is the only full-time philosophy instructor, the percentage of part-time faculty in the philosophy discipline will be 72%.

2) What gaps have been identified in faculty leadership for effective reflection, dialogue, and planning to support student success and achievement?

With three full-time faculty members, the PHREL department has been a model of effective reflection, dialogue, and planning to support student success and achievement. Losing a full-time faculty member and having to manage the department with only two full-time faculty will unavoidably create a gap in leadership.

3) What discipline or program-specific leadership responsibilities will this proposed faculty member fulfill in addition to those typically expected of full-time faculty?

This proposed faculty member will be one of the faculty leads in the discipline in philosophy. It is difficult to anticipate what specific duties they will take on once they get hired, but we will strive to find somebody that can continue the department's tradition of open dialogue and shared responsibilities. For instance, since the inception in the department, the chair position is rotated among all the tenured full-time instructors.

4) What evidence demonstrates that the department or program is relying on associate faculty to teach core courses or provide key services?

Since Dr. Moon's retirement, we have had to rely on associate faculty to teach Phil 302. Bioethics, an upper-division course that is a requirement of the Biomanufacturing Bachelor's Degree. Dr. Moon (whose area of expertise was ethics) wrote the curriculum for the class, and she taught it until her retirement. Phil 302 is the only upper-division class offered in the department. Although all the philosophy faculty members in the department are qualified to teach lower-division philosophy classes, only faculty with the relevant background can update the curriculum and teach the class with the rigor and depth required (the areas of expertise of the two current full-time faculty in the department are religious studies, and logic and philosophy of mind).

5) Are availability of associate faculty or other alternatives to hiring full-time faculty limited?

Finding good philosophy associate faculty is a struggle. Most research universities only accept PhD students to their graduate programs, and they usually accept very few, since philosophy departments have made a concerted effort not to overflow the market with philosophers. The good associate faculty in San Diego are in high demand, and we have to compete with the other community colleges of the area. If the percentage of part-time faculty in the philosophy discipline goes up to 72%, as will be the case if our request is not approved, we will not be able to guarantee the highest level of instruction.

Area 4: Campus Impact and External Factors :

If this request is approved, we will search for a faculty member who can enhance the role of the department within the context of the wider campus community, and increase the breadth and diversity of the philosophy curriculum and programs.

Area 5: Program Quantitative Data:

The last couple of years have been exceptional because of the pandemic, but we can still see a positive trend in most of the areas. In 2019-2020, the last year we have data for, our enrollment (at 1,136) went up 3.5% from the prior year, our fill rate (at 91.6%) went up 1.5%, our section counts (at 36) went up 2.9%, our FTES (at 110.4) went up 3.3%, our FTEF (at 3.638) went up 1.9%, and our WSCH per FTEF (at 468) went up 7. The only area where we can see a decline is in the average student per section, that went from 31.8 in 2017-2018 to 27.7 in 2019-2020, one of the reasons being the introduction of honors classes, which have a smaller class maxima.

As the data demonstrate, the philosophy program is doing quite well. We attribute a big part of its success to the dedication, collaboration and leadership of its full-time faculty. If the program has to function with only one full-time faculty, raising the percentage of part-time faculty to 72%, the program will unavoidably suffer, and it will be a disservice to our students.

Salary Funding Account Source:

Amount Requested:

Health Benefits and Retirement System:

Equipment:

Equipment Funding - Other:

Equipment Funding - Other - Amount Requested:

GOALS/ACTION PLANS---
RELATED ITEM LEVEL 1

Action Plan 3A: Hire a full-time faculty retirement replacement

Program/Unit:
Philosophy

Action Plan Objective/Synopsis:
Our objective is to hire a new full-time faculty to replace Dr. Louisa Moon, who retired at the end of Fall 20.

Resources Needed?:
Staffing

Institutional Goals Alignment (current goals):
III. MiraCosta College will foster academic excellence.

Steps and Timeline for Implementation:

We will request a hire in Spring 22 and, if successful, we will hire a new faculty to start teaching at MiraCosta in Fall 22.

RELATED ITEM LEVEL 2
GOAL 3: Hire a Full-Time Faculty Retirement Replacement
Program/ Unit Goal Number:

Program/Unit:
Philosophy

Goal Description:
Our goal is to recruit, hire and support excellent philosophy faculty.

Program Review Motivation Summary:

In order to keep the program functioning at the highest level, we need to hire a replacement for full-time instructor Dr. Louisa Moon, who retired at the end of 2020.

Measuring Goal Success:

We will know we have achieved a goal when we hire a new philosophy faculty.

Chemistry
Organic/Allied Health Chemistry Instructor
Program/Unit:
Chemistry

Name of Person Completing this Form:
Kent McCorkle

Summary Statement of Need:

56.5% of our courses were taught by part-time faculty in 2019-20 (the latest data available). The addition of a full-time faculty hire would reduce this to 51.1%. Our area of greatest need is in organic chemistry and the closely related allied health (organic/biochemistry) chemistry courses.

The student caps for the organic chemistry sequence for science majors, CHEM 210/211, were reduced effective Fall 2019 from 30 to 20 students. (This was done for laboratory safety reasons.) This change has required additional sections, and therefore, additional faculty to teach them. Our program historically offered 4-5 sections of organic chemistry (CHEM 210/211) each semester, but in order to continue serving the same number of students, this number must necessarily increase due to the smaller cap sizes. These are 9-LHE courses, so a FT faculty can only teach a maximum of two sections, and even that is an overload (18 LHE).

Organic chemistry faculty are the most challenging to hire as there are very few instructors with both the specialized educational background and direct teaching experience in the majors sequence to jump right into this advanced curriculum; most require significant additional training. This makes staffing these courses with associate faculty notoriously difficult, potentially locking our current FT organic chemistry faculty in to only teaching these courses in order to cover all sections. These courses are critical capstones for our science majors who need the skills obtained in both lecture and lab in order to be successful upon transfer. The hiring of a third organic chemist will provide much needed stability to these important courses.

Our allied health chemistry courses, CHEM 112/116, are also specialized courses focused on specific career education (CE) paths. CHEM 112 is a one-semester general/organic/biochemistry course explicitly designed for nursing majors. CHEM 116 (organic/biochemistry) meets the needs of allied health majors pursuing careers in nursing, nutrition, kinesiology, health science, food science, animal science, and public health science, among others.

CHEM 116 has been taught almost entirely by associate faculty for years. Other than one or two semesters, CHEM 116 has been without a FT faculty presence or leadership for as long as anyone in the department can recall (13+ years). This course demands consistent FT leadership and revitalization to ensure that it is meeting the current needs of our allied health students. This instructor necessarily needs to be an organic chemist (or a biochemist with a strong organic chemistry background) and we cannot spare one of our existing two FT organic chemists due to the strong demand for and projected growth in 210/211, the latter a result of the reduced student caps requiring additional sections.

Hiring an organic chemist with experience teaching allied health chemistry courses will ensure new sections of organic chemistry are properly staffed, as well as providing vital leadership for our allied health chemistry courses, especially CHEM 116, which has been missing for far too long.

(It's worth noting that 2019's organic chemistry hire was a replacement, bringing the department's total back to two. With the aforementioned class size reduction for organic chemistry from 30 to 20 students, the number of sections is expected to increase, requiring more organic chemistry faculty. This growth in sections will require a corresponding growth in faculty to cover them. In addition, teaching at overload, our dedicated organic chemistry faculty lack the

time to commit to developing and improving allied health chemistry courses. Hiring an organic chemist specifically to provide oversight of those courses is much needed.)

Note: This full-time faculty hire was ranked last year and selected to move forward. The search committee created the job advertisement, reviewed applications, selected candidates, conducted interviews, chose finalists, and scheduled final interviews before it was first halted, then eventually cancelled. This was very disappointing, not only to the excellent candidates that were identified, but to the the search committee members who spent hundreds of person-hours on this search.

Area 1: Departmental and Institutional Planning:

The plan aligns directly with the college's mission to provide "superior educational opportunities ... to a diverse population of learners." FT faculty have more time and resources to focus on creating and supporting these opportunities. Additionally, FT faculty perform other duties that increase student success, e.g. curriculum, SLOs, PT faculty hiring/evaluation. The FT faculty also provide support for: educational innovation & best practices, supporting academic success through student contact, department/college governance, and engaging in community outreach. A FT organic/allied health instructor supports academic success in chemistry through: greater student-faculty contact; innovative teaching; high-quality curriculum; rigorous prep for transfer; leadership in allied health chemistry; STEM Center workshops; tutor training. The diversity of our students will be expounded upon in Area 2.

This plan also aligns with the college's goals #3 and #4, to make data-driven decisions and be fiscally prudent. The fill rates for allied health chemistry (CHEM 112/116) are comparable to the college's, while those of organic chemistry (CHEM 210/211) are significantly higher. (See table below.) We accomplish high fill rates by scheduling our courses efficiently using data. These high fill rates help us to maximize our resources, including faculty, making our courses fiscally prudent.

	2 Year Average (2018-2020)
College Fill Rates	83.2%
CHEM 112/116 Fill Rates	77.0%
CHEM 210/211 Fill Rates	96.8%

A full-timer is critical to prepare students for careers in STEM and allied health fields. Getting K-12 students into STEM is essential to address equity among historically underrepresented ethnic and gender groups. The FT faculty can provide unity & support for outreach to schools and community: SD Science Alliance, MCC Science Fair, SD Chem Expo, GirlTech, SD Festival of Science and Engineering, and Encuentros. A FT organic/allied health chemist will

bring important expertise to assist in developing programs, such as learning communities, Upward Bound, etc., to improve success for underrepresented and/or underprepared students.

Area 2: Student Success and Equity:

Enrollment in organic chemistry (CHEM 210 and 211) pre-pandemic was exceptionally strong, with a 98% fill rate in both 2018-19 and 2019-20, compared to 84% for the college in 2019-20. Even during the pandemic (2020-21), demand remained high with an 86% fill rate in CHEM 210 and 105% in CHEM 211.

CHEM 210's 2019-20 success rate of 74% is on par with the college's overall rate (72%), while CHEM 211's 2019-20 success rate of 84% is far above the college's overall rate (72%). These are excellent considering the rigor of these courses. Student retention is also high in these courses, at 84% for 210 and 90% for 211 in 2019-20.

Enrollment in allied health chemistry was also very strong in 2019-20, with an 86% fill rate for CHEM 112 and 65% for CHEM 116. CHEM 112's student success rate of 71% was on par with the college's overall rate, while CHEM 116's 88% was exceptional. Retention was high for both courses, at 78% for CHEM 112 and 92% for CHEM 116.

With regards to equity, both CHEM 210 and 211 serve diverse, underrepresented populations. In CHEM 210 during 2020-21, the ethnic breakdown was 41% white, 29% Hispanic, 19% Asian, and 5% 2+ races. For CHEM 211, the numbers were 42% white, 33% Hispanic, 14% Asian, and 6% 2+ races. Having one-third of students identify as Hispanic is a testament to the success of our program in reaching this typically underrepresented group within STEM. With regards to gender, CHEM 210 was 38% male/61% female, while 211 was 39% male/61% female. While women tend to make up the majority of bachelor's degrees in the biological sciences, they receive far fewer in physical sciences, such as chemistry. The strong showing by women in CHEM 210/211 is another testament to the success of our program in recruiting and serving this population.

CHEM 112 and 116 have equally strong diversity. In 2020-21, CHEM 112 was 36% Hispanic and 79% female, while CHEM 116 was 32% Hispanic and 75% female.

FT faculty provide resources/leadership in Supplemental Instruction and STEM Center tutor training. Without a FT faculty, our students may not continue, or even improve, at our current success rates. Student Learning Outcomes for CHEM 112, 116, 210, and 211 were assessed in accordance with the timeline. Based on the SLO assessment results, these courses are meeting our goals. Our discipline is reflective in our assessment of student learning and achievement.

Area 3: Leadership:

The new hire will take the leadership role in CHEM 116 to ensure our allied health majors are being properly trained, equipped, and supported. The instructor will evaluate the curriculum, assess the current needs of our students in their ever-changing fields, and update the course where necessary. Having only been taught by associate faculty for over a decade, the revitalization of this course is long overdue.

This organic chemist will also support CHEM 210 and 211, two courses that are vital for transferring students in STEM. Due to the large LHE of these courses (9 LHE) and the recently reduced student caps (leading to more sections), our department must rely heavily on associate faculty to teach these courses. Exacerbating the problem, the associate faculty pool for organic chemistry is very limited due to the specialized educational background required. The number of applicants qualified to teach organic chemistry positions is a tiny fraction compared to those able to teach the introductory and general chemistry courses in our department. An additional full-time faculty trained specifically in organic chemistry will provide stability for these important courses.

The new hire will also share leadership roles within the department with regards to coordinating curriculum, curriculum development, SLO evaluations, community outreach, and governance.

Area 4: Campus Impact and External Factors :

Given the continued strong growth of careers in both STEM and healthcare nationwide, demand for CHEM 112, 116, 210, and 211 is expected to remain strong for the foreseeable future.

Area 5: Program Quantitative Data:

Quantitatively, the trends across both organic and allied health chemistry courses are generally flat, with only minor increases or decreases from one year to the next. Conversely, the college as a whole has shown decreases year-over-year for the same three year period in enrollment, unduplicated headcount, WSCH, FTES, and WSCH/FTES. This demonstrates the consistent demand for both organic and allied health chemistry courses, even in the face of declining enrollments college-wide.

The percent of 2019-20 FTEF taught by part-time faculty was 56.5% PT. This will drop to 51.1% with an additional FT faculty, bringing us closer to our goal of 50%.

Salary Funding Account Source:
11 Salaries-Academic Instr FT Contract

Amount Requested:

Health Benefits and Retirement System:
Health Benefits Needed,Eligible for Retirement System (STRS/PERS)

Equipment:
Standard Desktop Computer,Standard Office Furniture

Equipment Funding - Other:

Equipment Funding - Other - Amount Requested:

Ethnic Studies
Full-time Ethnic Studies Faculty Hiring Request
Program/Unit:
Ethnic Studies

Name of Person Completing this Form:
Alicia Robles López

Summary Statement of Need:
The purpose of this request is to fulfill a need and commitment that certain events we experienced as a nation between 2020-2021 have prompted at the national, state, and local levels.

One of the events was the COVID-19 pandemic. The other is what Dr. Starla Lewis and other scholars have described as the Pandemic of Racism throughout U.S. history. The latter has led to various calls to action, pledges, resolutions, bills, etc. For example, a Systemwide Call to Action, the ASCCC position paper, Anti-Racism Education in California Community Colleges, the signing of AB1460 requiring Ethnic Studies (ES) for all Cal State University campuses and degrees, approval of Ethnic Studies (ES) curriculum for K-12 schools after years of debate, and recently, the unanimously approved Ethnic Studies graduation requirement for all CCC's. At MiraCosta, we have also risen to the occasion. In 2020, we passed an Academic Senate resolution, Declaration that Black Lives Matter, and a Call to Action demonstrating our commitment to Anti-racist Education. In addition, we have conducted campus-wide book readings i.e. How to Be an Antiracist by Ibram X. Kendi and So You Want to Talk About Race by Ijeoma Oluo. We have invited guest speakers to help guide us in this work e.g. Dr. Ibram X. Kendi and Dr. Starla Lewis. More recently, at MiraCosta, the Ethnic Studies Workgrouppresented the value, definition,

[and need for Ethnic Studies at our campus](#). We wrote, voted, and passed the [resolution for the Creation of an Ethnic Studies Department (R. 1-21)](#).

The impact on my action plan if this request is NOT funded.

The series of state and local level efforts to drive antiracist education and Ethnic Studies throughout our education system has already led to a dramatic increase in enrollment for one of our Area F/CSU Ethnic Studies requirement courses (ETHN/SOC 207, Race and Ethnic Relations). Historically, the Sociology department has offered one of these courses per year and has never exceeded 40 students. This semester (Fall 2021), we added a second 207 in anticipation for student need, then we found it necessary to add a third (growth) SOC 207 course as we had a significant number of students waitlisted. This particular spike in course enrollment and demand directly relates to [AB 1460,](#) which commenced with the 2021–22 academic year. Considering that besides AB 1460, there is also the recent approval of Ethnic Studies curriculum for K-12 and the unanimously approved [Ethnic Studies graduation requirement for all CCC's](#) to consider, we can only logically foresee the need for an Ethnic Studies Program, department, and full-time faculty member(s). If this request is not funded, we cannot meet the needs and demands of students at our college, and students may choose a college with a more robust Ethnic Studies program and department.

Another outcome of this series of state and local level efforts is eliminating Associate Degrees for Transfer (ADT's) in Social Justice Studies: Chicano/a Studies (or Black Studies, Ethnic Studies, etc.)–including the one at MiraCosta. In place of these, there will be the development of actual Ethnic Studies ADT's or Associate degrees. This elimination will leave a void to be filled for students that have developed an interest in Social Justice topics. Even in the absence of an Ethnic Studies program department, we have seen students switch majors from Sociology or Mathematics (for example) to Chicana/o or Ethnic Studies upon transferring. To name two cases in point, Ashley (now at UC Berkeley) and Abhrama (now at SDSU).

We are well underway to establishing a solid Ethnic Studies program and department with your support. We have submitted a [Program Establishment, Modification, or](#)

[Removal Form](#) and a foundational [Comprehensive Program Review](#). The effort and work we have given toward this goal are considerable and far from done. While this semester, we have relied on two associate faculty members to teach the Area F growth courses, and on one full-time Sociology and Ethnic Studies faculty member, the arrangement is not sustainable. One potential impact on my action plan if this request is not funded is our inability to establish Ethnic Studies courses, a program, and a department to meet the needs and demands that this historical moment has prompted.

To meet our resolutions, institutional goals and step up to the occasion as our nation, state, and students demand. We need the support of an additional full-time Ethnic Studies faculty member that will be invested and dedicated to this cause and work. If we do not hire this person, we risk falling short of the needs and expectations of our students, as well as missing the historical opportunity.

Area 1: Departmental and Institutional Planning:

1. How this full-time faculty hire request aligns with current short and long-term departmental and institutional goals:
   a. The Sociology department has recently submitted a new Ethnic Studies Associates Degree Program in Curricunet, a new Introduction to Ethnic Studies course, and modification to CCS/SOC 230, Introduction to Chicana/o Studies for Area F approval. We have taken these steps in preparation for an independent Ethnic Studies program/department. Our submission of this Hire Request Form also aligns with our current short and long-term departmental goals.
   b. How this request aligns with institutional goals; as I mentioned in the [Summary Statement of Need](#), MiraCosta, stepped to the forefront in the face of the Pandemic of Racism together with the various statewide constituents that have written, proposed, and pronounced decolonial and antiracist resolutions, bills, and more. In 2020, we passed an Academic Senate resolution, [Declaration that Black Lives Matter, and a Call to Action](#) demonstrating our commitment to Anti-racist Education. We have conducted campus-wide book readings, i.e., How to Be an Antiracist by Ibram X. Kendi and So You Want to Talk About Race by Ijeoma Oluo. We have invited guest speakers to help guide us in this work, e.g., Dr. Ibram X. Kendi and Dr. Starla Lewis. More recently, at MiraCosta, the [Ethnic Studies Workgroup presented the value, definition, and need for Ethnic Studies at our campus](#). We wrote, voted, and passed the [resolution for the Creation of an Ethnic Studies Department (R. 1-21)](#). Establishing an independent Ethnic

Studies department and hiring a qualified full-time Ethnic Studies scholar to head it is decolonial and antiracist work.

2. This hire request is directly related to programs or initiatives that have been highlighted for support or strengthening for in the Comprehensive Master Plan, Strategic Plan, or another institutional plan:

   - Ethnic Studies Workgroup (resulting from the resolution for the Creation of an Ethnic Studies Department (R. 1-21), submitted a foundational Comprehensive Program Review in Spring 2021.
   a. The Ethnic Studies Workgroup submitted a Program Establishment, Modification, or Removal Form in Spring 2021.
   b. The Ethnic Studies Workgroup wrote, voted, and passed the resolution for the Creation of an Ethnic Studies Department (R. 1-21).
   c. At MiraCosta, we passed an Academic Senate resolution, Declaration that Black Lives Matter, and a Call to Action in 2020, demonstrating our commitment to Anti-racist Education.
   d. Various statewide level efforts related to antiracist-education and the development of Ethnic Studies at all levels of our education system in California, e.g., the Systemwide Call to Action, the ASCCC position paper, Anti-Racism Education in California Community Colleges, the signing of AB1460 requiring Ethnic Studies for all Cal State University campuses and degrees, approval of Ethnic Studies curriculum for K-12 schools after years of debate, and recently, the unanimously approved Ethnic Studies graduation requirement for all CCC's highlight the need and call for MiraCosta to hire a full-time Ethnic Studies professor and expert to lead an independent Ethnic Studies program department.

3. This hiring request supports innovation in the form of new programs, curricula, services, etc.:

   - Currently, MiraCosta does not have an independent Ethnic Studies Program and Department
     i. Ethnic studies curriculum tied to increased graduation, retention rates, study finds by San Francisco State University
     ii. Ethnic Studies Contributes to College Students' Success by Kenneth Monteiro
     iii. Stanford study suggests academic benefits to ethnic studies courses by Brooke Donald
     iv. The Academic and Social Value of Ethnic Studies by Christine E. Sleeter

4. Faculty have engaged in dialogue (both within and outside the program/department) about how the hire advances programmatic/departmental and institutional goals and has included all discipline or program faculty and dean (how/when):

   - In the Sociology department, evolving dialogue about Ethnic Studies has been in the process before I was hired in 2016. Students had demanded it on various occasions before I arrived at MiraCosta. These conversations have happened 1 on 1, in department meetings, email, Academic Senate meetings, etc.

a. Outside of the program/department, these conversations have happened within the interdisciplinary Ethnic Studies Workgroup that developed as a result of our resolution for the Creation of an Ethnic Studies Department (R. 1-21). The workgroup presented and entered into dialogue at a public Academic Senate on the value, definition, and need for Ethnic Studies at our campus.

b. My Letters colleague, Maria Figueroa, and I have visited multiple public committee meetings, e.g., Academic Affairs Subcommittee (AAC), Academic Senate, Curriculums and Programs Committee (CPC), to make public comments on the record (e.g. AS Public Comment) and for the support, creation, and expansion of Ethnic Studies courses and program with respect and acknowledgment of the academic field of study, historically rooted in distinct epistemological and pedagogical practices advocate.

5. College planning processes and data analysis have been used to justify the hire request:

. See Spring 2021 Comprehensive Program Review for Ethnic Studies submitted by Alicia López through the Sociology Department for an Ethnic Studies program.

6. The number of full-time faculty in my department is not equitable when compared to other departments or divisions with comparable FTES, student contact hours, etc:

. Currently, our nascent Ethnic Studies program does not have a dedicated full-time Ethnic Studies faculty member to lead it. We depend on one Sociology/Ethnic Studies faculty Member to give instruction in Ethnic Studies, Sociology and develop this new program. We are also relying on two associate faculty to teach the growth courses in Ethnic Studies this semester. In addition to AB 1460, which has already tripled the demand for one of our new Ethnic Studies courses, we must anticipate even more growth and need upon the implementation of Ethnic Studies curriculum for K-12 schools and the recently and unanimously approved Ethnic Studies graduation requirement for all CCC's. Consider this, Title V changes will go into effect Fall 2022 or 2023. Our Letters department offers 60 ENGL 100 (also a graduation requirement) in a given semester.

1. In the past five years, the full-time faculty hire plans or requests that have been submitted by the program/department are:

a. Currently, there is no established Ethnic Studies program/department. This reference point is not equitable because there are no full-time faculty members. So this does not apply to this request.

Area 2: Student Success and Equity:

1. Key trends that have been noted in student success and equity data indicators such as: program completion (degree, certificate, transfer, workforce development, lifelong learning); successful course completion; achievement of course and program learning outcomes and demonstration of institutional core competencies; utilization of support services are:
   a. Currently, there is no established Ethnic Studies program/department. This reference point is not equitable because there are no full-time faculty members. So this does not apply to this request.
   b. Even in the absence of an Ethnic Studies program department, we have seen students switch majors from Sociology or Mathematics (for example) to Chicana/o or Ethnic Studies upon transferring. To name two cases in point, Ashley (now at UC Berkeley) and Abhrama (now at SDSU).
2. The equity gaps in student success or access to programs and/or services have been identified based on disaggregation of data by ethnicity, age, gender, sexual orientation, homeless status, educational goal, course modality, full versus part-time status, etc? (using information from data dashboards, survey results, or other sources) are:
   . [ASCCC's Anti-Racism in Education in California Community Colleges working paper](#) outlines the history of systemic racism in higher education and provides a series of relevant recommendations for colleges including: "Scaling up and appropriately funding programs and services dedicated to advancing racial equity through a holistic approach." This directly applies to the curricular and interdisciplinary program of ethnic studies. A full-time faculty member in ethnic studies would contribute expert leadership to the campus community in this regard through the development of a high-impact, critical interdisciplinary ethnic studies program.
   a. [MiraCosta's Student Equity Plan 2019-2022 Executive Summary](#) provides disaggregated data on existing equity gaps among minoritized student groups and indicates which populations that targeted interventions would specifically address. The populations and metrics identified highly align with the scope and goals of ethnic studies curriculum. Since racial equity and social justice are core components of an ethnic studies curriculum, a full-time faculty member would be able to strategically and effectively partner with campus and community programs to design ethnic studies curriculum that interfaces with co-curricular equity programs augmenting the campus ecology for racial equity and social justice.

1. The ways the department or program works to close equity gaps for students is:
   a. [Ethnic studies curriculum tied to increased graduation, retention rates, study finds](#) by San Francisco State University
      i. "Written by College of Ethnic Studies Dean Amy Sueyoshi and Associate Provost of Institutional Analytics Sutee Sujitparapitaya and published

this semester in the journal Ethnic Studies Review, the paper takes a quantitative look at ethnic studies. Using data from the University's Division of Institutional Analytics, Sueyhoshi and Sujitparapitaya show a strong correlation between ethnic studies curricula and high retention and graduation rates."

      1. A full-time faculty member in ethnic studies is necessary to actualize the researched-based benefits of an expert-designed, by scholars from the field, curricular program of ethnic studies.

  b. [Ethnic Studies Contributes to College Students' Success](#) by Kenneth Monteiro

  c. [Stanford study suggests academic benefits to ethnic studies courses](#) by Brooke Donald

  d. [The Academic and Social Value of Ethnic Studies](#) by Christine E. Sleeter

2. The ways the department or program works to support student success in general (at the course, service, departmental and/or institutional level) are:

  . [Ethnic studies curriculum tied to increased graduation, retention rates, study finds](#) by San Francisco State University

  a. [Ethnic Studies Contributes to College Students' Success](#) by Kenneth Monteiro

  b. [Stanford study suggests academic benefits to ethnic studies courses](#) by Brooke Donald

  c. [The Academic and Social Value of Ethnic Studies](#) by Christine E. Sleeter

    . The work of Sleeter provides a broad overview of existing research literature that highlights multiple measures of positive impact for students through a well-designed and well-taught ethnic studies curriculum.

3. Ways in which the hiring of a full-time faculty member is expected to support under-served or disproportionately impacted student populations, address equity gaps, and meet student learning and achievement needs in general are:

  . In my experience and perspective, we need at least two full-time qualified Ethnic Studies faculty members to lead a new Ethnic Studies department successfully. Total commitment, area expertise, and strategic and intentional leadership are needed to propel a new program forward. In addition, hiring a full-time Ethnic Studies faculty member would allow for more time and energy invested in completing service to one college and then better able to help under-served or disproportionately impacted student populations, address equity gaps, and meet student learning and achievement needs in general. This is particularly true for Ethnic Studies courses, programs, and majors, who serve a significant segment of under-served or disproportionately impacted student populations.

  a. In addition to service to one college only, hiring a full-time Ethnic Studies faculty member would allow them to spend more time on campus and have an opportunity to develop relationships with students, staff, faculty, and the surrounding community. As well as develop an understanding of the

institutional culture and how Ethnic Studies epistemology can become integral to the cultural fabric of the college.

Area 3: Leadership:

1. The hire request is not intended to replace a full-time faculty member who has left the department or program.
2. The gaps identified in faculty leadership for effective reflection, dialogue, and planning to support student success and achievement are:
   a. In the absence of an institutionalized Ethnic Studies Department there is a fundamental void for intentional development of a robust department. Currently, the one full time Sociology faculty who is also qualified to teach Ethnic Studies serves in an interdisciplinary teaching role. This does not allow for a full-time focus on department development.
3. The discipline or program-specific leadership responsibilities that this proposed faculty member will fulfill in addition to those typically expected of full-time faculty are:
   . Curriculum development
   a. Supplemental Instruction / Co-curricular support e.g. campus programs and events, student engagement, campus cultural and engagements centers
   b. Instruction
   c. Community and student relations, partnerships, and advocacy
   d. To support student organizations which are an important aspect of student success, including retention and graduation, and transfer.
   e. Coordinating with larger regional and state groups
4. The evidence that demonstrates that the department or program is relying on associate faculty to teach core courses or provide key services are:
   . This semester (Fall 2021), we relied on two associate faculty members to teach the Area F growth courses.
   a. In the absence of an institutionalized Ethnic Studies Department, there is a fundamental void for the intentional development of a robust department. Currently, the one full-time Sociology faculty who is also qualified to teach Ethnic Studies serves in an interdisciplinary teaching role. This does not allow for full time focus on department development
5. Availability of associate faculty or other alternatives to hiring full-time faculty is limited:
   . We are unable to hire Ethnic Studies associate faculty appropriately in the absence of a full-time Ethnic Studies faculty member and department.

Area 4: Campus Impact and External Factors :

1. The proposed full-time faculty hire is not expected to enhance the role of this department or program within the context of the wider campus community because the program/department does not yet exist separate from Sociology. However, the proposed full-time faculty hire isexpected to affect the breadth and diversity of curricular offerings, programs, and/or services at the college.

2. The external factors such as regulatory requirements or state mandates should be considered in prioritizing this faculty position are:
    a. Series of events between 2020-21 e.g. the various calls to [action, pledges, resolutions, bills, etc](#). For example, a [Systemwide Call to Action](#), the ASCCC position paper, [Anti-Racism Education in California Community Colleges](#), the signing of [AB1460](#) requiring Ethnic Studies (ES) for all Cal State University campuses and degrees, approval of Ethnic Studies (ES) curriculum for K-12 schools after years of debate, and recently, the unanimously approved [Ethnic Studies graduation requirement for all CCC's](#). At MiraCosta, we have also risen to the occasion. In 2020, we passed an Academic Senate resolution, [Declaration that Black Lives Matter, and a Call to Action](#) demonstrating our commitment to Anti-racist Education. In addition, we have conducted campus-wide book readings i.e. How to Be an Antiracist by Ibram X. Kendi and So You Want to Talk About Race by Ijeoma Oluo. We have invited guest speakers to help guide us in this work e.g. Dr. Ibram X. Kendi and Dr. Starla Lewis. More recently, at MiraCosta, the [Ethnic Studies Workgrouppresented the value, definition, and need for Ethnic Studies at our campus](#). We wrote, voted, and passed the [resolution for the Creation of an Ethnic Studies Department (R. 1-21)](#).
3. The labor market, advisory committee, or other community data supports the need for this faculty position are:
    . Employers are interested in hiring employees who demonstrate awareness of a changing global market, anti-racist and racially just society. Fundamental to the Ethnic Studies lens is a critical examination of society and systems.

Area 5: Program Quantitative Data:

1. Over the past three years, the trends that have been observed in the following program efficiency and demand indicators: Instructional faculty requests: enrollment, unduplicated headcount, WSCH, FTEF, FTES, WSCH/FTES, number of sections offered, fill rates, full-time to part-time faculty ratio are:
    a. Currently, there is no established Ethnic Studies program/department. This reference point is not equitable because there are no full-time faculty members. So this does not apply to this request.
2. The additional demand indicators that demonstrate a strong need to hire full-time faculty are:
    . Currently, our nascent Ethnic Studies program does not have a dedicated full-time Ethnic Studies faculty member to lead it. We depend on one Sociology/Ethnic Studies faculty Member to give instruction in Ethnic Studies, Sociology and develop this new program. We are also relying on two associate faculty to teach the growth courses in Ethnic Studies this semester. In addition to AB 1460, which has already tripled the demand for one of our new Ethnic Studies courses, we must anticipate even more growth and need upon the implementation of Ethnic Studies curriculum for K-12 schools and the recently

and unanimously approved Ethnic Studies graduation requirement for all CCC's. Consider this, Title V changes will go into effect Fall 2022 or 2023. Our Letters department offers 60 ENGL 100 (also a graduation requirement) in a given semester.

Salary Funding Account Source:
11 Salaries-Academic Instr FT Contract

Amount Requested:
85000.0000

Health Benefits and Retirement System:
Health Benefits Needed,Eligible for Retirement System (STRS/PERS)

Equipment:
Standard Desktop Computer,Standard Office Furniture

Equipment Funding - Other:

Equipment Funding - Other - Amount Requested:
15000.0000

GOALS/ACTION PLANS--
RELATED ITEM LEVEL 1

Hire Tenure-track Ethnic Studies Discipline Expert.
Program/Unit:
Ethnic Studies

Action Plan Objective/Synopsis:
To develop a compressive and authentic Ethnic Studies program and department, MiraCosta College will need to hire an ES discipline expert to meet the curricular demands placed on the institution through the passage of legislated AB 1460 and the current changes to Title V impacting the CC transfer requirements. Currently, there is only one full-time tenured ES disciplinary faculty, therefore another will be necessary to facilitate the demand in order to meet the needs of our students. As part of our strategic goal and program unit goal, hiring an additional ES tenured faculty will facilitate the development and eventual sustainability of a successful program and department. We expect this to be the first of potential future hires considering the statewide desire to develop and institutionalize individual and collective TMC in Ethnic Studies and its four core disciplines, including Black Studies, Chicanx Studies, Native American Studies, Asian American Studies.

Resources Needed?:
Department Travel, Services, Supplies,Staffing

Institutional Goals Alignment (current goals):

I. MiraCosta College will provide equitable access, enhance student success and close equity gaps.,II. MiraCosta College will meet identified external community needs.,III. MiraCosta College will foster academic excellence.,IV. MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources.

Steps and Timeline for Implementation:

Submit a request for a full-time hire to Academic Affairs Committee for a qualified Ethnic Studies expert in the early fall of 2021 to help lead the new program/department. In my experience and perspective, we need at least two full-time qualified Ethnic Studies faculty members to lead a new Ethnic Studies department successfully.

RELATED ITEM LEVEL 1
Request institutional and financial support to expand and strengthen the incorporation of tutoring and embedded tutoring within the new Ethnic Studies program and all of its courses.
Program/Unit:
Ethnic Studies

Action Plan Objective/Synopsis:
Truly close equity gaps and increase student success, particularly, among the student populations that suffer disproportionately.

Resources Needed?:
Department Travel, Services, Supplies,Facilities,Staffing,Technology

Institutional Goals Alignment (current goals):
I. MiraCosta College will provide equitable access, enhance student success and close equity gaps.,II. MiraCosta College will meet identified external community needs.,III. MiraCosta College will foster academic excellence.,IV. MiraCosta College will demonstrate responsible stewardship and sustainability of college and community resources.

Steps and Timeline for Implementation:
Request institutional and financial support to expand and strengthen the incorporation of tutoring and embedded tutoring within the new Ethnic Studies program and all of its courses by 08/17/22