

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

III.A Human Resources

III.A.1 *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Evidence of Meeting the Standard

MiraCosta College assures the integrity and quality of its programs and services by employing qualified administrators, faculty, and staff in accordance with the District's recruitment and hiring board policy (BP) and associated administrative procedures (APs) that prescribe appropriate hiring criteria ([III.A.1-1–III.A.1-6](#)). All District policies and procedures are available to the public on the College website.

To achieve the District's mission and support students in achieving their educational goals, the College's recruitment and hiring procedures allow the College to engage in diversity hiring that increases the representation of underrepresented communities in MiraCosta's workforce ([III.A.1-1](#)). The District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, enhances student learning, and provides suitable role models for all students ([III.A.1-7](#)). To obtain a large and balanced pool of applicants, the College ensures the advertising period for open positions allows for wide distribution and response ([III.A.1-5 §D](#)). MiraCosta advertises open positions using job boards, such as the California Community Colleges Registry, as well as other venues appropriate for intentionally attracting diverse candidates ([III.A.1-8](#)).

The criteria, qualifications, and procedures for selecting personnel are clearly stated in all job announcements. Each announcement includes a deadline for submitting the listed required documents to the College's online system, an explanation of what to expect from the screening and interview committee, and a statement about employment-offer contingencies ([III.A.1-9](#)). The inclusion of these uniform details, as well as the involvement of faculty members and

administrators in all appropriate phases of the hiring process, ensure the College consistently follows its hiring procedures.

All job announcements also clearly state the essential duties and responsibilities of the position as well as its required and preferred minimum qualifications (education and experience).

Appropriate subject-area faculty and the first-line administrator develop faculty job announcements to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated ([III.A.1-5 §C](#)). For example, a job announcement seeking two biotechnology instructors makes clear the department was looking for faculty to teach and develop curriculum for both upper- and lower-division courses to support the College's baccalaureate program in biomanufacturing ([III.A.1-10](#)). Additionally, to ensure that qualifications for each position align with the mission of the College and address the needs of the MiraCosta's student population, every job announcement and description requires all personnel to have the ability to demonstrate a sensitivity to and an understanding of diverse academic, socioeconomic, cultural, ethnic, and disability issues ([III.A.1-11–III.A.1-14](#)).

The College verifies the qualifications of all applicants by requiring them to submit transcripts of college coursework that provides evidence of meeting the position's minimum qualifications as stated in the job posting. The Human Resources Department checks on the equivalency of degrees from non-U.S. institutions by requiring applicants to submit a detailed evaluation from a professional evaluation agency ([III.A.1-9](#)). Additionally, within three business days of hire, the District completes the form or forms required by the federal government to verify each new employee's eligibility to be employed in the United States ([III.A.1-15](#)).

Analysis and Evaluation

The College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are appropriately qualified to provide and support the MiraCosta's programs and services. Job announcements clearly state the primary duties and responsibilities associated with the position as well as the required minimum qualifications and selection criteria to ensure the College's specific programmatic needs are met.

The College meets Standard III.A.1.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and

potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

MiraCosta requires faculty to have expertise in their subject areas, skill in teaching and serving the needs of a varied student population, and the potential to contribute to the District mission through their sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students ([III.A.2-1](#), [III.A.2-2 p. 1](#)).

All faculty position announcements require applicants to provide evidence of meeting the minimum qualifications for the discipline by submitting either transcripts from accredited postsecondary institutions or an equivalency narrative and supporting documentation ([III.A.2-3 p. 2](#), [III.A.2-4](#)). The application procedure also requires applicants to address additional qualification factors included in the job announcement, such as professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the District mission, in their cover letter and curriculum vitae or resume ([III.A.2-3 p. 4](#)).

In accordance with the District's faculty recruitment and selection procedure, the Human Resources Office screens applications to assess minimum qualifications ([III.A.2-5](#)). When applicants wish to use equivalency in lieu of a transcript to meet minimum qualifications, a subject-matter specialist follows the equivalency criteria for applicants to verify that faculty selected as potential employees have adequate and appropriate knowledge of their subject matter ([III.A.2-1 §F](#), [III.A.2-2 §IV](#)). A selection committee composed primarily of faculty then uses information from the job announcement to determine additional screening criteria to use when reviewing the qualified applications to ensure applicants selected for an interview are those who best meet the additional qualification factors ([III.A.2-1 §F](#), [III.A.2-6](#)).

The qualifications for faculty teaching upper-division courses in the College's biomanufacturing baccalaureate degree program require a master's degree in a scientific, quality, engineering, regulatory, business, or quantitative discipline ([III.A.2-7](#), [III.A.2-8 p. 3](#)). Like all full-time faculty job descriptions at MiraCosta, the biomanufacturing description includes responsibility for curriculum oversight and student learning outcomes assessment as essential functions of the job ([III.A.2-8 p. 2](#)).

Analysis and Evaluation

The College has a consistent recruitment and selection process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter, skill in teaching and serving the needs of a varied student population, and the potential to contribute to the District mission. All faculty job descriptions include the responsibility for coordinating and developing curriculum and developing, assessing, and evaluating learning outcomes.

The College meets Standard III.A.2 and complies with Eligibility Requirement 14.

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

By adhering to established recruitment and hiring procedures, the District ensures all administrators and other employees responsible for educational programs and services are qualified to perform duties required to sustain institutional effectiveness and academic quality ([III.A.3-1](#), [III.A.3-2](#)).

Academic and classified administrator job announcements detail the essential duties and responsibilities of the position, minimum qualifications in terms of education and experience, and desirable qualifications, all of which are used by Human Resources and the screening committees to determine which applicants possess the requisite knowledge and skills for the job ([III.A.3-3](#), [III.A.3-4](#)). For example, an ad hoc screening committee appointed by the superintendent/president recommends the content for vice president position announcements, including experience requirements and the minimum qualifications for educational administrators required by Title 5 of the California Code of Regulations ([III.A.3-1](#), [III.A.3-5](#)).

Human Resources verifies transcripts for minimum qualifications and reviews each application, resume, and cover letter to determine whether the experience meets the minimum qualifications listed in the job announcement ([III.A.3-6](#)). The screening committee then uses information from the job announcement to determine additional screening criteria to use when reviewing the qualified applications to ensure applicants selected for an interview are those who possess the knowledge and experience required to sustain MiraCosta's academic quality and effectiveness ([III.A.3-7](#)).

Analysis and Evaluation

The District ensures that all administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. All academic and classified administrator job announcements include specific requirements and preferred qualifications for each position to meet the unique requirements of the academic or student services area.

The College meets Standard III.A.3.

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

As stated in Standard III.A.1, the College verifies the qualifications of all applicants by requiring them to submit transcripts of college coursework that provides evidence of meeting the position's minimum education qualifications as stated in the job posting. The application procedure included in the job posting states any degree or coursework used to satisfy the minimum education qualifications must be from a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education (ED) or the Council on Postsecondary Accreditation ([III.A.4-1](#)). It also states transcripts from a college or university outside of the U.S. must be evaluated by an agency approved by the California Commission on Teacher Credentialing to show the U.S. equivalence of the coursework or degree. Applicants who are selected for an interview must submit the original evaluation document to Human Resources for verification.

All information needed to ensure that applicants possess the required degree from an accredited institution is collected through the employment application. When Human Resources screens a full-time faculty or administrator application for minimum qualifications, it confirms the applicant's degree has been conferred and the degree major directly meets minimum qualifications as set by the California Community Colleges Chancellor's Office in *Minimum Qualifications for Faculty and Administrators in California Community Colleges* ([III.A.4-2](#), [III.A.4-3](#)). For all positions that require a degree, Human Resources also checks the ED Accreditation: Postsecondary Education Institutions database to verify the institution was accredited at the time of degree conferral. For faculty positions, if the degree major does not directly meet minimum qualifications, Human Resources determines if the degree major is likely to be equivalent and, if so, it forwards the applicant to the selection committee as described in

Standard III.A.2. If the committee selects the applicant for an interview, then Human Resources begins the equivalency process with them ([III.A.4-4](#)).

Analysis and Evaluation

Early in the recruitment process, Human Resources staff screen applicants to ensure that all degrees are verified by transcripts from an accredited institution and any degree from a foreign institution has been appropriately verified as equivalent to a degree from a U.S. institution. All MiraCosta College employees working in assignments that require a degree have official transcripts, or an official evaluation establishing equivalency, on file in the Human Resources Department.

The College meets Standard III.A.4.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

The District believes that performance assessments should be ongoing between employees and supervisors to maintain the effectiveness of MiraCosta's human resources, so it assures all personnel are evaluated systematically and at established intervals, as outlined in each employee's respective collective bargaining agreement, working conditions handbook, or policy and procedure. The evaluation processes for all personnel are administered by Human Resources and include timelines, persons responsible, written criteria that accurately measure work performance, and follow-up procedures.

Assessment of Classified Staff

The classified employee assessment process is outlined in the Classified Senate Employee Manual ([III.A.5-1 p. 53](#)).

- **Timeline**: Classified permanent employees are evaluated annually during their first three years and once every two years thereafter if performance remains satisfactory;

probationary employees are assessed once during their six-month probationary period ([III.A.5-1 p. 53](#)).

- Persons responsible: The employee and supervisor complete and review a performance assessment form. The employee, supervisor, dean or director, and vice president sign off on the final evaluation ([III.A.5-1 p. 53](#)).
- Assessment criteria: Using a performance assessment form, employees self-assess their performance in ten categories that are broken down into specific criteria ([III.A.5-2](#)). The supervisor provides written comments in response to each category, suggests a plan of action if necessary, and provides an overall summary of the performance assessment. The supervisor may recommend additional training or development activities to encourage the employee's currency in the field, to prepare them for changing job requirements, or to help them overcome identified weaknesses or skill deficits that impacted their work performance.
- Follow-up procedures: If a classified employee receives a "does not meet expectations" overall rating, then the assessment is forwarded to the director of Labor Relations prior to being discussed with the employee. The supervisor and director draft a written performance improvement plan, which is reviewed by the supervisor and employee ([III.A.5-1 p. 53](#)).

Assessment of Full-Time Faculty

The evaluation and tenure review processes of full-time faculty are detailed in the District/Faculty Assembly Agreement ([III.A.5-3 pp. 71–96](#)). Both processes measure established written criteria and ensure that only information related to those criteria are considered.

- Timeline: Contract faculty (tenure candidates) are evaluated at least once every academic year, regular faculty (tenured faculty) are evaluated at least once every three academic years, and temporary faculty are evaluated at least once during their first semester of employment ([III.A.5-3 p. 71](#)).
- Persons responsible: All faculty are evaluated by a committee composed primarily of their peers ([III.A.5-3 pp. 74-76, 78-79, 88](#)).
- Assessment elements: All components of faculty evaluation are based on elements that include observations, surveys, participation in work groups, participation in institutional service, a dean's report, candidate self-study, and the submission of an evaluation packet ([III.A.5-3 p. 74](#)). Both faculty self-assessment and committee-member assessments focus on strengths and areas for growth.
- Follow-up procedures: Faculty receive direct feedback as part of the process. Concerns raised during contract faculty evaluations are addressed in tenure candidate's Tenure Plan

Standard III - Draft

unless a Corrective Action Plan is in order ([III.A.5-3 p. 85](#)). Concerns raised during regular faculty evaluations are discussed with the tenured faculty member, documented, and included in final peer review and evaluation meeting discussions ([III.A.5-3 pp. 90–95](#)).

Assessment of Associate (Part-Time) Faculty

The associate faculty evaluation process is detailed in the collective bargaining agreement between the District and the MiraCosta College Academic Associate Faculty CCA/CTA/NEA ([III.A.5-4 pp. 21-26](#)).

- **Timeline:** Associate faculty members are evaluated once during their first semester and at least every six semesters of employment thereafter ([III.A.5-4 p. 21](#)).
- **Persons responsible:** The associate faculty member's dean or designee selects an evaluator and observer, who can be the same individual ([III.A.5-4 p. 21](#)).
- **Assessment criteria:** Participation in student learning outcome assessment processes is one of five criteria that may be included in the evaluation ([III.A.5-5](#)).
- **Follow-up procedures:** Associate faculty members receive a summary evaluation report to review before the end of the semester and are notified if their performance is unsatisfactory or needs improvement, in which case a written plan for improvement is outlined and a follow-up evaluation is planned ([III.A.5-4 pp. 25–26](#)).

Administrators

The evaluation process for academic and classified administrators is detailed in the collective bargaining agreements between the District and the MiraCosta College Academic Administrators and MiraCosta College Classified Administrators, respectively ([III.A.5-6](#), [III.A.5-7](#)).

- **Timeline:** Academic administrators are evaluated annually for the first two contract years and every three years thereafter ([III.A.5-6 p. A-8](#)). During their first year of employment, classified administrators are evaluated at the end of months six and twelve ([III.A.5-7](#)).
- **Persons responsible:** Academic administrators complete a self-evaluation and, with the appropriate vice president, select people to be surveyed ([III.A.5-6 pp. A-8, A-45–50](#)). Classified administrators complete a self-evaluation and, with the appropriate dean, vice president, or superintendent/president, select people to be surveyed ([III.A.5-7–III.A.5-9](#)).
- **Assessment criteria:** Assessment criteria for all administrators include leadership, human relations, communication, and personal qualities ([III.A.5-6 p. A-45–50](#); [III.A.5-8](#)).

- Follow-up procedures: Upon completion of the evaluation, both academic and classified administrators are given a written explanation of the evaluation and an opportunity to meet with the supervisor to discuss it.

Superintendent/President (S/P)

The annual evaluation of the S/P is an ongoing process that uses both formal and informal methods as defined in BP/AP 2435: Evaluation of Superintendent/President ([III.A.5-10](#)). The Board of Trustees (BOT) and S/P hold a closed session each spring to review the evaluation process and criteria to ensure they are mutually understood and acceptable ([III.A.5-11](#)). The board's evaluation instrument assesses the S/P's leadership efforts, and it summarizes and measures the S/P's progress toward specific, agreed upon priorities.

Analysis and Evaluation

District policies and procedures and Human Resources processes assure all personnel undergo systematic evaluation on a regular basis. The College uses the regular evaluation of employees' work performance to recognize and acknowledge good performance, encourage professional growth and development, provide constructive feedback, and establish a mutual understanding of performance expectations and institutional responsibilities. Evaluation results and actions taken in response to those results are formal, timely, and documented.

The College meets Standard III.A.5.

III.A.6 Deleted by the Commission

III.A.7 *The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

Evidence of Meeting the Standard

MiraCosta College consistently exceeds its Faculty Obligation Number (FON) in accordance with Title 5 regulations ([III.A.7-1](#), [III.A.7-2](#)). The College utilizes its program review and planning process to ensure MiraCosta has enough experienced faculty to support and maintain the quality of the College's educational programs and services ([III.A.7-3](#)).

All educational programs and services perform an annual program review and a comprehensive program review, as identified by the program review cycle ([III.A.7-4](#)). During the program review process, instructional programs review full-to-part-time staffing ratios and Weekly Student Contact Hour (WSCH) per Full-Time Equivalent Faculty (FTEF) to evaluate the need for hiring additional faculty. This data is provided through dashboards created by the Office of Research, Planning, and Institutional Effectiveness (RPIE). The process requires program review authors to substantiate faculty hiring requests by demonstrating how additional faculty are necessary to support and grow the program as well as how the request aligns with the District's institutional goals and priorities ([III.A.7-5](#), [III.A.7-6](#)). In 2021, for example, the Computer Science Department requested the District hire a full-time faculty member with significant industry experience and connections to focus on the program's advanced/capstone courses. The department supported the request with student success and equity data to show its relevance to the College mission, vision, commitment, values, and institutional goals ([III.A.7-7](#)).

Faculty hiring requests are initially prioritized by the Academic Affairs Committee (AAC), a subcommittee of the Academic Senate composed of fifteen faculty, three academic administrators, including the vice president of Instructional Services, two classified professionals, and one student ([III.A.7-8](#)). The AAC hiring subcommittee reads each full-time faculty hiring plan, reviews program performance data, and scores each program request according to the five areas of consideration detailed in the rubric provided to plan authors ([III.A.7-5](#), [III.A.7-9 p. 1](#)). In 2021, the AAC ranked and recommended to the Academic Senate ten full-time faculty positions, six of which were replacement positions ([III.A.7-9](#), [III.A.7-10 §VIII.B](#)). The District approved six-to-seven of the ten ranked requests, including two counselor positions, after reviewing budget projections ([III.A.7-11 p. 3](#)). Additionally, as stated in Standard III.A.1, the Biotechnology Department hired two full-time faculty in 2018 to support the baccalaureate program, bringing the number of full-time faculty in the department to three ([III.A.7-12](#)).

The District assesses its need for full- and part-time faculty by ensuring full-time faculty teach the number of course sections to meet their full-time teaching load. Remaining sections are then offered to full-time faculty as overload or to associate (part-time) faculty; thus, the need for associate faculty fluctuates each fall and spring semester.

Analysis and Evaluation

The College utilizes its program review and planning process to ensure MiraCosta maintains enough experienced faculty to support and maintain the quality of the College's educational services, such as counseling, and educational programs, including the baccalaureate program, in support of the mission.

The College meets Standard III.A.7 and complies with Eligibility Requirement 14.

III.A.8 An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

As codified in both policy and practice, the District promotes professional development of all employees through its support for the Flex/Professional Development Program, which aims to help all faculty make meaningful connections with colleagues and to integrate into the life of the College through service ([III.A.8-1](#)–[III.A.8-4](#)).

The collective bargaining agreement between the District and the MiraCosta College Academic Associate Faculty CCA/CTA/NEA allows the District to require associate (part-time) faculty to participate in paid flex activities, including participating in District-designated training and orientation activities each semester before classes begin ([III.A.8-5](#)). Associate faculty orientation is open to all new and returning associate faculty, and information presented during orientation is available on the Associate Faculty Information webpage ([III.A.8-6](#)–[III.A.8-8](#)).

Prior to orientation, the Instructional Services Division assistant superintendent/vice president sends a welcome letter with an attached Associate Faculty Fact Sheet to provide associate faculty an initial orientation to the College ([III.A.8-9](#)). The fact sheet identifies the associate faculty member's dean as the primary contact for oversight and support. As explained in Standard III.A.5, the dean oversees the associate faculty evaluation process.

The College encourages associate faculty to participate in College events, institutional planning and in developing policies and recommendations under which MiraCosta is governed and administered ([III.A.8-10](#)). Associate faculty members who serve on the Academic Senate or any District collegial governance committee, such as the Outcomes Assessment Committee, receive a stipend for their service in accordance with the collective bargaining agreement ([III.A.8-11](#), [III.A.8-12](#)). Departments regularly hold meetings to which all faculty, including associate faculty, are invited ([III.A.8-13](#)).

Analysis and Evaluation

The College provides associate faculty opportunities to develop professionally as well as to integrate into the life of the institution through participation in collegial governance. MiraCosta

ensures new and returning associate faculty members are appropriately oriented to the College and its student populations. Additionally, the College regularly evaluates associate faculty not only to ensure the District has highly competent and qualified academic staff, but also to improve individual performance and encourage professional growth.

The College meets Standard III.A.8.

III.A.9 *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

Evidence of Meeting the Standard

The College utilizes its program review, planning, and resource allocation processes to ensure MiraCosta has enough qualified staff to support and maintain the College's educational, technological, physical, and administrative operations ([III.A.9-1](#)).

During the annual program review process, each program/unit is prompted to analyze the sufficiency of current staffing levels and evaluate the need for additional staff by responding to the following ([III.A.9-2](#)):

- What changes or impacts to the department, faculty and/or staff in terms of new appointments, promotions, retirements, or resignations, or external influences have occurred since the last comprehensive review of the program?
- Are there changes needed in personnel to achieve department goals, or increase efficiency, or increase effectiveness of the program?

Program/units that identify personnel needs through their analyses then prepare a resource allocation request, which is reviewed and prioritized by the Budget and Planning Committee (BPC) before being recommended to, and finalized by, the superintendent/president ([III.A.9-3–III.A.9-5](#)).

Determining the appropriate number and qualifications of support personnel also occurs outside of the program review process when programs/units need to reorganize or replace staff who have resigned or retired ([III.A.9-6](#)). Requests to fill vacated staff positions are reviewed and approved by the vice president of Human Resources in consultation with the executive management team ([III.A.9-7](#)).

The College updates job descriptions as needed, such as when departments determine a description is out of date. Additionally, Human Resources reviews classified job descriptions during the annual reclassification request and review when reclassification requests are processed. The process includes a job evaluation, collection and analysis of internal and external data, and recommendation to the Classification Review Committee.

Analysis and Evaluation

MiraCosta utilizes its program review, planning, and resource allocation processes to ensure the College has enough qualified staff to support and maintain the College's educational, technological, physical, and administrative operations.

The College meets Standard III.A.9 and Eligibility Requirement 8.

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

MiraCosta has an appropriate number of qualified administrators with the necessary expertise to provide continuity and effective administrative leadership throughout the District ([III.A.10-1](#)). The College utilizes its program review and planning process to examine the number, qualifications, and organization of administrators and determine if any new positions need to be requested through the resource allocation process.

Like other personnel requisitions, requests to fill vacated administrator positions are reviewed and approved by the vice president of Human Resources in consultation with the executive management team ([III.A.10-2](#)). All persons hired for administrative positions at the College must meet minimum qualifications and be able to perform the duties and assignments outlined in the appropriate job description ([III.A.10-3–III.A.10-5](#)).

The College follows reorganization procedures when divisions or departments determine a reorganization is necessary to maintain effective administrative leadership ([III.A.10-6](#)). Reorganizations are not approved unless they support the District mission, vision, values, commitment, and goals and accurately determine the allocation of funding ([III.A.10-7 §D–III.A.10-9](#)). For example, in 2018, the College restructured the Business and Administrative Services Division by separating human resources into its own division to allow for more focus

on labor relations, compliance, Title IX, professional development goals, and diversity, equity, and inclusion goals ([III.A.10-10](#)).

Analysis and Evaluation

MiraCosta maintains an appropriate number of qualified administrators with the necessary expertise to provide continuity and effective administrative leadership throughout the District. The College follows reorganization procedures when divisions or departments determine a reorganization is necessary to effectively support the District mission, vision, values, commitment, and goals.

The College meets Standard III.A.10 and Eligibility Requirement 8.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

MiraCosta establishes and publishes legally required personnel policies and procedures and ensures their currency and compliance with state and federal laws in accordance with BP 2410: Board Policies and Administrative Procedures ([III.A.11-1](#)). As explained in Standard I.C.5, the College subscribes to the Community College League of California (CCLC) Board Policy & Administrative Procedure Service to assist with this process. In addition, all managers and administrators consistently and equitably administer the College's personnel policies and procedures to assure the fair treatment of all District personnel.

Current personnel policies and procedures are publicly available on the Board Policies and Administrative Procedures webpage under Chapter 7: Human Resources ([III.A.11-2](#)). They are also available to District personnel in employee manuals and labor agreements posted on the Human Resources SharePoint Portal page ([III.A.11-3–III.A.11-9](#)). All employee manuals and agreements include grievance procedures for addressing perceived violations of personnel policies or procedures. During new hire orientations, Human Resources reviews key personnel policies as well as where employees can access them ([III.A.11-10](#)).

Analysis and Evaluation

The College publishes written personnel policies and procedures on the College website and Human Resources portal page as well as in employee manuals and labor agreements. MiraCosta

ensures its personnel policies and procedures are fair, equitable, and consistently administered throughout the District.

The College meets Standard III.A.11.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

MiraCosta is committed to serving all constituents with values rooted in equity, diversity, inclusion, and community consistent with the District mission, vision, values, and institutional goals ([III.A.12-1](#)). This commitment is codified in the District's diversity, equity, and inclusion policy, which promotes increased awareness and appreciation of individual, collective, and intersecting identities ([III.A.12-2](#)). This commitment has also led to the creation and maintenance of programs, practices, and services that support the District's diverse personnel and promote an understanding of equity and diversity College wide.

Applying an equity lens to the creation and review of District policies and procedures is one such practice ([III.A.12-3](#)). Each constituency of the College that participates in the development and periodic review of policies and procedures uses an equity lens schematic to modify those that disproportionately affect certain groups, in accordance with the diversity, equity, and inclusion policy ([III.A.12-4 p. 2](#), [III.A.12-5 p. 2](#)). The Courses and Programs Committee, a subcommittee of the Academic Senate, approved adding equity to the distance education procedure in spring 2021 ([III.A.12-6 §D](#)). The committee also approved adding language into the College's course outlines of record to help faculty be more equity-minded when developing their curriculum ([III.A.12-7 §III.B.2](#)).

The creation of a College-wide reading initiative in fall 2020 is another outcome of MiraCosta's commitment to creating a racially just campus climate ([III.A.12-8](#)). The District distributed 830 books and invited author Dr. Ibram X. Kendi to discuss his book during the spring 2021 "All College Day" convocation ([III.A.12-9](#)). The superintendent/president invites nominations from the College community for books that will support the mission and commitment toward a racially just campus ([III.A.12-10](#)). The College's Diversity, Equity, and Inclusion webpage provides information about the reading initiative as well as other resources and professional development opportunities to support MiraCosta's diverse personnel ([III.A.12-11](#)).

To determine the kinds of support personnel need, the District contracted with a consultant group in fall 2018 to work with various members of the College community to measure the campus climate. The consultants worked with a 20-member climate survey work group composed of faculty, staff, students, and administrators to develop and deploy a campus-wide survey in 2019/20 that sought to measure current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential ([III.A.12-12](#)).

The District's nondiscrimination and equal employment opportunity policies and procedures are designed to ensure all employees are treated fairly and provided a work environment that does not tolerate discrimination ([III.A.12-13](#), [III.A.12-14](#)). The College created an advisory committee to help the District achieve understanding and support of these policies and procedures as well as to ensure hiring practices are conducted according to federal regulations ([III.A.12-15](#)).

As explained in Standard III.A.1, MiraCosta's recruitment and hiring procedures allow the College to engage in diversity hiring that increases the representation of underrepresented communities in MiraCosta's workforce ([III.A.12-16](#)). The commitment of the Board of Trustees and the superintendent/president to equal employment opportunity is emphasized through the broad dissemination of the District's Equal Employment Opportunity (EEO) Policy Statement and the EEO Plan ([III.A.12-14](#)). The BOT reviews EEO data annually and monitors progress.

MiraCosta tracks and evaluates its record on employment diversity and equity by collecting demographic data of employees and applicants for employment in accordance with AP 3420: Equal Employment Opportunity ([III.A.12-14](#)). Human Resources annually surveys the District's workforce composition and regularly monitors applicants for employment to evaluate the District's progress in implementing the EEO Plan, provide data needed for the reports required by this plan, and determine whether any monitored group is underrepresented ([III.A.12-17](#)).

Analysis and Evaluation

The College promotes an understanding of equity, diversity, and inclusion through its policies and practices, including initiatives that support MiraCosta's diverse personnel and ensure they are treated fairly. The College plans for the recruitment of diverse personnel in accordance with the District mission, vision, values, and commitment and regularly tracks and evaluates its record on employment diversity and equity.

The College meets Standard III.A.12.

III.A.13 *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

Evidence of Meeting the Standard

MiraCosta upholds a written code of professional ethics that pertains to all employees and delineates consequences for violation. As explained in Standard I.C.8, the Institutional Code of Ethics policy and procedure specify the responsibilities of all employees to their colleagues, their profession, and all students ([III.A.13-1](#)). As the College investigates all reports of ethics violations, it reviews relevant policies and laws and applies those to its determination ([III.A.13-2](#)). Conduct that is determined to be in direct violation of the Institutional Code of Ethics is subject to disciplinary action in accordance with applicable regulations, board policies, administrative procedures, working condition manuals, and collective bargaining agreements ([III.A.13-1 §I](#)).

Analysis and Evaluation

The College upholds a written code of professional ethics for all District personnel, including consequences for violation. The College meets Standard III.A.13.

III.A.14 *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

The College plans for and provides all personnel with appropriate opportunities for continued professional development in accordance with BP/AP 7160: Professional Development ([III.A.14-1](#)).

Consistent with the mission and based on evolving pedagogy, technology, and learning needs, the District supports the Flex/Professional Development Program (intended primarily for faculty), Career Incentive and Professional Advancement Programs (intended for classified staff and faculty, respectively), enrollment in classes (intended for full-time faculty and classified staff), attendance at conferences (intended for full-time faculty and classified staff), and professional memberships (intended for full-time faculty and classified staff) ([III.A.14-1](#)). The District allocates resources for the professional development of academic and classified

administrators through a meet and confer with each employee group's representatives ([III.A.14-1](#)).

The College also provides training opportunities through a partnership with Academic Impressions, a group that provides extensive online leadership and professional development, conferences, and resources, as well as through the MiraCosta Innovative Source for Training (MIST) system ([III.A.14-2](#)). In January 2022, the College began using MIST to provide on-demand compliance training courses that relate to employees' roles at the College as determined by their immediate supervisor ([III.A.14-3](#)). Employees can also select MIST courses based on their interests.

Employee professional development committees identify the professional development needs of their respective constituent group and evaluate professional development activities to improve future offerings. The Classified Professional Learning Committee, for example, solicits and develops ideas for internal workshop offerings and activities that address employee training and information needs and professional learning and development ([III.A.14-4](#)). The committee also surveys participants upon their completion of a workshop or activity to evaluate how it might be improved and to identify additional professional development needs ([III.A.14-5](#), [III.A.14-6](#)). The PDP Committee, a subcommittee of the Academic Senate, assesses the need for professional development among the faculty, plans activities and workshops during Flex week and throughout the year, and evaluates the effectiveness of PDP activities annually ([III.A.14-7](#), [III.A.14-8](#)).

Professional development provided by the Equity Department, Diversity Equity Cultural Competence Committee (DEqCC), and the college-wide book readings, advance the college's commitment to diversity, equity, inclusion (DEI), and becoming a racially just organization.

Analysis and Evaluation

The College plans for and provides all personnel with appropriate opportunities for continued professional development consistent with the College mission and based on evolving pedagogy, technology, and learning needs. Moreover, the College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. The College has in place a systematic process for identifying and providing all employees with professional development programs. The College meets Standard III.A.14.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College maintains the security and confidentiality of personnel records and provides access for employees in accordance with state and federal regulations. Per AP 7145: Personnel Files, the Office of Human Resources maintains accurate personnel records for each employee, including records requiring an original signature ([III.A.15-1](#)). Human Resources stores personnel records electronically using a secure Web-based ILINX platform. Employees wishing to review their personnel records are allowed to do so by appointment with the Office of Human Resources during normal business hours ([III.A.15-1](#)).

Analysis and Evaluation

The College makes provision for the security and confidentiality of personnel records through an online tool and ensures that each employee has access to their personnel records in accordance with law. The College meets Standard III.A.15.

Conclusions on Standard III.A: Human Resources

MiraCosta College effectively uses and regularly assesses its human resources to achieve the College mission and to improve academic quality and institutional effectiveness. The College assures the integrity and quality of its programs and services by employing a sufficient number of qualified administrators, faculty, and staff in accordance with policies and procedures that prescribe appropriate and equitable hiring criteria, by allocating resources for the professional development of College personnel, and by upholding the District's written code of professional ethics.

Improvement Plan

Not applicable.

Evidence List

| | |
|---------------------------|---|
| III.A.1-1 | BP 7120: Recruitment and Hiring |
| III.A.1-2 | AP 7120.1: Recruitment and Hiring–Academic Administrators |
| III.A.1-3 | AP 7120.2: Recruitment and Hiring–Classified Administrators |
| III.A.1-4 | AP 7120.3: Recruitment and Selection–Classified |
| III.A.1-5 | AP 7120.4: Recruitment and Selection–Full-Time Faculty |
| III.A.1-6 | AP 7120.5: Recruitment and Hiring–Associate Faculty |
| III.A.1-7 | BP 7100: Commitment to Diversity in Hiring |
| III.A.1-8 | Sample Job Board Listings, Website Screenshots |

Standard III - Draft

| | |
|-----------------------------------|---|
| <u>III.A.1-9</u> | Application Procedure, Sample Job Posting |
| <u>III.A.1-10</u> | Biotechnology Instructor Job Description |
| <u>III.A.1-11</u> | Faculty Job Description Template, p. 3 |
| <u>III.A.1-12</u> | Sample Job Description—Administrator, p. 3 |
| <u>III.A.1-13</u> | Sample Job Description—Classified Staff, p. 3 |
| <u>III.A.1-14</u> | Sample Job Description—Associate Faculty, p. 3 |
| <u>III.A.1-15</u> | AP 7125: Verification of Eligibility for Employment |
| <u>III.A.2-1</u> | AP 7120.4: Recruitment and Selection—Full-Time Faculty |
| <u>III.A.2-2</u> | AP 7211.2: Minimum Qualifications and Equivalencies |
| <u>III.A.2-3</u> | Sample Job Announcement, Business Administration Instructor |
| <u>III.A.2-4</u> | Instructions for Faculty Equivalency Requests |
| <u>III.A.2-5</u> | Procedure for Screening Applications—Full-Time Faculty |
| <u>III.A.2-6</u> | Faculty Committee Chair Guidelines |
| <u>III.A.2-7</u> | AP 7211.2B: Minimum Qualifications and Equivalencies Related to Upper-Division Instruction |
| <u>III.A.2-8</u> | Biotechnology Instructor Job Description, pp. 2–3 |
| <u>III.A.3-1</u> | AP 7120.1: Recruitment and Hiring—Academic Administrators |
| <u>III.A.3-2</u> | AP 7120.2: Recruitment and Hiring—Classified Administrators |
| <u>III.A.3-3</u> | Administrator Job Announcement, Vice President, Instructional Services |
| <u>III.A.3-4</u> | Administrator Job Announcement, Director of Admissions & Records |
| <u>III.A.3-5</u> | Job Description, Vice President, Instructional Services |
| <u>III.A.3-6</u> | Procedure for Screening Applications—Administrators |
| <u>III.A.3-7</u> | Classified Administrator Committee Chair Guidelines |
| <u>III.A.4-1</u> | Application Procedure, Sample Job Posting |
| <u>III.A.4-2</u> | Procedure for Screening Applications, Administrators |
| <u>III.A.4-3</u> | Procedure for Screening Applications, Full-Time Faculty |
| <u>III.A.4-4</u> | Sample Completed Equivalency Review, Redacted |
| <u>III.A.5-1</u> | Classified Senate Employee Manual, Section K: Performance Assessment |
| <u>III.A.5-2</u> | Classified Employee Performance Evaluation, Redacted |
| <u>III.A.5-3</u> | Faculty Assembly Contract 2021–2022, Article H: Evaluation and Tenure Review |
| <u>III.A.5-4</u> | Associate Faculty Collective Bargaining Agreement 2021–2024, Article 9: Evaluation Procedures |
| <u>III.A.5-5</u> | Associate Faculty Evaluation Report |

Standard III - Draft

| | |
|-----------------------------------|---|
| <u>III.A.5-6</u> | Academic Administrators Working Conditions Manual, Chapter VI: Evaluation |
| <u>III.A.5-7</u> | Classified Administrator Working Conditions Manual |
| <u>III.A.5-8</u> | Classified Administrator Self-Evaluation Form |
| <u>III.A.5-9</u> | Classified Administrator Evaluation Form |
| <u>III.A.5-10</u> | BP/AP 2435: Evaluation of the Superintendent/President |
| <u>III.A.5-11</u> | Evaluation of Superintendent/President, BOT 03-24-22 Minutes, §IV.C |
| <u>III.A.7-1</u> | Fall 2021 FON Compliance Report |
| <u>III.A.7-2</u> | Faculty Roster, Fall 2021 |
| <u>III.A.7-3</u> | Program Review Planning Procedure |
| <u>III.A.7-4</u> | Comprehensive Program Review 3-Year Cycle, 2020–2022 |
| <u>III.A.7-5</u> | AAC Hiring Prioritization Guide 2022/23 |
| <u>III.A.7-6</u> | Full-Time Faculty Resource Requests 2021/22 |
| <u>III.A.7-7</u> | Full-Time Faculty Hiring Request, Computer Science, 2021 |
| <u>III.A.7-8</u> | AAC Charge and Composition, Academic Affairs Committee Webpage Snapshot |
| <u>III.A.7-9</u> | AAC Hiring Subcommittee Ranking 2021 |
| <u>III.A.7-10</u> | AAC Faculty Hiring Recommendations, AS 10-15-21 Agenda, §VIII.B |
| <u>III.A.7-11</u> | Faculty Hiring, End-of-Year Letter and Important Updates, 05-23-22 |
| <u>III.A.7-12</u> | Biotechnology Dept. Full-Time Faculty, <i>MiraCosta College 2022–2023 Catalog</i> |
| <u>III.A.8-1</u> | BP/AP 7160: Professional Development |
| <u>III.A.8-2</u> | Flex Calendar 2021/22 |
| <u>III.A.8-3</u> | Flex Criteria and Deadlines |
| <u>III.A.8-4</u> | Sample Associate Faculty MyFlex Transcript, Fall 2021 |
| <u>III.A.8-5</u> | Associate Faculty Collective Bargaining Agreement 2021–2024, Article 16: Professional Growth (Flex) |
| <u>III.A.8-6</u> | Associate Faculty Orientation, Fall 2022 |
| <u>III.A.8-7</u> | Associate Faculty Orientation, School of Career Education, Fall 2022 |
| <u>III.A.8-8</u> | Associate Faculty Information Webpage Screenshot |
| <u>III.A.8-9</u> | Associate Faculty Fact Sheet |
| <u>III.A.8-10</u> | BP 2510: Collegial Negotiations and Participation in Local Decision Making |
| <u>III.A.8-11</u> | Associate Faculty Collective Bargaining Agreement 2021–2024, Article 17: Assigned Time |
| <u>III.A.8-12</u> | Associate Faculty Participation in Collegial Governance, Governance Manual, pp. 8–9 |

Standard III - Draft

- [III.A.8-13](#) Sample Department Meeting Email Invitation to All Faculty
- [III.A.9-1](#) Integrated Planning Cycle, Program Review and Planning Handbook, p. 3
- [III.A.9-2](#) Sample Annual Program Review, Instructional Services, 2021/22, p. 8
- [III.A.9-3](#) Resource Allocation Process
- [III.A.9-4](#) BPC Resource Request Funding Recommendations FY 2022/23, p. 2
- [III.A.9-5](#) End-of-Year Email and Important Updates, 05-23-22
- [III.A.9-6](#) Sample Personnel Requisition, Enrollment Database Specialist, 2021
- [III.A.9-7](#) Sample EMT Personnel Replacement Consultation
- [III.A.10-1](#) Organizational Chart
- [III.A.10-2](#) Sample Personnel Requisition, Administrator
- [III.A.10-3](#) Sample Administrator Job Description, Dean, Instructional Services
- [III.A.10-4](#) Sample Administrator Job Description, Dean, Student Services
- [III.A.10-5](#) Sample Administrator Job Description, Director, Labor Relations & Title IX Coordinator
- [III.A.10-6](#) Reorganization Procedure
- [III.A.10-7](#) Sample Reorganization, Purchasing Department, BOT 05-15-21 Agenda
- [III.A.10-8](#) Sample Reorganization, School of Career Education, BOT 10-21-21 Agenda
- [III.A.10-9](#) Sample Reorganization, School of Arts, International Languages, and Ethnic Studies, BOT 08-12-22 Agenda
- [III.A.10-10](#) Business Administrative Services Reorganization, BOT 07-19-18 Agenda, Item IX.C
- [III.A.11-1](#) BP 2410: Board Policies and Administrative Procedures
- [III.A.11-2](#) Chapter 7: Human Resources, Board Policies and Administrative Procedures Webpage Screenshot
- [III.A.11-3](#) Employee Manuals/Labor Agreements, Human Resources SharePoint Portal Page Screenshot
- [III.A.11-4](#) Contents and Status, MCCD Academic Administrators Working Conditions Manual, pp. i–ii
- [III.A.11-5](#) Contents, Associate Faculty Collective Bargaining Agreement, p. 2
- [III.A.11-6](#) Contents and Status, Classified Senate Employee Manual, pp. 3–6
- [III.A.11-7](#) Contents and Status, Classified Administrators Handbook, pp. ii, 1
- [III.A.11-8](#) Contents and Status, Confidential Employee Manual, pp. 1–2
- [III.A.11-9](#) Contents, Faculty Assembly Agreement, pp. 2–4

Standard III - Draft

- [III.A.11-10](#) Key Personnel Policies, New Hire Orientation, p. 17
- [III.A.12-1](#) BP 1200: District Mission
- [III.A.12-2](#) BP 3400: Diversity-Equity-Inclusion
- [III.A.12-3](#) Equity Lens Schematic
- [III.A.12-4](#) AAC BP/AP Periodic Review Cycle and Guidelines, p. 2
- [III.A.12-5](#) CPC BP/AP Periodic Review Cycle and Guidelines, p. 2
- [III.A.12-6](#) Addition of Equity to AP 4105: Distance Education, CPC 04-08-21 Minutes, §D
- [III.A.12-7](#) Integration of Equity into CORs, CPC 05-13-21 Minutes, §III.B.2
- [III.A.12-8](#) Campus Wide Book Series, Racial Justice Commitment Activities, DEI Webpage Screenshot
- [III.A.12-9](#) Book Discussion, All College Day, Spring 2021
- [III.A.12-10](#) Invitation to Recommend Titles for 2022/23 College-wide Book Reading
- [III.A.12-11](#) DEI Resources for Faculty and Staff, DEI Webpage Screenshot
- [III.A.12-12](#) Campus Climate Survey, DEI Webpage Screenshot
- [III.A.12-13](#) BP/AP 3410: Nondiscrimination
- [III.A.12-14](#) BP/AP 3420: Equal Employment Opportunity
- [III.A.12-15](#) EEOAC Webpage Screenshot
- [III.A.12-16](#) BP 7120: Recruitment and Hiring
- [III.A.12-17](#) EEO Presentation, BOT 05-20-21 Agenda, Item VI.B
- [III.A.13-1](#) BP/AP 3050: Institutional Code of Ethics
- [III.A.13-2](#) Sample Ethics Violation Investigation, Redacted
- [III.A.14-1](#) BP/AP 7160: Professional Development
- [III.A.14-2](#) Academic Impressions Webpage Screenshot
- [III.A.14-3](#) Introduction to MIST Compliance Training, Email Notification, 01-14-22
- [III.A.14-4](#) Classified Professional Learning Committee Portal Page Screenshot
- [III.A.14-5](#) Sample Classified Professional Development Days Evaluation Form
- [III.A.14-6](#) Sample Classified Professional Development Workshop Evaluation
- [III.A.14-7](#) Professional Development Program-Flex Webpage Screenshot
- [III.A.14-8](#) Flex Calendar of Scheduled Activities, 2022/23
- [III.A.15-1](#) AP 7145: Personnel Files

III.B Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

MiraCosta provides safe, accessible, and secure physical resources that promote a healthy learning and working environment at all four College sites.

MiraCosta assures access to its facilities in accordance with Americans with Disabilities Act (ADA) requirements, and all newly constructed and remodeled buildings are approved by the Division of the State Architect (DSA). The College is implementing its Americans with Disabilities Transition Plan as the current facilities bond program modernizes, renovates, and builds new facilities ([III.B.1-1–III.B.1-4](#)).

The Facilities Department is responsible for all District facilities and grounds, while the MiraCosta College Police Department (MCPD) is specifically responsible for the safety and security of people and property within the District, per Administrative Procedure 6520: Security for District Property ([III.B.1-5](#)).

- The Facilities Department, in conjunction with the risk and safety manager, monitors and assesses hazardous and unsafe situations and develops measures for assuring personnel safety by inspecting physical facilities and recommending corrective action ([III.B.1-6–III.B.1-9](#)). In response to the COVID-19 pandemic, for example, the District implemented extensive cleaning and disinfection requirements and procedures ([III.B.1-10](#)).
- The MCPD is a Peace Officer Standards and Training (P.O.S.T.) certified law enforcement agency. Its website provides critical information regarding safety tips, parking regulations, security reports, daily crime logs, emergency response/mass notification, safety escorts, lost and found services, and contact numbers ([III.B.1-11](#)).

The College regularly evaluates all campus locations to assess the condition of facilities. All sites used but not owned by the District are inspected annually to ensure their safety and sufficiency ([III.B.1-12](#)). All personnel and students can report unsafe physical facilities through the District's online work order system (Help Desk) ([III.B.1-13](#), [III.B.1-14](#)). The College uses results from facilities inspections and evaluations as well as Help Desk calls and requests to address safety concerns.

The District continues to improve and support the instructional environment through the expansion and renovation of its facilities, as identified in the Facilities Master Plan ([III.B.1-15](#)), Five-Year Capital Construction Plan ([III.B.1-16](#)), and Scheduled Maintenance Plan ([III.B.1-17](#)). The College will be updating the facilities master plan in fall 2022 to address the strategies—measurable outcomes—that comprise the recently approved update to the educational master plan. For example, the strategy “to design, construct, and upgrade facilities to ensure equitable access, enhanced student success, and closing equity gaps by creating spaces for community and community building” will be addressed in the Facilities Master Plan Update ([III.B.1-18](#)).

One way the College regularly evaluates whether it has sufficient physical resources at all campus locations is through the program review and planning process, which is an integral part of institutional effectiveness and a critical driver of planning and resource allocation at the College, and to request needed facility resources and improvements ([III.B.1-19](#)).

Analysis and Evaluation

MiraCosta ensures the safety, accessibility, and security of the College’s physical resources by regularly assessing the condition of all campus facilities and by responding expeditiously to employee and student Help Desk reports of safety concerns. Additionally, all District facilities are constructed and maintained to meet or exceed accessibility and DSA standards to assure a healthful learning and working environment. The College’s facilities plan and annual program review process ensures the sufficiency of physical resources at all campus locations.

The College meets Standard III.B.1.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

MiraCosta College plans, acquires, maintains, upgrades, and replaces its physical resources in a manner that assures effective utilization and supports the College’s programs and services to achieve its mission. Institutional program review and planning as well as state and local maintenance schedules guide and support these efforts.

A comprehensive program review is completed by instructional, support, and hybrid programs/units every three years, and the review is updated annually ([III.B.2-1–III.B.2-5](#)). The

Standard III - Draft

annual program review process allows for needs to be identified at the departmental level in direct support of the College's programs and services. For example, the Facilities Department, which is responsible for ensuring all classrooms and facilities are maintained and operable to support the mission and to preserve the District's physical assets, identified the need to address grounds, custodial, and maintenance staffing deficiencies in the department's fall 2020 comprehensive review. It also identified the plan to seek new staff positions through program review in 2021 and beyond ([III.B.2-6 p. 2](#)).

In addition to program review, equipment planning ([III.B.2-7](#), [III.B.2-8](#)), five-year construction planning ([III.B.2-9](#)), and facilities master planning and planning updates ([III.B.2-10](#), [III.B.2-11](#)) guide and support MiraCosta's efforts to assure the effective utilization and continued quality of the College's physical resources.

Guided by the 2011 Comprehensive Master Plan and associated Education Plan Addendum 2016–2020 update, the 2016 Facilities Master Plan serves as the foundation for recommendations regarding physical resources. Working from the Educational and Facilities Master Plan, projects constructed and modernized are a direct result of the College's educational needs identified in the plans and include constituent groups throughout the planning, development, and equipment identification processes ([III.B.2-11](#), [III.B.2-12](#)). As stated in Standard III.B.1, the College will base the fall 2022 facilities master plan update on the recently updated educational master plan.

Voters approved a \$455 million Proposition 39 General Obligation Bond (Measure MM) in 2016 to construct, renovate, and replace District facilities. With the funding provided by Measure MM, the District has completed several important construction, renovation, and modernization projects. As required by Proposition 39 and board policy, the District established a formal Independent Citizens' Bond Oversight Committee (ICBOC) to review and report on the proper expenditure of bond revenues ([III.B.2-13](#), [III.B.2-14](#)). The IBOC meets bimonthly in addition to bimonthly construction and finance subgroup meetings ([III.B.2-15](#), [III.B.2-16](#)). ICBOC meeting minutes, annual reports, and bond program information are presented to the Board of Trustees and made available to the public electronically on the College website as well as in print ([III.B.2-17–III.B.2-19](#)).

One of the ICBOC's activities is to review any deferred maintenance proposals or plans developed by the District ([III.B.2-20](#)). State and local maintenance schedules as well as the College's response to program and service needs help assure the continuing quality necessary to support MiraCosta's programs and services ([III.B.2-21](#)). Program and services identify equipment needs as new construction and renovation projects are implemented ([III.B.2-22](#)). In

addition, the District maintains and regularly updates the total cost of ownership report, which allows for the effective planning of long-term facilities and equipment needs ([III.B.2-23](#)).

As stated in Standard III.B.1, the Facilities Department regularly inspects the District's physical resources to ensure a high-quality environment necessary to support its programs and services. The Academic Information Services (AIS) Department inspects equipment to ensure students, faculty, and staff have accessible, cyber-secure, and essential computing resources ([III.B.2-24](#)). Buildings or equipment that present safety concerns are repaired or removed from service until proper action can be taken.

The College annually distributes allocated Scheduled Maintenance and Instructional Equipment grant funding in accordance with the California Community Colleges Chancellor's Office (CCCCO) funding program ([III.B.2-7](#)). The District annually budgets for scheduled maintenance and construction activities, transferring funds into Fund 41 accounts for scheduled maintenance, technology, and construction needs ([III.B.2-25](#)). The District allocated \$8.7M to these items in fiscal year 2021/22 and more than \$15.5M in fiscal year 2020/21 from the unrestricted general fund ([III.B.2-26](#)).

Analysis and Evaluation

The College has established clear guiding documents, policies, and procedures related to the acquisition, construction, maintenance, and upgrading of its physical resources. These overarching plans have been successfully implemented in a manner that assures effective utilization and programmatic success, thereby achieving the mission of the College. In addition, an annual program review process allows for needs to be identified at the departmental level in direct support of the College's programs and services. Using Measure MM and unrestricted general fund dollars, the College's annual budgeting process ensures resource allocation for identified and prioritized physical resource needs, even when state funds are not available.

The College meets Standard III.B.2.

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

MiraCosta assures the feasibility and effectiveness of physical resources in supporting institutional programs and services through the development and implementation of College-

wide planning documents, such as those cited in Standard III.B.2. As stated previously, these plans, developed and approved through the shared governance process, guide campus facilities and equipment planning, repair, and replacement efforts.

The Five-Year Capital Construction Plan, for example, assesses facility use and occupancy using FUSION (Facilities Utilization, Space Inventory Options Net) data that is reported annually to the CCCCCO ([III.B.3-1](#)). Instructional Services and the Facilities Department utilize the FUSION database, 25Live scheduling system, and MiraCosta dashboard data to plan and evaluate facility usage efficiency and to adjust accordingly ([III.B.3-2](#)).

As stated in Standard III.B.2, the College program review and annual updates provide an additional vehicle for departments and programs to assess and identify physical resource needs. Each program/unit within the College, including the Facilities Department, performs an annual program review and a comprehensive program review as identified by the program review cycle ([III.B.3-3](#)). This process requires that all requests follow pre-established guidelines, be based on data evidence, support program growth/improvements, and provide an analysis of alignment with the institutional goals and priorities ([III.B.3-4](#)). The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness through the program review and planning process.

Facilities and other physical resources, including those utilized by the College's biomanufacturing bachelor's degree program, are also discussed, prioritized, and recommended for funding at regular collegial consultation meetings, such as those of the Campus Advisory Committee ([III.B.3-5](#)), Budget and Planning Committee ([III.B.3-6](#)), and Sustainability Advisory Committee ([III.B.3-7](#)). Additional committees, such as building user groups, are integrated throughout campus to ensure physical resources meet the educational needs of the College now and well into the future ([III.B.3-8](#)). The Chemistry and Biotechnology Building group, for example, considered both programmatic space and equipment needs in the planning ([III.B.3-9](#), [III.B.3-10](#)).

Analysis and Evaluation

MiraCosta assures the feasibility and effectiveness of physical resources in supporting institutional programs and services through the development and implementation of College-wide planning documents. The College relies on collegial consultation as well as the program review and planning process to regularly assess and improve upon the use of District facilities and equipment, including those utilized by the baccalaureate program.

The College meets Standard III.B.3.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projectionsof the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Long-range capital planning at MiraCosta supports institutional improvement goals by using the educational master plan as the foundation for the facilities and technology master plans ([III.B.4-1](#)). Together, these plans ensure that capital projects align with the mission, support College goals, and reflect projections of total cost of ownership.

Based on the Education Master Plan Addendum, institutional goals, and facilities assessments, the 2016 Facilities Master Plan Update provided the blueprint for the placement of future facilities, the renovation of existing facilities, and several site improvements for the College ([III.B.4-2–III.B.4-4](#)). Projects identified in the 2016 Facilities Master Plan Update are in the process of being implemented utilizing Measure MM, state, and District funds. By fall 2022, the College will have completed most master plan projects at the San Elijo Campus and Community Learning Center and a substantial number of construction and renovation projects at the Oceanside Campus ([III.B.4-5](#)). Building user groups oversee master plan projects from design to completion to help ensure they support institutional improvement goals and meet programmatic needs ([III.B.4-6](#)).

The construction and renovation projects identified and prioritized within the master plan will continue over the next several years, and both constituents and the public can access real-time construction and budget updates from a Capital Improvement Program dashboard on the College website ([III.B.4-7](#)). As stated in Standard III.B.1, the College will be updating the facilities master plan in fall 2022 to address the strategies that comprise the recently approved update to the educational master plan.

Total cost of ownership (TCO) has been defined and is a component of every capital improvement and renovation project. TCO projections and analyses are applied from the project design phase through the expected life of the resource. TCO is also a component of the program review resource allocation deliberation process ([III.B.4-8–III.B.4-11](#)).

Using data culled from constituency groups, vendors, master plans, and the community, MiraCosta has developed a service of campus standards and employed a variety of strategies to ensure facilities and equipment serve students and staff in all current and long-range planning efforts. The Facilities Department, in consultation with constituent groups, engineers, and design professionals, has established building systems, infrastructure, and equipment standards that result in construction, operation, and maintenance efficiencies leading to TCO reductions

([III.B.4-12](#), [III.B.4-13](#)). The District standard of Leadership in Energy and Environmental Design (LEED) Silver-level equivalent buildings provide evidence of environmentally sustainable campus efforts in seeking to lower total cost of ownership by reducing utility costs over the life cycle of the buildings.

Analysis and Evaluation

Facilities planning is based primarily on the College's educational, facilities, and technology master plans with significant input from constituent groups to ensure they support MiraCosta's mission and institutional goals. Long-range capital projects are linked to institutional planning and include projections for total cost of ownership.

The College meets Standard III.B.4.

Conclusions on Standard III.B: Physical Resources

MiraCosta provides safe, accessible, and sufficient facilities at all locations to meet the College mission and facilitate student learning. The College has developed the appropriate policies, procedures, and operational services to ensure the facilities are maintained to provide a clean, safe, and aesthetically pleasing environment. Long-range capital planning is integrated and supports the District's Educational Master Plan. All constituents are involved in the planning process, and information is readily available through meetings and the College website. Measure MM and District funds pay for the repair and replacement of physical resources to support MiraCosta's programs and services.

Improvement Plan

Not applicable.

Evidence List

- [III.B.1-1](#) ADA Self Evaluation and Transition Plan, Oceanside Campus
- [III.B.1-2](#) ADA Self Evaluation and Transition Plan, Community Learning Center
- [III.B.1-3](#) ADA Self Evaluation and Transition Plan, San Elijo Campus
- [III.B.1-4](#) ADA Self Evaluation and Transition Plan, Technology Center Institute
- [III.B.1-5](#) AP 6520: Security for District Property
- [III.B.1-6](#) Injury and Illness Prevention Program
- [III.B.1-7](#) Chemical Hygiene Plan

Standard III - Draft

| | |
|-----------------------------------|--|
| <u>III.B.1-8</u> | COVID-19 Prevention Program |
| <u>III.B.1-9</u> | Sample MCPD Security Surveys |
| <u>III.B.1-10</u> | COVID-19 Prevention Program, Appendix G |
| <u>III.B.1-11</u> | College Police Safety and Security Information, MCPD Website Screenshot |
| <u>III.B.1-12</u> | Sample Annual Facilities Campus Inspection Checklist |
| <u>III.B.1-13</u> | Help Desk Screenshot, MiraCosta College Sharepoint Portal |
| <u>III.B.1-14</u> | Sample Help Desk Work Order, MiraCosta College Sharepoint Portal |
| <u>III.B.1-15</u> | Executive Summary, Facilities Master Plan Update |
| <u>III.B.1-16</u> | FY2023-27 Five-Year Capital Construction Plan |
| <u>III.B.1-17</u> | Scheduled Maintenance Plan 2021–2026 |
| <u>III.B.1-18</u> | Current Instructional and Educational Support Strategies, Educational Master Plan Update, Appendix A, pp. VIII-2–3 |
| <u>III.B.1-19</u> | Sample Facilities Resource Allocation Request |
| <u>III.B.2-1</u> | Institutional Policy Regarding Program Review and Planning, Program Review and Planning Handbook, p. 4 |
| <u>III.B.2-2</u> | Sample Instructional Program Resource Needs, Administration of Justice 2020/21 Program Review |
| <u>III.B.2-3</u> | Sample Instructional Program Resource Needs, Design 2020/21 Program Review |
| <u>III.B.2-4</u> | Sample Support Program Resource Needs, Administrative Services 2020/21 Program Review |
| <u>III.B.2-5</u> | Sample Support Program Resource Changes, Student Life and Leadership 2020/21 Program Review |
| <u>III.B.2-6</u> | Facilities Department 2020/21 Comprehensive Program Review, p. 2 |
| <u>III.B.2-7</u> | 5-Year 2021–26 Instructional Equipment Replacement Plan |
| <u>III.B.2-8</u> | Sample Instructional Equipment Request 2019/20, Campus Labs Resource Allocation Request |
| <u>III.B.2-9</u> | Five-Year Capital Construction Plan Projects, 2023–27 |
| <u>III.B.2-10</u> | Executive Summary, 2016 Facilities Master Plan Update |
| <u>III.B.2-11</u> | Fiscal Year 2022–26 Five-Year Capital Construction Plan Presentation, BOT 07-16-20 Agenda |
| <u>III.B.2-12</u> | Sample Involvement Diagram, Communication Hub Project |
| <u>III.B.2-13</u> | BP 6740: Independent Citizens’ Bond Oversight Committee |
| <u>III.B.2-14</u> | AP 6740: Independent Citizens’ Bond Oversight Committee |

Standard III - Draft

| | |
|-----------------------------------|--|
| <u>III.B.2-15</u> | Sample ICBOC Construction Advisory Committee Minutes, 10-14-21 |
| <u>III.B.2-16</u> | Sample ICBOC Finance Advisory Subcommittee Minutes, 12-14-21 |
| <u>III.B.2-17</u> | Bond Dashboard Snapshot, MiraCosta College Website |
| <u>III.B.2-18</u> | ICBOC Webpage Screenshot, MiraCosta College Website |
| <u>III.B.2-19</u> | ICBOC 2020 Annual Report |
| <u>III.B.2-20</u> | ICBOC Scheduled Maintenance Presentation, ICBOC 04-20-21 Meeting |
| <u>III.B.2-21</u> | Five-Year Scheduled Maintenance Plan |
| <u>III.B.2-22</u> | Arts Media Building User Group 03-17-22 Meeting Notes |
| <u>III.B.2-23</u> | Facility Life Cycle Cost Report, 10-05-16 |
| <u>III.B.2-24</u> | MiraCosta College Technology Plan, pp. 12–13 |
| <u>III.B.2-25</u> | Capital Expenditures and Budgets, 2022 Budget Book, pp. 50–53 |
| <u>III.B.2-26</u> | Final Budget Workshop to Board of Trustees, 09-02-21 |
| <u>III.B.3-1</u> | FUSION Five Year Capital Outlay Plan CCCCCO Report, 07-06-21 |
| <u>III.B.3-2</u> | Spring 2022 Fill Rates, Data Dashboard |
| <u>III.B.3-3</u> | Comprehensive Program Review 3-Year Cycle, 2020–2022 |
| <u>III.B.3-4</u> | Resource Allocation Process |
| <u>III.B.3-5</u> | Campus Advisory Committee, Portal Screenshot |
| <u>III.B.3-6</u> | Budget and Planning Committee, Portal Screenshot |
| <u>III.B.3-7</u> | Sustainability Advisory Committee, Portal Screenshot |
| <u>III.B.3-8</u> | Sample Building User Group, Oceanside Campus Communications Hub and Equity Village User Group |
| <u>III.B.3-9</u> | Chemistry and Biotechnology Building Collaboration Phase Report, 05-12-20 |
| <u>III.B.3-10</u> | Chemistry and Biotechnology Building User Meeting, 02-05-21 |
| <u>III.B.4-1</u> | Integrated Planning Diagram |
| <u>III.B.4-2</u> | Oceanside Campus Facilities Master Plan, 2016 Facilities Master Plan Update, Executive Summary, p. 6 |
| <u>III.B.4-3</u> | San Elijo Campus Facilities Master Plan, 2016 Facilities Master Plan Update, Executive Summary, p. 10 |
| <u>III.B.4-4</u> | Community Learning Center Facilities Master Plan, 2016 Facilities Master Plan Update, Executive Summary, p. 14 |
| <u>III.B.4-5</u> | ICBOC Capital Improvement Program Update, 01-11-22 |
| <u>III.B.4-6</u> | User Group Coordination and Involvement, Design Management Procedures Manual, p. 17 |

Standard III - Draft

| | |
|-----------------------------------|--|
| <u>III.B.4-7</u> | Capital Improvement Program Dashboard Screenshot |
| <u>III.B.4-8</u> | Facility Life Cycle Cost Report, 10-05-16 |
| <u>III.B.4-9</u> | Draft MiraCosta College Technology Plan, p. 21 |
| <u>III.B.4-10</u> | BPC Resource Allocation Request Rubric |
| <u>III.B.4-11</u> | On-going vs One-Time Cost Analysis, Resource Request Funding Recommendations for the Fiscal Year 2021/22 Budget |
| <u>III.B.4-12</u> | Student Services Building LEED Master Checklist |
| <u>III.B.4-13</u> | Media Arts Design Building Request for Proposal |

III.C Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College relies on a multitude of technologies to support the institution's management and operational functions, academic programs, teaching and learning, and support services. Headed by the associate vice president and chief information systems officer (AVP-CISO), Academic Information Services (AIS) is composed of various professional personnel who are responsible for the planning, evaluation, acquisition, implementation, development, maintenance, and support of new and existing technology in accordance with the District's long-term planning framework, which includes the Technology Plan ([III.C.1-1](#), [III.C.1-2](#)). The Technology Plan details technology-related strategies for achieving MiraCosta's institutional goals.

The AVP-CISO chairs the Technology Advisory Committee (TAC), which has broad representation from all divisions ([III.C.1-3](#)). The committee meets monthly to review technology resources with the express goal of advancing their use and distribution to meet MiraCosta's institutional mission, vision, and goals. TAC and AIS are jointly responsible for the following:

- Updating the Technology Plan at least annually ([III.C.1-4 p. 10](#)).
- Developing and enhancing protocols and practices for prioritizing technology resource investments at the College ([III.C.1-5 p. 15](#)).
- Establishing and implementing protocols for regular security risk assessment, contingency plans, and data recovery plans ([III.C.1-6 p. 22](#)).

The College uses the program review and planning process to evaluate the effectiveness of MiraCosta's technology resources in meeting the institution's range of needs. As stated in Standard III.B, the annual program review process allows for needs to be identified at the departmental level in direct support of the College's programs and services. For example, the Biotechnology Department program review includes an assessment of the technology resources utilized by the baccalaureate program. The department's 2021/22 comprehensive review determined current technology resources were both adequate and appropriate; however, a pandemic-inspired network improvement that gave baccalaureate students the ability to analyze data virtually should continue into the future ([III.C.1-7 pp. 6–7](#)).

As a support program, AIS completes an annual program review to assure the College's technology infrastructure is sufficient to maintain and sustain traditional and distance education teaching and learning. Through its program review, AIS evaluates the College's administrative and infrastructure systems, networking and telecommunications, cybersecurity, servers and web applications, media services, classroom technologies, District computer labs and desktop computing, technology training, and Help Desk and user support services. The department's 2020/21 review, for example, reflected on the addition of multifactor authentication security for all employees and the success of expanded online student support services ([III.C.1-8 p. 1](#)).

In addition to being included in the AIS program review, the sufficiency of key distance education technologies is assured through the Online Education annual program review ([III.C.1-9](#)) and Online Education Plan. The plan emphasizes the importance of online education technology having sufficient capacity to meet teaching and learning needs while being fully accessible, mobile-friendly, and secure ([III.C.1-10 p. 15](#)). Additionally, the MiraCosta Online Educators, a standing committee of the Academic Senate, serves as a resource to the faculty director of Online Education, AIS, Instructional Services, Student Services, and others on issues pertaining to online education as a separate mode of delivery with specific needs, including technology evaluation, planning, purchasing, and support ([III.C.1-11](#), [III.C.1-12](#)).

MiraCosta provides for reliability, disaster recovery, privacy, and security through established protocols for regular security risk assessment, contingency plans, and data recovery plans. The College's Information Security Plan, which is not made public due to security considerations, details the organizational policies, processes, standards, and employee expectations that relate to safeguarding MiraCosta's controlled unclassified information and information technology assets ([III.C.1-13](#)).

Analysis and Evaluation

MiraCosta utilizes the program review and planning process to ensure the College's various technology resources are appropriate and adequate to meet its range of needs. The College makes decisions about technology services staffing, facilities, hardware, and software based on departments' program review requests.

The technology infrastructure is sufficient to maintain and sustain traditional teaching and learning as well as distance education offerings. The sufficiency of key distance education technologies is assured through the regular oversight of the Technology Advisory Committee and MiraCosta Online Educators.

The College assures the reliability, recovery, privacy, and security of its technology resources through the implementation of established protocols for regular security risk assessment, contingency plans, and data recovery plans. These operational policies, processes, and plans comprise the College's Information Security Plan and are not published due to security considerations. The College meets Standard III.C.1.

III.C.2 The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

MiraCosta maintains a robust, current, and sustainable technical infrastructure that supports the College's mission, operations, programs, and services by continuously planning for, updating, and replacing technology District wide. The College's Technology Plan and Facilities Plan, program review and resource allocation processes, and established replacement schedules support this effort.

The Technology Plan identifies specific technology support strategies to achieve MiraCosta's four institutional goals. TAC based the strategies on the committee's review of data related to the community, MiraCosta's students and employees, program alignment with the labor market, enrollment projections, and relevant trends in higher education ([III.C.2-1 pp. 7–9](#)). The strategies were also informed by input from end users (both students and employees) who were surveyed in fall 2020 about their technology usage and needs ([III.C.2-2](#)). The annual update of the Technology Plan allows MiraCosta to evaluate progress toward meeting the technology support strategies, respond to evolving technology resource needs at the College, and capitalize on technological changes and breakthroughs.

The Facilities Plan also helps the College maintain its technical infrastructure. The plan ensures all new and renovated buildings throughout the District adhere to AIS technology standards ([III.C.2-3](#), [III.C.2-4](#)). The AIS technology services manager attends all construction meetings and works closely with all capital construction and renovation project managers to ensure technology standards are implemented properly ([III.C.2-5](#)).

MiraCosta bases technology decisions on the program and service needs that are identified through program review and end-user feedback. As stated in Standard III.C.1, the annual program review process allows for end users at the department level to identify technology resource needs in direct support of the College's operations, programs, and services. As a planning document, the program review aligns department goals and objectives with resource

allocation requests. The College then uses the annual resource allocation process to prioritize needs when making funding decisions ([III.C.2-6](#)).

AIS completes an annual program review to evaluate the adequacy of MiraCosta's technological infrastructure and determine the department's need for physical, human, and technology resources. In its 2020/21 annual review, for example, AIS aligned its goal to increase staffing to sustain the demand for technologies and services at the College with its plan to request additional information technology support ([III.C.2-7](#)). The department uses ServicePRO as its service desk system and Jira for application development and tracking projects. Both systems track technology projects and measure user satisfaction.

Additionally, two application development and support task forces meet monthly to review and prioritize technology projects ([III.C.2-8](#)). With representatives from all College divisions, these operational groups receive feedback just-in-time to ensure user satisfaction of technology projects that are underway.

AIS manages the District's technology budget and technology and equipment replacement cycles as part of the department's regular operational duties and responsibilities. Replacement schedules guide equipment and software refresh cycles ([III.C.2-9](#)). The established replacement schedules help the department plan accordingly in terms of funding and resources. AIS develops a budget every year, allocating funds in the proper categories and meeting with the Fiscal Services director to address escalation costs.

Analysis and Evaluation

Through institutional planning, program review and resource allocation, and established technology replacement schedules, MiraCosta ensures the College's technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

The College meets Standard III.C.2.

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

MiraCosta allocates the necessary resources to safely manage, maintain, and operate the College's technological infrastructure and equipment at all four sites. As stated in Standard

III.C.2, the District's Facilities Plan ensures technology resources are implemented properly in all new and renovated buildings to assure reliable and equitable access, safety, and security. The AIS Department's comprehensive and annual program reviews identify equipment and software licenses that are needed to maintain MiraCosta's technology resources ([III.C.3-1](#)).

The College ensures the maintenance of these resources by funding established equipment replacement cycles and ongoing software licensing and maintenance agreements ([III.C.3-2](#)). MiraCosta replaces the District's 1400 faculty, staff, and departmental (shared) computers every four years, which means approximately 25 percent of the District's inventory is replaced annually ([III.C.3-3](#)). The 2022/23 replacement schedule will be completed by December 2022 pending the availability of devices. Additionally, the District plans to replace all staff desktops with laptops to allow employees the flexibility to work onsite and remotely ([III.C.3-4](#)). In the first phase, the College distributed more than 110 laptops and docking stations and 200 monitors.

The College assures equitable and reliable access to technology resources by establishing and maintaining webpage accessibility standards for any faculty, staff, or student webpage that contains information necessary for employees or students to complete their work ([III.C.3-5](#)). MiraCosta also assures reliable access by providing technology support to both students and employees through MiraCosta's online Help Desk ([III.C.3-6–III.C.3-8](#)). For service requests, the Help Desk form asks the requester to indicate the level of urgency, from low to critical, so AIS can prioritize the requests ([III.C.3-9](#)).

MiraCosta maintains the safety and security of institutional data by conducting incremental backups nightly. Full backups are performed monthly; more critical systems have full backups performed more often. For redundancy and additional protection, the College maintains two versions of the data and keeps additional versions for more critical systems. Backups are retained for 30 days, and an immutable fully recoverable version of all critical data is stored in a secured off-site location.

Additionally, MiraCosta's two data centers have fire suppressant systems, air conditioning, emergency backup generators, and spare server and storage capacity to meet MiraCosta's technology security needs. MiraCosta leverages Amazon Web Services (AWS) cloud-computing for a range of services, such as disaster recovery, backups, email archiving, and external scanning ([III.C.3-10](#), [III.C.3-11](#)). The AWS cloud and San Elijo Campus data center serve as the backup site for the Oceanside Campus data center. All reliability and emergency backup protocols are documented in the MiraCosta College Information Security Plan ([III.C.3-12](#)).

MiraCosta provides safe and secure access to its computing resources by leveraging several security systems. The standard security measures of firewalls, anti-virus, end-point monitoring,

filtering, and data loss prevention systems are operational. Additionally, the College utilizes Okta Identity Cloud technology for multi-factor authentication (MFA) and single-sign-on (SSO) ([III.C.3-13](#)). MFA applies to all students and employees ([III.C.3-14](#)). Permissions to institutional systems are controlled through SSO leveraging Okta's identity and access management platform ([III.C.3-15](#)).

The District also requires all new employees to read, sign, and accept an information security compliance statement that serves as an affidavit when they onboard with the District ([III.C.3-16](#)). The telework agreement required of staff and administrators who work remotely helps safeguard sensitive and confidential information relating to District work that is accessed from alternate worksites ([III.C.3-17 §IX](#)).

Analysis and Evaluation

MiraCosta allocates the necessary physical and financial resources to safely manage, maintain, and operate the College's technological infrastructure and equipment at all locations where it offers courses, programs, and services. The Facilities and Information Security Plans ensure the District's technology resources are properly implemented and safely and securely accessed and maintained. The College meets Standard III.C.3.

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College provides employees and students appropriate instruction and support in the use of technology and technology systems in several ways, including through online resources that are available on the MiraCosta College website as well as through scheduled training sessions and workshops.

The AIS webpage provides links to technology training, the employee help desk, which can be used to request technology support and training, and user support tutorials, services, and guides, including security guidelines ([III.C.4-1–III.C.4-5](#)). The Student Help Desk webpage links students to technical support and provides "how to" tutorials for using the College's online portals and Canvas, which is the College's learning management system ([III.C.4-6](#), [III.C.4-7](#)). Staffed by classified technical professionals from AIS, the student technical support help desk offers live chat support 10 hours a day, Monday through Thursday ([III.C.4-8](#)).

In addition to the student help desk and online resources that support students' use of technology and technology systems, students are encouraged by counselors to attend a New Student Course Selection workshop that covers basic technology information related to student services, including the following ([III.C.4-9](#)):

- How to log into the student SURF portal and navigate the student-relevant SURF portal tiles.
- How to complete math and English placement.
- How to search for classes, read class entries, clear pre-enrollment holds, and enroll in courses.
- How to access their financial aid award and the affiliated system.
- How to submit electronic requests for the Admissions and Records Department (for change of major, prerequisite clearance, graduation petitions, etc.).
- How to access, navigate, and use specialized online exploration tools available from the Career Center.
- How to complete MiraCosta's matriculation/orientation module.

Following an 18-minute presentation, students work with a student services specialist in a group or one-on-one to practice interfacing with some of these critical systems. Out of 282 students who attended a workshop, 87 percent were enrolled at census ([III.C.4-10](#)).

In addition to the College's online resources, MiraCosta provides staff, administrators, and part-time faculty training opportunities through the MiraCosta Innovative Source for Training (MIST) system. In January 2022, the College began using MIST to provide compliance training courses that relate to employees' roles at the College as determined by their immediate supervisor ([III.C.4-11](#)). Most employees are required to complete the following technology-related courses within their first 30 days of employment and every three years thereafter ([III.C.4-12](#)):

- Email and Messaging Safety
- Browser Security Basics
- Cybersecurity Overview
- Protection Against Malware

The College is updating technology-related training to meet the new requirements from the California Community Colleges Chancellor's Office regarding the implementation of AB 178 and will be negotiating future training requirements with all employee groups ([III.C.4-13](#)).

As part of its commitment to provide resources for the professional development of all employees, as codified in both policy and procedure, the College supports the Flex/Professional Development Program (PDP), which provides faculty with a comprehensive and systematic program of activities and resources ([III.C.4-14](#), [III.C.4-15](#)). The PDP Committee, a subcommittee of the Academic Senate, assesses the need for professional development among the faculty, plans activities and workshops during Flex week and throughout the year, and evaluates the effectiveness of PDP activities annually ([III.C.4-14 p. 3](#)).

The College supports professional development opportunities for staff through workshops and trainings. The Classified Professional Learning Committee, a subcommittee of the Classified Senate, solicits staff interest in topics in every workshop announcement ([III.C.4-16](#), [III.C.4-17](#)). The workshops are held over “Classified Professional Development Days” in the spring as well as throughout the year; in fiscal year 2021/22, the College’s classified professionals were offered nearly 80 sessions, many of them focused on technology. Workshop participants evaluate the training they receive, which helps inform the committee’s planning for the next year, and the committee’s intranet site houses recordings of all past workshops ([III.C.4-18](#), [III.C.4-19](#)). With supervisor approval, classified professionals may also attend advertised Flex training opportunities.

When the District adopts new technology or technology systems, it ensures faculty, staff, and administrators are appropriately supported by assessing the need and allocating the necessary resources for training. For example, when the College adopted the Workday human resource management system in spring 2020, it provided all employees a series of online courses to help them prepare for the “go live” date ([III.C.4-20–III.C.4-22](#)). Ongoing Workday training is provided as needed. Additionally, when MiraCosta began transitioning to Canvas in fall 2016, the District negotiated with the faculty unions to provide release time for five experienced faculty members to conduct faculty training workshops online and in person through spring 2018 and to allocate funding to support faculty work necessary to transition course material and design components into Canvas ([III.C.4-23–III.C.4-25](#)). The District also negotiated with the Academic Associate Faculty to compensate part-time faculty for training and conversion ([III.C.4-26](#)). Canvas training workshops and workshop recordings are Flex eligible and available on the C³ Teaching and Learning Center webpage ([III.C.4-27](#)).

MiraCosta’s Online Education Department, in collaboration with the PDP Committee, C³ Teaching and Learning Center, the College’s instructional designer, and online mentor faculty, provides instructors with online instructional technologies, course development assistance, workshops, and customized online education support ([III.C.4-28](#)). Workshops that support high-quality online instruction are recorded and remain available on demand ([III.C.4-29](#)). Faculty mentors provide their peers one-to-one assistance and expert leadership of ongoing learning

opportunities. From fall 2020 through spring 2022, the College supported a team of faculty mentors who provided hundreds of hours of collegial support for faculty with little or no online teaching experience prior to the pandemic ([III.C.4-30](#)).

Analysis and Evaluation

The College allocates the necessary resources to provide MiraCosta's faculty, staff, and students with the appropriate technology training and support to access and use the District's technology and technology systems effectively. Students and employees can access technical assistance through the College's online resources, including recorded tutorials and training workshops, as well as their respective help desks. The College meets Standard III.C.4.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

MiraCosta implements and publishes board policies (BPs) and administrative procedures (APs) that ensure the appropriate use of technology in teaching and learning processes. The Computer and Network Use BP and AP direct all users to respect software copyrights and licenses, the integrity of computer-based information resources, the rights of other computer users, and to refrain from seeking to gain unauthorized access ([III.C.5-1](#), [III.C.5-2](#)). The AP makes clear the College has the right to monitor all District network and computer use to assure compliance with the policy. Users are reminded of this right each time they log on to a District computer ([III.C.5-3 p. 2](#)). Like all policies and procedures, BP/AP 3720: Computer and Network Use are published on the Board of Trustees webpage ([III.C.5-4 p. 4](#)).

MiraCosta also implements and publishes the following policies and procedures that address inappropriate uses of technology resources:

- BP 5505: Academic Integrity addresses student cheating by using unauthorized technology during exams and quizzes ([III.C.5-5](#)).
- BP and AP 5500: Standards of Student Conduct address cheating, the unauthorized use of District resources and academic recordings, and computer-related crimes ([III.C.5-6](#), [III.C.5-7](#)). In addition to the Board of Trustees webpage, these standards are published in the College catalog ([III.C.5-8](#)), Student Affairs webpage ([III.C.5-9](#)), and student planner ([III.C.5-10](#)).

The College's distance education AP addresses the use of technology to deliver instruction to students who are separated from the instructor and to support regular and substantive synchronous or asynchronous interaction between students and the instructor ([III.C.5-11](#)). As explained in Standard I.C.8, each course outline of record requires faculty members to meet all expectations outlined in the procedure, including following accessibility requirements and upholding institutional procedures for authenticating students ([III.C.5-12](#)). Additionally, AP 3750: Use of Copyrighted Material provides guidelines for using copyrighted material in online instruction ([III.C.5-13](#)). The College makes distance education policies and processes available to students and faculty through the Online Education webpage ([III.C.5-14](#)). As stated in Standard III.C.1, the MiraCosta Online Educators subcommittee of the Academic Senate serves as a resource on policies and practices pertaining to online learning and teaching, including AP 4105: Distance Education.

MiraCosta relies on the College's shared governance process for making decisions about the appropriate use of technology resources to support teaching and learning. For example, the Academic Senate is responsible for developing policies and procedures related to academic and professional matters, such as those guiding the use of technology for distance teaching and learning, and promoting their implementation ([III.C.5-15 p. 8](#)). Decisions regarding the responsible use of technology resources in general, such as those documented in the computer and network use BP and AP, are the responsibility of the College's four division assistant superintendents/vice presidents ([III.C.5-16 p. 2](#)).

Analysis and Evaluation

MiraCosta implements and publishes policies and procedures that guide the appropriate use of technology in teaching and learning processes. All District policies and procedures are published on the College website. Decisions about the appropriate use of the District's technology resources are made through the shared governance process.

The College meets Standard III.C.5.

Conclusions on Standard III.C: Technology Resources

Through District board policies and administrative procedures, institutional plans, technology support practices, and program review and resource allocation processes, the College assures both appropriate and adequate technological resources to achieve the MiraCosta College mission as well as reliable access, safety, and security for these resources at all locations. The College's shared governance process guides decisions about the appropriate use of technology resources to support teaching and learning.

Improvement Plan

Not applicable.

Evidence List

| | |
|-----------------------------------|--|
| <u>III.C.1-1</u> | AIS Organizational Chart |
| <u>III.C.1-2</u> | MiraCosta College Long-Term Planning Framework, p. 8 |
| <u>III.C.1-3</u> | Technology Plan Draft Discussion, Technology Advisory Committee 03-30-22 Minutes, §5 |
| <u>III.C.1-4</u> | Draft Technology Plan, p. 10 |
| <u>III.C.1-5</u> | Draft Technology Plan, Strategy/Initiative 2.3, p. 15 |
| <u>III.C.1-6</u> | Draft Technology Plan, Strategy/Initiative 4.8.3, p. 22 |
| <u>III.C.1-7</u> | Biotechnology Department Comprehensive Program Review, 2021/22, pp. 6–7 |
| <u>III.C.1-8</u> | AIS Annual Program Review, 2020/21, p. 1 |
| <u>III.C.1-9</u> | Online Education Comprehensive Program Review, 2019/20 |
| <u>III.C.1-10</u> | Online Education Plan 2015–2018, p. 15 |
| <u>III.C.1-11</u> | MiraCosta Online Educators Webpage Screenshot |
| <u>III.C.1-12</u> | Sample MiraCosta Online Educators Meeting Minutes, 09-10-21 |
| <u>III.C.1-13</u> | MiraCosta College Information Security Plan, Redacted Version |
| <u>III.C.2-1</u> | Draft Technology Plan, pp. 7–9 |
| <u>III.C.2-2</u> | Technology Plan Survey, Fall 2020 |
| <u>III.C.2-3</u> | Technology Design Standards, Facilities Master Plan Update, Volume II, pp. 39–46 |
| <u>III.C.2-4</u> | Design and Construction Standards, Communications Cabling |
| <u>III.C.2-5</u> | Sample Facilities Construction Monthly Team Meeting Agenda, 05-04-22 |
| <u>III.C.2-6</u> | Annual Planning, Budget, and Evaluation Cycle |
| <u>III.C.2-7</u> | AIS Annual Program Review, 2020/21, pp. 8–9 |
| <u>III.C.2-8</u> | Sample ICECubes Meeting Agenda and Minutes, 09-12-21 |
| <u>III.C.2-9</u> | Sample Equipment Replacement Plan, 2022/23 |
| <u>III.C.3-1</u> | AIS Comprehensive Program Review, 2021/22, p. 5 |
| <u>III.C.3-2</u> | AIS Budget Allocations, 2021/22 |
| <u>III.C.3-3</u> | Instructional Labs Desktop Computer Replacement Schedule, 2022/23 |
| <u>III.C.3-4</u> | Ratify Purchase for Technology Equipment and Peripherals, BOT 11-18-21 Agenda, Item VIII.H |

Standard III - Draft

| | |
|-----------------------------------|---|
| <u>III.C.3-5</u> | AP 3725: Establishing and Maintaining Web Accessibility |
| <u>III.C.3-6</u> | Student Help Desk Webpage Screenshot |
| <u>III.C.3-7</u> | Employee Help Desk Webpage Screenshot |
| <u>III.C.3-8</u> | Help Desk Service Requests FY 2021/22 |
| <u>III.C.3-9</u> | Employee Help Desk Request Form Screenshot |
| <u>III.C.3-10</u> | AWS Services Contract |
| <u>III.C.3-11</u> | Cloud Computing Services Renewal, BOT 07-15-21 Agenda, Item VII.M |
| <u>III.C.3-12</u> | MiraCosta College Security Plan, Redacted Version |
| <u>III.C.3-13</u> | Okta Statement of Work |
| <u>III.C.3-14</u> | Okta Notification to Employees |
| <u>III.C.3-15</u> | Okta Licensing Subscription Approval, BOT 04-15-21 Agenda, Item VII.F |
| <u>III.C.3-16</u> | Compliance Statement, Redacted |
| <u>III.C.3-17</u> | Telework Policy, Classified Employees and Administrators, §IX |
| <u>III.C.4-1</u> | Technology Support Services Webpage Screenshot |
| <u>III.C.4-2</u> | Employee Training Resources Webpage Screenshot |
| <u>III.C.4-3</u> | Infrastructure Systems Webpage Screenshot |
| <u>III.C.4-4</u> | Campus Resources Webpage Screenshot |
| <u>III.C.4-5</u> | Security Guidelines Webpage Screenshot |
| <u>III.C.4-6</u> | Student Help Desk Webpage Screenshot |
| <u>III.C.4-7</u> | Student Help Desk Canvas Tutorials Screenshot |
| <u>III.C.4-8</u> | Student Help Desk Contact Webpage Screenshot |
| <u>III.C.4-9</u> | New Student Course Selection Workshop Flyer and Agenda |
| <u>III.C.4-10</u> | New Student Course Selection Workshop Attendance and Enrollment Data p. 1 |
| <u>III.C.4-11</u> | Introduction to MIST Compliance Training, Email Notification, 01-14-22 |
| <u>III.C.4-12</u> | MIST Compliance Training Course Descriptions |
| <u>III.C.4-13</u> | FY 22-23 Cybersecurity Self-Assessments (AB 178), CCCCO Memo, 08-11-22 |
| <u>III.C.4-14</u> | BP/AP 7160: Professional Development |
| <u>III.C.4-15</u> | Flex/Professional Development Program Webpage and Sample Workshop Screenshots |
| <u>III.C.4-16</u> | Classified Professional Learning Committee Portal Page Screenshot |
| <u>III.C.4-17</u> | Sample Classified Professional Learning Training Interest Invite |
| <u>III.C.4-18</u> | Sample Classified Professional Development Days Evaluation Form |

Standard III - Draft

| | |
|-----------------------------------|--|
| <u>III.C.4-19</u> | Classified Professional Learning Recordings Portal Page Screenshot |
| <u>III.C.4-20</u> | Workday Training Email to All Employees, 04-29-20 |
| <u>III.C.4-21</u> | Workday Essentials Course, Workday Training, Portal Page Screenshot |
| <u>III.C.4-22</u> | Sample Workday Training Email, Pay-Time-Absence Recording, 06-18-20 |
| <u>III.C.4-23</u> | Canvas Training and Conversion Support for Full-Time Faculty, MOU Approval, BOT 04-20-17 Docket Item |
| <u>III.C.4-24</u> | Canvas Transition Team, Four-Week Online Workshops |
| <u>III.C.4-25</u> | Canvas Workshop Feedback |
| <u>III.C.4-26</u> | Canvas Training and Conversion Support for Associate Faculty, MOU Approval, BOT 08-17-17 Minutes, §VII.C |
| <u>III.C.4-27</u> | Canvas Workshops, C ³ Teaching and Learning Center Webpage Screenshot |
| <u>III.C.4-28</u> | Online Education Faculty Resource Center Webpage Screenshot |
| <u>III.C.4-29</u> | Online Education Workshops and Resources Webpage Screenshot |
| <u>III.C.4-30</u> | DE Support and Compensation, District-FA Spring 2022 MOU, p. 3 |
| <u>III.C.5-1</u> | BP 3720: Computer and Network Use |
| <u>III.C.5-2</u> | AP 3720: Computer and Network Use |
| <u>III.C.5-3</u> | MiraCosta College Login Screenshot, p. 2 |
| <u>III.C.5-4</u> | Board Policies and Administrative Procedures, BOT Webpage Screenshot, pp. 4, 7 |
| <u>III.C.5-5</u> | BP 5505: Academic Integrity |
| <u>III.C.5-6</u> | BP 5500: Standards of Student Conduct |
| <u>III.C.5-7</u> | AP 5500: Standards of Student Conduct |
| <u>III.C.5-8</u> | Student Conduct, <i>MiraCosta College 2022–2023 Catalog</i> , pp. 413–15 |
| <u>III.C.5-9</u> | Student Conduct, Student Affairs Webpage |
| <u>III.C.5-10</u> | Student Conduct, Student Planner Content Outline |
| <u>III.C.5-11</u> | AP 4105: Distance Education |
| <u>III.C.5-12</u> | Course Suitability for Distance Education, Sample Course Outline of Record |
| <u>III.C.5-13</u> | AP 3750: Use of Copyrighted Material |
| <u>III.C.5-14</u> | Online Education Webpage Screenshot |
| <u>III.C.5-15</u> | Governance Manual, p. 8 |
| <u>III.C.5-16</u> | BP 3720 Steering, Board Policy Steering Document, p. 2 |

III.D Financial Resources

Planning

III.D.1 *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

Evidence of Meeting the Standard

The College has sufficient financial resources to support and improve student learning programs and services in support of the Educational Master Plan and to improve institutional effectiveness. Utilizing an established integrated planning and budget process, the College allocates funds to support its programs and services, including the biomanufacturing baccalaureate program ([III.D.1-1](#)). The annual financial resources for general unrestricted funds from state revenues, local property tax revenues, student fees and charges, and other revenues are \$137.4 million in fiscal year (FY) 2020/21 with a projection of \$140.2 million for FY 2021/22, with the largest financial resource from local property tax revenues ([III.D.1-2](#)). The College has maintained reserve balances over 20 percent for the last four years and maintains a multiyear fiscal planning process to ensure financial stability and program integrity in the current and long term ([III.D.1-3](#)).

The College's resource allocation process provides a means for setting priorities for funding institutional improvements. The College's Budget and Planning Committee (BPC) has worked to improve the process for prioritizing program review resource requests and communication over the last two years based on input from collegial consultation groups ([III.D.1-4](#), [III.D.1-5](#)).

The District's distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services from the annual departmental budget development cycle ([III.D.1-6](#)), program review process, and resource allocation process ([III.D.1-7](#)). The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability via its policies and procedures ([III.D.1-8–III.D.1-10](#)) and financial review status reports ([III.D.1-11](#), [III.D.1-12](#)).

Analysis and Evaluation

MiraCosta has sufficient financial resources to support and sustain student learning programs, including the College's baccalaureate program, and student services. Through an integrated planning and budget process that is guided by clear budgetary and financial policies and procedures, the College allocates and manages resources in a manner that supports financial integrity. MiraCosta has maintained reserve balances exceeding the Board of Trustees identified goal of 15 percent for the last five years; this trend is expected to continue through the College's five-year budget projections.

The College meets Standard III.D.1 and Eligibility Requirement 18.

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

MiraCosta's mission and goals provide the foundation for all institutional planning at the College, including financial planning. The *Long-Term Planning Framework 2020–2026*, which replaced MiraCosta's comprehensive master plan, outlines the relationship between the College's foundational tenets (i.e., mission, vision, values, and commitment) and the goals and strategies that are developed through institutional plans and practices to make those foundational principles a reality ([III.D.2-1 p. 2](#)). Financial planning is integrated with and supports all institutional planning by focusing on strategies that will accomplish MiraCosta's institutional goals.

The BPC is responsible for ensuring the integration of the College plans with the long-term planning framework ([III.D.2-1 p. 8](#)). The committee is also responsible for formulating and recommending board policies (BPs) and administrative procedures (APs) that are related to financial planning, budget and debt management, and budget preparation, including BP/AP 6200: Budget Preparation, which ensures the College's annual budget supports the District mission and educational master plan and its budget projections address long-term goals and commitments ([III.D.2-2](#), [III.D.2-3](#)).

BP 6200 authorizes the Board of Trustees (BOT) to adopt a tentative and final budget annually that supports the District's mission and educational master plan. In addition to receiving

quarterly budget and financial reports as required by AP 6302: Board Reports ([III.D.2-4](#)), the BOT engages in a tentative budget workshop annually in June and a final budget workshop in September, and assumptions upon which the budget is based are presented to the BOT for trustee review and feedback each February ([III.D.2-5–III.D.2-7](#)).

As part of the annual fiscal planning process, the BPC reviews the College mission and institutional goals by relating specific funding strategies to each goal in the tentative and final budget ([III.D.2-8, III.D.2-9](#)). For example, seeking efficiencies and productivity increases to improve the District's financial health and meet its mission is one strategy to achieve the institution's goal to demonstrate responsible stewardship and sustainability of College and community resources ([III.D.2-8 p. 25](#)).

The College integrates and prioritizes financial and institutional planning from the department to the College level through the program review and planning process, which is a critical driver of institutional planning, budget development, and resource allocation ([III.D.2-10, III.D.2-11](#)). The process requires programs to establish priorities among competing needs by linking their goals and objectives to one or more institutional goals in their resource requests ([III.D.2-12, III.D.2-13](#)). Divisions, the executive management team, and a BPC subgroup review and prioritize requests before forwarding their recommendations to the BPC ([III.D.2-14](#)). The BPC then reviews all prioritized requests and recommends a final prioritization and resource allocation budget amount to the superintendent/president, who determines and shares with all constituencies which resource requests will be funded in the following budget cycle ([III.D.2-15–III.D.2-17](#)).

To ensure sound financial practices, financial stability, and transparency, the College follows a robust budgetary and planning process, ensuring financial information is disseminated throughout the institution in a timely manner. Information about fiscal planning that demonstrates its links to institutional planning is shared with the BOT in open meetings and workshops as well as with the BPC and College Council, which is the primary advisory for College-wide matters and has appropriate representation by faculty, administrators, classified staff members, and students ([III.D.2-2 p. 6, III.D.2-18](#)). Additionally, the College's Workday Enterprise Resource Planning (ERP) system provides faculty, staff, and administrators readily available financial reports and on-demand financial information ([III.D.2-19](#)).

Analysis and Evaluation

MiraCosta's mission and goals provide the foundation for financial planning, which is integrated with and supports all institutional planning. The College's program review and resource allocation processes link institutional plans to financial plans in the short term and long range. MiraCosta follows established policies and procedures to ensure sound financial practices,

stability, and accountability. Appropriate financial information is readily available and disseminated throughout the institution in a timely manner.

The College meets Standard III.D.2.

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

As stated in Standard III.D.2, MiraCosta follows well-defined and widely communicated financial planning and budget development policies, procedures, and processes that ensure the institution's financial stability. These processes also ensure constituent participation and transparency.

The BPC serves as the District-wide consultation committee for institutional, strategic, and integrated planning and budget development and management ([III.D.3-1](#)). As a standing governance committee, the BPC has appropriate representation by faculty, administrators, classified staff members, and students ([III.D.3-2](#)). The committee's 16-member, multi-constituent composition ensures a representative body of the College community is educated regarding all aspects of budget development and can actively participate in the process ([III.D.3-3](#)). Additionally, all employees are invited to the annual BPC budget process workshop and presentation, which is posted on the BPC SharePoint portal site ([III.D.3-4](#)).

The budget process presentation covers the budget timeline, from February, when the vice president of Administrative Services (VPAS) presents preliminary budget assumptions to board members and receives their budget direction, to September, when the BOT adopts the final budget ([III.D.3-5–III.D.3-11](#)). Throughout the year, the VPAS and Fiscal Services director revise income and expenditures simulations and project the College's ending balance, which, combined with historical expenditures and other estimates, is used to simulate multi-year budget projections; projections and underlying assumptions inform the College's long-term budget strategy ([III.D.3-12](#)). The BPC and College Council receive budget information throughout the budget-development process, which allows constituencies to ask questions and provide feedback before the VPAS presents budget workshops to the BOT. Budget presentations are posted on the BPC SharePoint portal site, and budgets are recorded in the College's Workday ERP system, which provides on-demand budget information and reports to all employees ([III.D.3-13, III.D.3-14](#)).

The integration of the College's program review, financial planning, and resource allocation processes requires participation from all constituencies. As explained in Standard III.B.2, all instructional, support, and hybrid programs/units complete a comprehensive program review every three years and a program-review update annually to coordinate the need for resources with planning and budgeting ([III.D.3-15](#)).

Analysis and Evaluation

MiraCosta follows well-defined and widely communicated financial planning and budget development policies, procedures, and processes that comply with Title 5 requirements and California Community Colleges Budget and Accounting Manual best practices. The College's system of shared governance ensures constituent participation and transparency in all financial planning and budget development processes. The College meets Standard III.D.3.

Fiscal Responsibility and Stability

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

MiraCosta continues to effectively link planning efforts with a realistic assessment of available financial resources, development of financial resources, partnerships, and expenditure requirements on an annual basis, as well as with five-year projections. Budget and fiscal management policies and procedures guide the College's budget and fiscal planning processes ([III.D.4-1](#), [III.D.4-2](#)), and board reports and reserves procedures ensure MiraCosta meets legal requirements, follows best practices, and maintains a prudent fiscal approach ([III.D.4-3](#), [III.D.4-4](#)).

The College relies on current budget information provided by the California Community Colleges Chancellor's Office (CCCCO), County Assessor's Office, and other funding sources, as well as a multi-year budget forecast, to project future general fund budget allocations. Updated by Fiscal Services throughout the year, these forecasts are reviewed and discussed by individuals involved in institutional planning, including the executive management team (EMT), which is composed of the four assistant superintendents/vice presidents, BPC, College Council, and BOT. Budget assumptions and forecasts utilize information received from the CCCCCO, County Assessor's Office, local enrollment trend data, program review resource requests, anticipated cost increases, long-term debt obligations, staffing needs, and other factors that will shape MiraCosta's fiscal resources in the coming years ([III.D.4-5](#)).

In planning for an upcoming budget year, the BOT and BPC participate in a preliminary budget workshop that includes a review of the year-to-date performance, including estimated fund balance amounts, and a discussion of the Governor's January Proposal and BOT budget directions ([III.D.4-6](#), [III.D.4-7](#)). Additional workshops are held for tentative and adopted budget processes as well ([III.D.4-8](#), [III.D.4-9](#)). The College also provides a quarterly fiscal report to the BOT, which helps keep trustees and constituents informed about the realistic assessment of available financial resources ([III.D.4-10](#), [III.D.4-11](#)).

The College assesses additional resource availability through grants and partnerships to maximize service to students. Before applying for grants or entering partnerships, the MiraCosta's "intent to apply" process realistically assesses the matching requirements, staffing/facility needs, and other commitments. Grants are routed through appropriate levels of administration, including the BPC ([III.D.4-12](#)). The College has had great success in obtaining new and renewing existing grant funding ([III.D.4-13](#)). The MiraCosta Foundation has also been an integral partner in providing financial support to assist the College in meeting its mission through scholarships, instructional equipment, technology for students, and facilities improvements ([III.D.4-14](#)).

Analysis and Evaluation

The College engages in thorough and inclusive revenue and expenditure planning processes that result in accurate and transparent financial planning. College-wide participatory fiscal planning ensures that MiraCosta has adequate funding to meet the current and future needs of its programs and services, ensure short- and long-term fiscal stability, foster partnerships, and successfully compete for additional funds.

The College meets Standard III.D.4.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College is committed to sound fiscal management principles, internal control processes, and the timely and accurate dissemination of financial information. BP and AP 6300: Fiscal Management provide internal control guidance ([III.D.5-1](#)). As stated in Standard III.D.2,

MiraCosta recently transitioned to the Workday ERP system for financials/purchasing and human capital management. During the transition to Workday, the College conducted a business process analysis and used the results to improve processes and internal controls. Workday has a robust internal control structure defined by functionality and security roles; it requires multiple levels of approval depending on the dollar amount of the transaction.

Functional roles and separation of duties defined within business processes ensure no one person has control of monetary transactions. The internal control structure and system control mechanism are set up to prevent any department or person to engage in risky transactions or fraud. Purchase requisitions require an administrator's approval, up to the appropriate vice president ([III.D.5-1](#), [III.D.5-2](#)).

Financial departmental budget and spending information is available in Workday in customizable reports, which are dynamic and in real time to all employees except to student workers ([III.D.5-3](#)). The same budget-to-actuals reporting can be at the single department budget or at the highest consolidated report for management to make informed decisions. Personnel information is securely available to employees and their managers. Financial information is also shared with College constituencies through BPC, including grant requests ([III.D.5-4](#)), budget and expenditure reports ([III.D.5-5](#), [III.D.5-6](#)), fiscal projections ([III.D.5-7](#), [III.D.5-8](#)), and weekly Sacramento budget and legislative updates ([III.D.5-9](#)).

The College's financial documents are accurate and credible as highlighted by unmodified independent audit reports ([III.D.5-10](#), [III.D.5-11](#)). MiraCosta's financial management is formally evaluated through the annual audit conducted by an independent certified public accounting firm. The examination of financial records, statements, and audits for compliance is in accordance with the California Community Colleges Contracted District Audit Manual ([III.D.5-12](#)) and Governmental Accounting Standards Board (GASB) requirements. The auditors have issued clean opinions and have not identified any deficiencies in internal control over financial reporting that they would consider material weaknesses. Any identified audit findings are included in the audit, along with the College responses.

Audit reports are shared with the College and BOT, and they are readily available to the community on the College website ([III.D.5-13](#)). MiraCosta has had two internal control findings over the last six years and quickly responded to those findings, resulting in no repeat findings.

Analysis and Evaluation

The College has appropriate policies, procedures, and internal control mechanisms to ensure sound financial planning and decision making. MiraCosta uses appropriate tools to maintain

budgetary accuracy, and timely financial information is disseminated to the BOT and College constituents. As evidenced by independent internal and external audit reports, MiraCosta's financial management practices demonstrate that strong fiscal management and appropriate accounting processes are in place.

The College meets Standard III.D.5.

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College's financial documents, including the budget, have a high degree of accuracy and credibility. As stated in Standard III.D.5, an external certified public accounting firm performs an independent audit of the College's financial statements and Measure MM Bond funds annually. The unmodified opinion the College has received for each of the past six years demonstrates the integrity of the College's financial management practices and provides constituents a reason to have confidence in how MiraCosta allocates and uses its financial resources ([III.D.6-1](#)–[III.D.6-6](#)).

MiraCosta's financial documents also reflect the appropriate use of financial resources to achieve the District's mission and institutional goals, which drive institutional planning and resource allocation. As required by both board policy and BOT budget directives, the budget reflects the appropriate allocation of resources to satisfy the District's highest priority goals and objectives, which are student enrollment, programs, and services ([III.D.6-7](#), [III.D.6-8](#)). The College allocates ongoing financial resources to academic programs and student support services to implement strategic planning goals that enhance those programs and services ([III.D.6-9](#), [III.D.6-10](#)). Additional student learning program and service needs are identified and funded through the College's annual program review, planning, and resource allocation process ([III.D.6-11](#)).

Analysis and Evaluation

MiraCosta's final budget has credibility with constituents because it accurately reflects how the College allocates and uses resources to realistically achieve institutional goals for student learning. Its credibility is also an outcome of a collegial and transparent budget-development process that includes the involvement of departments, governance groups, and the BOT. All budget workshops, the final annual budget, and external financial audits are published on the College website to ensure transparency. Finally, the unmodified opinion the College has received

for each of the past six years demonstrates the integrity of the College's financial management practices.

The College meets Standard III.D.6.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Over the last six annual external audits, the College received findings for two fiscal years ([III.D.7-1–III.D.7-6](#)). The FY 2020/21 audit resulted in one significant reporting deficiency ([III.D.7-1 pp. 92–93](#)); the FY 2019/20 audit resulted in two significant reporting deficiencies ([III.D.7-2 pp. 105–06](#)). These findings are detailed in Standard III.D.15.

Per AP 6400: Financial Audits, the College superintendent/president or designee promptly acts to remediate any internal or external audit-identified deficiency ([III.D.7-7](#)). The College responded to the FY 2020/21 and FY 2019/20 findings by immediately implementing corrective actions plans ([III.D.7-1 p. 93](#), [III.D.7-2 pp. 106–07](#)). These corrective actions were included in the annual District audit presentation to the BOT ([III.D.7-8](#), [III.D.7-9](#)). MiraCosta publishes all audit reports on the public website ([III.D.7-10](#)).

Analysis and Evaluation

The College's adopted budgets and financial statements are reviewed annually by independent auditors. During the last six reporting periods, external audits have resulted in unqualified reports related to the College's financial statements and three non-material findings in the last two years. MiraCosta responded to and remediated each finding in a timely manner and communicated the institutional response appropriately. The College meets Standard III.D.7.

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

MiraCosta ensures its financial and internal control systems are regularly evaluated and assessed for validity and effectiveness and assessment results are used for improvement. In accordance with the College's Financial Audits policy and procedure, an external auditing firm tests internal control processes and procedures as part of its annual audit ([III.D.8-1](#)). As stated in Standard III.D.7, over the last six reporting periods, external audits have resulted in unqualified reports

related to the College's financial statements and no findings of material weaknesses or deficiencies. MiraCosta has responded quickly to audit findings and used the audit results to improve internal control processes and practices.

As required by the California Education Code, the District maintains adequate internal controls and has an internal audit function that provides reasonable assurance that those internal controls are well designed and operating as intended. MiraCosta retains an independent accounting firm to provide internal audit services on an ongoing basis. Internal controls are tested on a regular cycle, with findings and recommendations shared with the superintendent/president and VPAS ([III.D.8-2](#), [III.D.8-3](#)). No internal control issues have been identified.

The College strengthened its internal control systems during the transition to the Workday ERP system when it analyzed and updated the College's business processes and approval requirements and built them into the Workday system ([III.D.8-4–III.D.8-6](#)). In its 2021/22 comprehensive program review, the Fiscal Services Department evaluated MiraCosta's internal processes and procedures and determined they were effective ([III.D.8-7 p. 2](#)).

Analysis and Evaluation

The College has established procedures to assure effective internal controls. The College regularly evaluates its financial and internal control systems for validity and effectiveness using program review, internal expertise, and audits conducted by external agencies. As evidenced by corrective plans to audit findings, the College utilizes audit results to improve and strengthen processes. The College meets Standard III.D.8.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The College maintains sufficient cash flow and reserves to maintain stability, ensure appropriate risk management, and respond to financial emergencies and unforeseen occurrences. Through careful planning and fiscal management, the District has maintained a healthy fund balance and reserve. As noted in the May 2022 Internal Audit Report cited in Standard III.D.8, MiraCosta “has avoided deficit balances in its funds and has maintained a prudent reserve in its unrestricted general fund over the preceding five fiscal years” ([III.D.9-1 p. 2](#)).

AP 6300: Fiscal Management outlines the responsibilities of the Fiscal Services Department for following the principles referenced in Title 5 for sound fiscal management ([III.D.9-2](#)). The AP also details sufficient resources to meet cash flow requirements as well as other responsibilities for excellent stewardship in managing the District's resources.

BP 6250: Budget Management and AP 6305: Reserves stipulate minimum general fund reserve levels, which is currently 15 percent at year-end ([III.D.9-3](#), [III.D.9-4](#)). For FY 2020/21, District unrestricted reserves were \$35.1 million or 25.9 percent (\$35,101,240 reserve balance/\$135,745,166 annual expenses) ([III.D.9-5](#), [III.D.9-6](#)). The previous four years' reserve balances have exceeded 24 percent and are projected to remain above the BOT-identified levels over the next five years ([III.D.9-7](#)).

The Fiscal Services Department regularly monitors cash flow and provides quarterly cash status reports to the BOT ([III.D.9-8–III.D.9-10](#)). As evidenced by strong cash positions in the quarterly reports and healthy reserves, the College has more than sufficient resources to meet its fiscal responsibilities, including ensuring appropriate risk management.

In accordance with BP/AP 6540: Insurance, MiraCosta maintains a comprehensive insurance plan that covers property, liability, and workers' compensation ([III.D.9-11](#)). The District participates in the San Diego County Office of Education (SDCOE) Joint Powers Authority (JPA) for workers' compensation as well as property and liability coverage. It is self-insured for the first \$10,000 on each claim, after which the insurance coverage of the JPA takes over ([III.D.9-12–III.D.9-14](#)). MiraCosta's Risk Management Department ensures the risk management program meets all legal requirements and provides protection and/or insurance against loss, damage, or disability in accordance with the California Education Code ([III.D.9-15](#)).

Analysis and Evaluation

The College has sufficient cash flow and reserves to maintain fiscal stability as evidenced by current and projected reserve levels and cashflow reports. The College has implemented a combination of effective risk management strategies by transferring, accepting, and mitigating risk and is appropriately protected through participation in the SDCOE JPA. The College has appropriate policies and procedures in place to identify and allocate funding should emergencies or unforeseen issues arise. The College meets Standard III.D.9.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The College practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets, as required by the District's fiscal management policy and as guided by its corresponding procedure ([III.D.10-1](#)). The College assures timely application and processing of grant applications and funds as required and guided by BP/AP 3280: Grants ([III.D.10-2](#)). The Fiscal Services Department validates and certifies grant expenditures' periodic progress as specified by each grant's reporting requirements.

Following the principles referenced in Title 5 for sound fiscal management, the Fiscal Services Department manages financial aid grants in Fund 74, with oversight from the Financial Aid Office, Cashier's Office, and Accounting Office ([III.D.10-3](#), [III.D.10-4](#)). The director of Financial Aid and Scholarships oversees the College's financial aid programs and ensures they are audited for compliance annually as required by law. As stated in Standard III.D.7, the two financial aid findings the College received in 2020 were immediately remedied and used to improve internal control processes ([III.D.10-5](#)).

Fiscal Services oversees auxiliary organizations through accounting controls, reconciliations, and reporting of each fund. Enterprise funds for the bookstore (Fund 51) and cafeteria (Fund 52) are effectively managed through contractual agreements over which the VPAS provides oversight. In FY 2020/21, the bookstore and cafeteria had reserves of \$520,000 and \$142,000, respectively ([III.D.10-6](#)).

The MiraCosta Foundation is a separate 501(c)(3) entity that is overseen by its own board of trustees as well as the College's vice president of Institutional Advancement and Fiscal Services Department ([III.D.10-7](#)). The MiraCosta Foundation manages its endowment investments through a separate bank account. Audited by independent certified public accountants, the foundation has received unqualified/unmodified opinions on its financial statements for the past six years ([III.D.10-8](#)).

MiraCosta assesses its use of financial resources through the program review and planning process, as discussed in Standard III.D.2, as well as through systematic internal and external audits, in accordance with BP/AP 6400: Financial Audits ([III.D.10-9](#)). Institutional investments are held at the San Diego County Treasury for governmental deposits ([III.D.10-10](#)).

Analysis and Evaluation

MiraCosta regularly assesses its use of financial resources and ensures compliance with Federal Title IV regulations and requirements through an annual independent audit of its processes and transactions. Annual external audits that are performed on all special or external funds and appropriate categorical program funding demonstrate the integrity of the College's financial management practices. Special fund programs also go through additional monitoring from state and federal grantors to ensure compliance with program rules and guidelines.

The College meets Standard III.D.10.

Liabilities

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The College maintains both short- and long-term perspectives in its financial and budgetary management practices by addressing long-term obligations while assuring financial stability and solvency.

Updated annually during the spring-time budgeting cycle and discussed within collegial consultation groups and the BOT, the College's 5-Year Financial Plan forecasts revenues, expenditures, and ending fund balances ([III.D.11-1](#)). Long-range considerations in the plan include changes in enrollment, salary increases, changes in staffing and benefits, and inflation for supplies and other operating expenses ([III.D.11-1 p. 76](#), [III.D.11-2](#)). The 5-Year Financial Plan is presented to the BPC and at the annual Budget Workshop to the BOT.

The District plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building maintenance/construction costs. The College continually allocates funds for future liabilities and needs identified within its long-term planning documents, including the Staffing Plan, Five-Year Capital Construction Plan, and Technology Plan ([III.D.11-3–III.D.11-5](#)).

The College allocates and funds other financial priorities, including health benefits, insurance costs, building maintenance, and expected increases in pension plan (CalSTRS/CalPERS)

contributions, in the annual budget. In addition, MiraCosta has placed more than \$34.4 million in an irrevocable trust, putting the College at over 100 percent funding for its other post-employment benefit (OPEB) liability for retiree health benefits ([III.D.11-6](#)).

Analysis and Evaluation

When making short-range financial plans, the College considers its long-range financial plans and priorities to assure financial stability and a healthy reserve balance of approximately 24 percent. MiraCosta clearly identifies, plans, and allocates resources for payment of liabilities and future obligations in the College's 5-Year Plan. Long-range financial priorities include expected increases in salaries, benefits, and pension plans through 2026. The College has maintained AAA ratings from Standard and Poor's and Moody's, the highest credit rating that can be achieved.

The College meets Standard III.D.11.

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The College plans for and allocates appropriate resources for the payment of liabilities and future obligations. Per AP 6200: Budget Preparation, the District uses an actuarially accepted method of measuring and projecting its current and future pension and OPEB liabilities ([III.D.12-1 p. 2](#)). Actuarial studies performed every two years assess the retirees' health benefits obligation to ensure the District's annual required contribution. The most recent study in 2021 showed a total OPEB liability of \$33.9 million ([III.D.12-2](#)). MiraCosta adjusts its contribution to employee retirement costs annually as necessary to maintain full funding ([III.D.12-1 p. 2](#)).

The College deposits funds for OPEB liabilities into an irrevocable trust set up specifically for OPEB. The trust is managed by the Community College League of California's Retiree Health Benefits JPA with the Meketa Investment Group in Carlsbad, California. As stated in Standard III.D.11, the trust fund balance as of September 30, 2021, was \$34.4 million ([III.D.12-3](#)). The fund fluctuates with changes in the market and investment returns. The market has been extremely volatile this past year, with the fund posting a \$4.1M loss of market value, primarily in the fourth quarter. The OPEB Trust market value was \$29.5M as of June 30, 2022, representing an end-of-year funded rate of 86.8 percent ([III.D.12-4](#)).

The College builds future liabilities, such as health care and pension obligations, into the final budget and five-year budget forecasts ([III.D.12-5](#), [III.D.12-6](#)).

Analysis and Evaluation

The District carefully plans for, and appropriately allocates resources for, all liabilities and future obligations including OPEB, and other employee related obligations. MiraCosta continues to apply a prudent investing strategy to meet its long term OPEB liabilities.

The College meets Standard III.D.12.

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The College annually assesses its locally incurred debt and allocates resources for any debt instruments that may affect the College's financial condition.

The College passed one general obligation bond (Measure MM) in 2016, totaling \$455 million. The debt incurred on this bond measure is paid by the taxpayers through ad valorem tax on real property collected by San Diego County. All locally incurred debt has been retired. The 2015 lease revenue bond was retired in FY 2018 ([III.D.13-1](#)), and the 2010B lease revenue refunding bond was retired in FY 2020 ([III.D.13-2](#)).

Analysis and Evaluation

The College has paid all local debts and does not have any new debt obligations. General obligation bond debt service is paid through ad valorem tax, which has no impact on the financial condition of the College. The College meets Standard III.D.13.

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The College uses its financial resources, including short- and long-term debt instruments, auxiliary activities, fundraising efforts, and grants, with integrity and in a manner consistent with the intended purpose of the funding source. Financial resources such as debt instruments, auxiliary activities, and grants are reviewed during the annual District audit.

Bond funds undergo financial as well as performance audits, which are reviewed by the District's Independent Citizens' Bond Oversight Committee in its role to ensure bond expenditures are consistent with regulatory and legal restrictions ([III.D.14-1](#), [III.D.14-2](#)). The bond program continually receives clean audits with no audit findings ([III.D.14-3–III.D.14-5](#)).

Grant managers, as program area experts, monitor expenditures and ensure grant funds are expended as intended. The District's Fiscal Services Department supports grant managers by co-monitoring expenditures and assisting with reports and federal audits ([III.D.14-6](#), [III.D.14-7](#)). External auditors conduct annual audits of specially funded state programs as well as large, federally funded programs from both a financial and a compliance standpoint. The District has consistently received unmodified opinions in these areas, with any findings quickly remediated as explained in Standard III.D.7.

The MiraCosta College Foundation operates with its own set of internal controls as it raises funds to support the District ([III.D.14-8](#)). Foundation staff members account for donations and approve expenditures to ensure donated funds are used to meet donor-designated purposes. As noted in Standard III.D.10, the Foundation undergoes an annual audit by independent certified public accountants and has received unqualified/unmodified opinions on its financial statements for the past six years ([III.D.14-9](#)).

Analysis and Evaluation

The College's restricted funds are audited annually to ensure expenditures from restricted funds are made in a manner consistent with the intent and requirements of the funding source. The District's financial statements and Measure MM bond funds consistently receive clean audits. The College has no new debt obligations and has paid all local debts. The College meets Standard III.D.14.

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

MiraCosta effectively monitors and manages its institutional Cohort Default Rate (CDR), ensures compliance with federal requirements, and restores compliance when an audit identifies deficiencies.

The three-year student loan default rates for the College's 2018, 2017, 2016, and 2015 cohorts were 15, 14.9, 13.9, and 14.8 percent, respectively ([III.D.15-1](#)). In accordance with a California Community College best practice, MiraCosta does not automatically award student loans; instead, the College processes loans upon student request. Financial Aid Office staff members monitor cohort default rates and contact potential defaulters as needed. The College would create and implement a default management plan should MiraCosta fall out of compliance.

The Financial Aid Office participates in the annual external A-133 audit to ensure compliance with federal requirements. All audits have been free from findings except for two, as noted previously.

- FY 2019/20: two instances of 40 records tested where the check returned to the agency was returned by 62 days and 66 days, instead of 45 days. The second finding was the public posting of the CARES Act Student Portion first quarterly report that was posted late by 81 days ([III.D.15-2](#)).
- FY 2021/22: one finding where the third quarter report was understated by \$29,000 ([III.D.15-3](#)).

In each instance, the Financial Aid Office implemented corrective measures and restored compliance.

Analysis and Evaluation

The College works diligently to monitor and manage student loan default rates, revenue streams, and assets, thus ensuring MiraCosta remains in compliance with all federal requirements. This effort includes educating students through outreach and financial literacy workshops. The College's most current default rate of 15 percent is well below the federal requirement of 30 percent and shows a continuation of a downward trend over the last three years. Processes are in place to create and implement a default management plan if the College should fall out of compliance. The College meets Standard III.D.15.

Contractual Agreements

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The District's contractual agreements with external entities support its mission and goals and are governed by institutional policies and procedures. The District's bids and contracts policy and procedure, for example, define bidding and expenditure limits of purchasing activities ([III.D.16-1](#)). Six additional administrative procedures provide specific guidance and requirements for different types of contracts, such as construction and electronics systems and materials ([III.D.16-2–III.D.16-7](#)). These procedures and policy contain provisions to ensure MiraCosta has appropriate control over contractual agreements to maintain the College's required standards of quality.

The College's director of Purchasing and Material Management or the VPAS reviews and authorizes requests, scope of work, and contract documents, including contract negotiations. Contractual agreements that necessitate a more thorough analysis are referred to the District's legal counsel.

The director of Purchasing and Material Management or the VPAS reviews contracts for compliance with established codes, regulations, policies, and procedures as well as to protect the College and limit risk exposure. The Purchasing Department ensures that contracts contain adequate indemnification and hold harmless clauses, appropriate insurance requirements, and appropriate termination clauses, for cause and/or for convenience.

The BOT approves and ratifies contracts entered into on behalf of the District by the superintendent/president, VPAS, and the director of Purchasing and Material Management ([III.D.16-8–III.D.16-12](#)).

Analysis and Evaluation

All contractual agreements between the College and external organizations are developed in support of the College mission and institutional goals and are governed by institutional policy and procedures. The College's contractual agreements contain termination language and are administered to ensure compliance with all applicable laws, codes, and regulations. Contracts are constructed and administered in such a way as to maximize value and minimize risk to the

College. The BOT ratifies/approves all procurements, including contractual agreements and purchases. The College meets Standard III.D.16.

Conclusions on Standard III.D: Financial Resources

MiraCosta uses its financial resources to achieve the District mission and institutional goals by following established policies and procedures that ensure sound financial practices, stability, and accountability. Through an integrated planning and budget process that is guided by clear budgetary and financial policies and procedures, the College allocates and manages resources in a manner that supports and sustains financial integrity.

Improvement Plan

Not applicable.

Evidence List

| | |
|-----------------------------------|--|
| <u>III.D.1-1</u> | Biomanufacturing Baccalaureate Program Budget-to-Actual Report, FY 2021/22 |
| <u>III.D.1-2</u> | Fund 11 Budget, 2021-2022 Final Budget, p. 46 |
| <u>III.D.1-3</u> | 5-Year Financial Plan, 2021-2022 Final Budget, pp. 77–78 |
| <u>III.D.1-4</u> | BPC Resource Allocation Process Review, BPC 10-01-21 Minutes, §V.C |
| <u>III.D.1-5</u> | Program Review and Budget Development Flowchart |
| <u>III.D.1-6</u> | Sample Budget Development Cycle Email |
| <u>III.D.1-7</u> | Resource Allocation Process and Flow Chart |
| <u>III.D.1-8</u> | BP/AP 6200: Budget Preparation |
| <u>III.D.1-9</u> | BP/AP 6250: Budget Management |
| <u>III.D.1-10</u> | AP 6305: Reserves |
| <u>III.D.1-11</u> | Sample Second Quarter Fiscal Report, BOT 02-24-22 Agenda, Item XIII.A |
| <u>III.D.1-12</u> | Sample Third Quarter Fiscal Report, BOT 05-19-22 Agenda, Item XII.B |
| <u>III.D.2-1</u> | <i>Long-Term Planning Framework 2020–2026</i> , pp. 2, 8 |
| <u>III.D.2-2</u> | Governance Manual, pp. 6–7 |
| <u>III.D.2-3</u> | BP/AP 6200: Budget Preparation |
| <u>III.D.2-4</u> | AP 6302: Board Reports |
| <u>III.D.2-5</u> | Sample Third Quarter Fiscal Report, BOT 05-19-22 Agenda, §XII.B |
| <u>III.D.2-6</u> | Sample Tentative Budget Workshop, BOT 06-16-22 Workshop Agenda, Item VII.B |
| <u>III.D.2-7</u> | Sample Preliminary Budget Workshop, BOT 02-24-22 Minutes, §VII.C |

Standard III - Draft

| | |
|-----------------------------------|--|
| <u>III.D.2-8</u> | Budget Directives and Priorities, FY 2022–2023 Tentative Budget, Budget Workshop Presentation, 06-16-22, pp. 21–25 |
| <u>III.D.2-9</u> | Draft Tentative Budget Presentation, BPC 05-20-22 Agenda, §V.A |
| <u>III.D.2-10</u> | Integrated Planning, Program Review and Planning Handbook, p. 3 |
| <u>III.D.2-11</u> | Program Review and Budget Development Flowchart |
| <u>III.D.2-12</u> | Sample Resource Allocation Request for Instructional Associate, pp. 3, 5 |
| <u>III.D.2-13</u> | Sample Resource Allocation Request, FY 2021 Cycle for FY 2022 Funding |
| <u>III.D.2-14</u> | Resource Request Process Timeline 2021/22 |
| <u>III.D.2-15</u> | Budget Subcommittee, BPC 02-02-22 Minutes, §V.C |
| <u>III.D.2-16</u> | BPC Resource Request Funding Recommendations for FY 2022/23 Budget, 05-06-22 |
| <u>III.D.2-17</u> | End-of-Year Email and Important Updates, 05-26-21, §B |
| <u>III.D.2-18</u> | Budget Update, College Council 06-09-22 Minutes, §G |
| <u>III.D.2-19</u> | Sample Budget-to-Actuals for Organization Workday Report, Workday ERP |
| <u>III.D.3-1</u> | BPC Charge and Composition, Governance Manual, p. 7 |
| <u>III.D.3-2</u> | BP 2510: Collegial Governance and Participation in Local Decision-Making |
| <u>III.D.3-3</u> | BPC Roster, BPC Webpage Screenshot |
| <u>III.D.3-4</u> | BPC Budget Process Workshop Presentation, August 2021 |
| <u>III.D.3-5</u> | Budget and Timeline, BPC Budget Process Workshop Presentation, p. 8 |
| <u>III.D.3-6</u> | Preliminary Budget Workshop, BOT 02-18-21 Agenda, Item VI.C |
| <u>III.D.3-7</u> | Tentative Budget Presentation to BPC, BPC 05-21-21 Minutes, §V.B |
| <u>III.D.3-8</u> | Tentative Budget Presentation to BOT, BOT 06-10-21 Agenda, Item V.A |
| <u>III.D.3-9</u> | Final Budget Workshop, BPC 08-27-21 Minutes, §IV.B |
| <u>III.D.3-10</u> | Public Hearing FY 2021/22 Final Budget, BOT 09-09-21 Agenda, Item VIII.A |
| <u>III.D.3-11</u> | Final Budget Adoption, BOT 09-09-21 Agenda, Item VIII.B |
| <u>III.D.3-12</u> | 5-Year Financial Plan, 2021-2022 Final Budget, pp. 77–78 |
| <u>III.D.3-13</u> | BPC 2021–22 Presentations, BPC Portal Page Screenshot |
| <u>III.D.3-14</u> | Workday Overview of Financial Accounts |
| <u>III.D.3-15</u> | Program Review and Budget Development Process Flowchart |
| <u>III.D.4-1</u> | BP/AP 6250: Budget Management |
| <u>III.D.4-2</u> | BP/AP 6300: Fiscal Management |
| <u>III.D.4-3</u> | AP 6302: Board Reports |
| <u>III.D.4-4</u> | AP 6305: Reserves |

Standard III - Draft

| | |
|-----------------------------------|---|
| <u>III.D.4-5</u> | 5-Year Financial Plan, 2021-2022 Final Budget, pp. 77–78 |
| <u>III.D.4-6</u> | Preliminary Budget Workshop at BPC, BPC 02-04-22 Minutes, §V.A |
| <u>III.D.4-7</u> | Preliminary Budget Presentation to BOT, BOT 02-24-22 Agenda, Item IV.C |
| <u>III.D.4-8</u> | Tentative Budget Presentation to BOT, BOT 06-10-21 Agenda, Item V.A |
| <u>III.D.4-9</u> | Adopted Budget Workshop, BOT 09-02-21 Budget Workshop Agenda |
| <u>III.D.4-10</u> | Second Quarter Fiscal Report, BOT 02-24-22 Agenda, Item XIII.A |
| <u>III.D.4-11</u> | Second Quarter Transfers Report, BOT 02-24-22 Agenda, Item VIII.K |
| <u>III.D.4-12</u> | Final CA Learning Lab Grant Review, BPC 04-16-21 Minutes, §V.A |
| <u>III.D.4-13</u> | Programmatic Grants, Sample Fund 12 Grants and Categorical Report |
| <u>III.D.4-14</u> | Office of Institutional Advancement Annual Update, BOT 12-16-21 Agenda, Item VIII.B |
| <u>III.D.5-1</u> | BP/AP 6300: Fiscal Management |
| <u>III.D.5-2</u> | AP 6304: Actual and Necessary Business Expenses |
| <u>III.D.5-3</u> | Sample Budget-to-Actuals for Organization Workday Report, Workday ERP |
| <u>III.D.5-4</u> | Sample Grant, GO-Biz TAEP Grant 2020–2021 |
| <u>III.D.5-5</u> | Sample 311 Report Review, BPC 11-05-21 Minutes, §V.B |
| <u>III.D.5-6</u> | Sample CIP Presentation, BPC 03-18-22 Minutes, §V.B |
| <u>III.D.5-7</u> | Sample Final Budget Presentation, BPC 10-02-20 Minutes, §V.A |
| <u>III.D.5-8</u> | Nonresident Tuition Discussion, BPC 02-04-22 Minutes, §V.E |
| <u>III.D.5-9</u> | McCallum Report, BPC 03-04-22 Agenda, §IV.B |
| <u>III.D.5-10</u> | Final Audit Report FY 2021 |
| <u>III.D.5-11</u> | Measure MM Final Audit Report FY 2021 |
| <u>III.D.5-12</u> | Contracted District Audit Manual, CCCCCO 2018/19 |
| <u>III.D.5-13</u> | Annual District Audits Webpage Screenshot |
| <u>III.D.6-1</u> | External Audit Report, 06-30-2021 |
| <u>III.D.6-2</u> | External Audit Report, 06-30-2020 |
| <u>III.D.6-3</u> | External Audit Report, 06-30-2019 |
| <u>III.D.6-4</u> | External Audit Report, 06-30-2018 |
| <u>III.D.6-5</u> | External Audit Report, 06-30-2017 |
| <u>III.D.6-6</u> | External Audit Report, 06-30-2016 |
| <u>III.D.6-7</u> | BP/AP 6200: Budget Preparation |
| <u>III.D.6-8</u> | Budget Summary, 2021–2022 Final Budget, p. 10 |
| <u>III.D.6-9</u> | Expense Assumptions, 2021–2022 Final Budget, p. 11 |

Standard III - Draft

| | |
|-----------------------------------|--|
| <u>III.D.6-10</u> | Fund 12 Budget Allocations, 2021–2022 Final Budget, p. 41 |
| <u>III.D.6-11</u> | End-of-Year Email and Important Updates, 5-26-21, §§B, C |
| <u>III.D.7-1</u> | Report Summary, External Audit Report, 06-30-2021, pp. 90–97 |
| <u>III.D.7-2</u> | Report Summary, External Audit Report, 06-30-2020, pp. 103–09 |
| <u>III.D.7-3</u> | Report Summary, External Audit Report, 06-30-2019, pp. 97–101 |
| <u>III.D.7-4</u> | Report Summary, External Audit Report, 06-30-2018, pp. 95–99 |
| <u>III.D.7-5</u> | Report Summary, External Audit Report, 06-30-2017, pp. 95–99 |
| <u>III.D.7-6</u> | Report Summary, External Audit Report, 06-30-2016, pp. 88–92 |
| <u>III.D.7-7</u> | AP 6400: Financial Audits |
| <u>III.D.7-8</u> | FY 2021 Annual District and Measure MM Audit Presentation, BOT 03-24-22 Agenda, Item VII.A, pp. 15–16 |
| <u>III.D.7-9</u> | FY 2020 Annual District and Measure MM Audit Presentation, BOT 03-18-21 Agenda, Item VI.A, pp. 12–13 |
| <u>III.D.7-10</u> | Annual District Audits Webpage Screenshot |
| <u>III.D.8-1</u> | BP/AP 6400: Financial Audits |
| <u>III.D.8-2</u> | Internal Audit Check List |
| <u>III.D.8-3</u> | Internal Audit Report, Clifton Larson Allen, LLP, May 2022 |
| <u>III.D.8-4</u> | Change Management, Communications, and Training Update, Sierra Cedar Presentation, 01-21-20 |
| <u>III.D.8-5</u> | Workday Project Update, Steering Committee Meeting, 07-21-20 |
| <u>III.D.8-6</u> | Workday Update Presentation, BOT 02-13-20 Meeting |
| <u>III.D.8-7</u> | Fiscal Services Department Comprehensive Program Review 2021/22, p. 2 |
| <u>III.D.9-1</u> | Internal Audit Report, Clifton Larson Allen, LLP, May 2022, p. 2 |
| <u>III.D.9-2</u> | AP 6300: Fiscal Management |
| <u>III.D.9-3</u> | BP 6250: Budget Management |
| <u>III.D.9-4</u> | AP 6305: Reserves |
| <u>III.D.9-5</u> | Unrestricted Reserve Balance FY 2021, 311 Annual Report FY 2020/21, p. 33 |
| <u>III.D.9-6</u> | Unrestricted Reserve Balance FY 2020, 311 Annual Report FY 2019/20, p. 34 |
| <u>III.D.9-7</u> | Ending Reserve Balance FY 2022, 2021–2022 Final Budget, p. 47 |
| <u>III.D.9-8</u> | First Quarter Fiscal Report, BOT 11-18-21 Agenda, Item X.A |
| <u>III.D.9-9</u> | Second Quarter Fiscal Report, BOT 02-24-22 Agenda, Item XIII.A |
| <u>III.D.9-10</u> | Third Quarter Fiscal Report, BOT 05-19-22 Agenda, Item XII.A |
| <u>III.D.9-11</u> | BP/AP 6540: Insurance |

Standard III - Draft

- [III.D.9-12](#) JPA Insurance Renewal and District Insurance Schedule 2022/23, BOT 07-21-22 Agenda, Item VIII.G
- [III.D.9-13](#) District Insurance Schedule, 2021–2022 Final Budget, p. 57
- [III.D.9-14](#) San Diego County Schools Risk Management JPA, Audited Financial Statements and Supplemental Information, Year Ended 06-30-21
- [III.D.9-15](#) Risk Management Webpage Screenshot
- [III.D.10-1](#) BP/AP 6300: Fiscal Management
- [III.D.10-2](#) BP/AP 3280: Grants
- [III.D.10-3](#) Fund Descriptions, 2021-2022 Final Budget, p. 31
- [III.D.10-4](#) Fund 74, Student Financial Aid, 2021-2022 Final Budget, pp. 44, 61
- [III.D.10-5](#) Report Summary, External Audit Report, 06-30-2020, pp. 103–09
- [III.D.10-6](#) Funds 51 and 52 Revenue, Expenditures, and Reserves, 2021–2022 Final Budget, pp. 54–56
- [III.D.10-7](#) 2019 Foundation MOU, Amended 01-19-20
- [III.D.10-8](#) MiraCosta Foundation Audit Report FY 2019/20
- [III.D.10-9](#) BP/AP 6400: Financial Audits
- [III.D.10-10](#) Summary Portfolio Statistics, County of San Diego Pooled Money Fund
- [III.D.11-1](#) Long-Range Financial Planning, 2021–2022 Final Budget, pp. 75-80
- [III.D.11-2](#) CalSTRS & CalPERS Rates & Cost Projection Table, 2021–2022 Final Budget, p. 5
- [III.D.11-3](#) FY 2021-22 Final Budget Expense Assumptions, Unrestricted General Fund, BOT 09-02-21 Budget Workshop, p. 30
- [III.D.11-4](#) Capital Improvement Program Budget Summary, Independent Citizens’ Bond Oversight Committee 03-15-22 Meeting
- [III.D.11-5](#) Completed Scheduled/Deferred Maintenance Projects, 2020–22
- [III.D.11-6](#) Second Quarter Fiscal Report, BOT 02-24-22 Agenda, Item XIII.A
- [III.D.12-1](#) AP 6200: Budget Preparation, p. 2
- [III.D.12-2](#) Actuarial Valuation Report, 06-30-2021, p. 2
- [III.D.12-3](#) Meketa Investment Group OPEB Trust Statement, Second Quarter Fiscal Report, BOT 02-24-022 Agenda, p. 147
- [III.D.12-4](#) Irrevocable Trust Investment Board Report, BOT 10-20-22 Agenda, Item XII.A
- [III.D.12-5](#) CalSTRS & CalPERS Rates & Cost Projection Table, 2021–2022 Final Budget, p. 5
- [III.D.12-6](#) Long-Range Financial Planning, 2021–2022 Final Budget, pp. 75–80
- [III.D.13-1](#) 2015 Lease Revenue Bond Retirement, Final Audit Report 18, p. 42

Standard III - Draft

- [III.D.13-2](#) 2010 B Lease Revenue Refunding Bond Retirement, Final Audit Report 20, p. 50
- [III.D.14-1](#) AP 6740: Independent Citizens' Bond Oversight Committee
- [III.D.14-2](#) Audit Presentation, ICBOC 03-09-21 Minutes, §VI
- [III.D.14-3](#) Measure MM Financial Audit, Final Audit Report, FY 2020, pp. 1–2
- [III.D.14-4](#) Measure MM Performance Audit, Final Audit Report, FY 2020, pp. 12–13
- [III.D.14-5](#) 2015 Debt Paid, Audit Book 2018, p. 42
- [III.D.14-6](#) Grant List
- [III.D.14-7](#) Sample Grant Certification Request Emails
- [III.D.14-8](#) Policies and Procedures, MiraCosta College Foundation Webpage Screenshot
- [III.D.14-9](#) MiraCosta College Foundation Audit Report, FY 2019/20
- [III.D.15-1](#) ACCJC Annual Fiscal Report 2019–2020, Submitted 03-24-21, pp. 1–5; Cohort Default Rate History, p. 6
- [III.D.15-2](#) Audit Finding, Report Summary, External Audit Report, 06-30-2020, pp. 103–09
- [III.D.15-3](#) Audit Finding, Report Summary, External Audit Report, 06-30-2021, pp. 90–97
- [III.D.16-1](#) BP/AP 6340: Bids and Contracts
- [III.D.16-2](#) AP 6345: Bids and Contracts–UPCCA
- [III.D.16-3](#) AP 6350: Contracts–Construction
- [III.D.16-4](#) AP 6360: Contracts–Electronic Systems and Materials
- [III.D.16-5](#) AP 6365: Contracts–Accessibility of Information Technology
- [III.D.16-6](#) AP 6370: Contracts–Personal Services
- [III.D.16-7](#) AP 6380: Purchasing and Contracts Best Practices
- [III.D.16-8](#) Sample Master Services Agreement–Accenture
- [III.D.16-9](#) Sample Program Management Agreement–Kitchell
- [III.D.16-10](#) Sample Basic Services Agreement–MGI
- [III.D.16-11](#) Sample MOU–Between Carlsbad USD and MCCD for Transportation of CUSD Students
- [III.D.16-12](#) Contract and Purchase Order Ratification List, BOT 02-24-22 Agenda, Item VIII.L