

MiraCosta College
Academic Affairs Committee Regular Meeting
October 13, 2023
9:00 – 11:00 am, OC3515



Link for remote viewing and public comment
<https://miracosta-edu.zoom.us/j/86564846623>
Meeting ID: 865 6484 6623

- I. **Call to Order**
- II. **Remote Member Attendance**
Description: AAC will consider remote participation of members under the provisions of AB2449, if any.
- III. **Roll Call**
- IV. **Public Comment**
- V. **Changes/Additions to the Agenda**
- VI. **Minutes of the Sept 8, 2023 Regular Meeting: Review and Approval (attachment)**
- VII. **Reports**
 - a. **Hiring (Hull)**
 - b. **Calendar (Hull)**
 - c. **Textbook Affordability (Pescarmona)**
 - d. **SURF Updates (Hull)**
 - e. **Updating Syllabus Checklist (Hull)**
 - f. **Redesigning the Student Experience (Askerneese)**
- VIII. **New Business**
 - a. **Recommended Prioritization of Full-time Faculty Requests (Hull – 1 hour)**
Description: The hiring prioritization workgroup will bring their recommendation to the entire committee for review and discussion. Please read the attached document and be ready to vote, so AAC can forward to the Academic Senate, in accordance with the hiring timeline
- IX. **Adjournment**

Next Meeting: December 8, 2023

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's open meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate and its subcommittee meetings will be held in person with a Zoom link available. If you wish to attend a meeting and you have another disability requiring special accommodation(s), please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-735-2929 or 800-735-2922 for English or 800-855-3000 for Spanish.

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

Audio recordings of meetings may be available upon request. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Debby Adler, Administrative Assistant to the Academic Senate at dadler@miracosta.edu.

MiraCosta College
Academic Affairs Committee
Meeting Minutes

September 8, 2023
9:00 a.m. – 11:00 a.m.
OC 3515

- I. **Call to Order** – 9:00 a.m.
- II. **Remote Member Attendance:** None
- III. **Roll Call**
Members Present: Shafin Ali, Daniel Ante-Contreras, Adrean Askerneese, Darlene Burke, Giana Carey, Daria Davis, Claudia Flores, Lauren Greenwald, Stacey Hull (Chair), Ticey Hosley, Robert Kelley, John Makevich, Tyrone Nagi, Kris Peck, Denee Pescarmona, Beth Powell, Kathy Rodriguez, Tracey Williams
Members Absent: None
- IV. **Public Comments** – None.
- V. **Changes/Additions to the Agenda** – None
- VI. **Approve Minutes of the regular meeting on May 12, 2023 – [Ali/Powell] MSP approval of May 12, 2023.**
- VII. **Orientation for AAC Members**
Hull had everyone on the committee introduce themselves.
- VIII. **Subcommittee Memberships**
Hull went over the committee charges and make-up. She explained how the upcoming hiring prioritization will go and then she began asking members to sign up for the various subcommittees under the AAC charge. Updating various policies and procedures are also part of AAC.
- IX. **Reports**
 - a. **Hiring** – Hull went over details/deadlines. The submission deadline is today for program authors to submit their hiring requests. The subcommittee will review the submissions and discuss them as a committee. Something different this year will be a discussion with the program authors. The subcommittee will reconvene for further discussions. AAC votes. The vote is forwarded to Academic Senate.
 - b. **Calendar** – This subcommittee meets two Fridays per month. A survey will be coming out soon to solicit feedback on which type of calendar is best for students. MCC now has a Calendar Project site.
 - c. **Textbook Affordability** – Lauren McFall will be liaison to help with this subcommittee if needed.
 - d. **SURF Updates** – Heidi Willis will be collaborating with this subcommittee.
 - e. **Updating Syllabus Checklist** – The checklist was updated last spring. The checklist info is located under both the Faculty Resource pages.
 - f. **Redesigning the Student Experience** – Askerneese thanked those who attended the past workshop. The Board had a workshop yesterday. He also mentioned that Counseling is up for Redesign.
- X. 11:00

RECOMMENDED PRIORITIZATION OF FULL-TIME FACULTY REQUESTS

Academic Affairs Hiring Taskforce

September 29, 2023

In this hiring cycle, 11 departments requested a total of 16 full-time faculty positions (3 categorically funded and 13 district funded). Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC hiring subcommittee read each full-time faculty hire plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration detailed in the AAC Hiring Guide provided to plan authors. On September 21, 2023, the taskforce met for the first time to share their request ranking order, engage in robust discussion of the justifications provided by the plan authors and the potential for each request to positively impact the campus community, and gather questions for plan authors. The taskforce met again on September 29, 2023 to continue discussions and complete the final ranking order. The taskforce's rationales for ranking are provided for each of the requested positions. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

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

Shafin Ali, Economics

Kris Peck, Student Accessibility Services

Daniel Ante-Contreras, Letters

Ticey Hosley, Counseling

Denée Pescarmona, VP Instruction

Giana Carey, Nursing

Julie Cord, Adult High School

Alketa Wojcik, VP Student Services

Stacey Hull, Biology

Prioritization of categorically funded full-time faculty requests (non-district funding).

1. Student Accessibility Services (SAS)

This position is a replacement for the full-time SAS Counselor/Learning Disability Specialist. SAS is a categorically funded program, providing academic accommodations, academic and career advising, and other supports and services for students with disabilities (such as resolving complaints and grievances) in a timely manner, in accordance with district, state and federal requirements.

Key goals are to ensure equitable access, provide out-and-in-reach interventionist activities (with external partners—local feeder high schools, Department of Rehabilitation, and internal partners—

General Counseling, Career Services, EOPS, Health Services and Instruction), conduct “Welcome Meetings,” “Disability Management Counseling,” “Complaint and grievance resolution,” and enhance student success. Leadership activities such as liaison agent (to credit and non-credit programs), professional development, lead-coordinator of SAS programs, are severely compounded by associate counselors who have responsibilities at other colleges, are subject to temporary assignments, require considerable training, and can only serve a fraction of students. Comparing SAS with EOPS (another categorically funded program), the former served more than twice the number (1224 versus 563) of unduplicated students during 2022—2023 with the same number of full-time faculty. The rate of growth for these students increased from 10.5% (2020-21 to 2021-22) to over 17% (2021-22 to 2022-23). The “high touch” quality support services of SAS have also helped students with disabilities as not being identified as a disproportionately impacted student group relative to the Student Equity Plan.

Timely and high-quality services is imperative to serve the number of students with special needs (6% of MiraCosta student population) who fall under 10 different disability categories, and even without the Title 5 mandate (Code of Regulations Sections 56000-56076), it is vital that the SAS department be provided with a full-time faculty to help ensure student success.

2. EOPS - Foster Youth Counselor

EOPS requests a full-time foster youth counselor position for the newly funded NextUp program within the EOPS department. This position will be funded 100% by categorical funds (NextUP and Student Equity). The planning process for this full-time faculty counseling position started in the spring of 2023 when MiraCosta College received NextUp funds from the chancellor’s office to fully implement the program.

The full-time faculty hire request aligns with EOPS department's short and long-term goals to implement the NextUp program at MiraCosta College and to continue the support of all former foster youth under the current student equity's RAFFY program. The NextUp program is intended to provide over and above services to current or former foster youth in California whose dependency was established or continued by a court of competent jurisdiction, including a tribal court, on or after the youth's 13th birthday and is not older than 25 years of age at the commencement of the academic year. While NextUp is a newly funded program, the RAFFY program has provided services to all former foster youth at MiraCosta College for almost 18 years. RAFFY is an ASE program under student equity but continues to be housed in EOPS because the program originated out of EOPS.

Although RAFFY has been at MiraCosta College for almost 18 years and is currently an ASE program in student equity, there has not been full-time counseling or staff support assigned to the program. The request is to have a full-time foster youth counselor who will serve all NextUp and RAFFY students. There is a potential to serve a greater number of former foster youth students at MiraCosta College if we have full-time faculty counselor support. Currently, we are serving about 50% of the self-identified students in RAFFY and about 25% in NextUp. The goal is to increase the number of students served.

3. EOPS - CalWORKs Counselor

This full-time faculty hire request is a replacement for Larry Burns. This position will be funded 100% by categorical funds (EOPS and CalWORKs). There is a critical need to replace this full-time counseling position to provide academic support to not only EOPS, but also CalWORKs students and to meet program guidelines. This counselor serves as the main CalWORKs counselor for the CalWORKs students in the program and is the liaison between students and county case workers. In addition to CalWORKs counseling support, this counselor also provides counseling services to EOPS students.

The organizational structure and composition of EOPS/CalWORKs at MiraCosta is similar to the Student Accessibility Services (SAS) program in terms of the number of students served and the composition of full-time faculty. SAS serves 1,224 unduplicated students and has 3 full-time counselors and 1 faculty director/coordinator. In comparison, EOPS and CalWORKs served 655 unduplicated students in 2022-2023 with 3,204 counseling appointments. Currently, EOPS has two full-time counseling positions (EOPS and EOPS/CARE) and 1 faculty director/coordinator.

Given that EOPS and CalWORKs are both funded by the state, the department must meet state mandates to stay in compliance with the Chancellor's office. EOPS and CalWORKs students must meet at least two times with a counselor each semester in addition to participating in specialized programming such as workshops and other activities coordinated by the Counselor. Given the total number of students served and the required number of appointments by each student, we have a desperate need to fill this full-time position, especially now that the numbers of students served is starting to increase in all programs within the EOPS department.

Prioritization of district funded full-time faculty requests.

1. Psychology

Psychology is seeking to replace two full-time faculty that were lost in the 2022 – 2023 academic year and this summary represents one of those requests. The department lost 40% of their full-time faculty, three courses (PSYC101, PSYC104, and PSYC100) that are among the most highly enrolled college wide, loss of instructors who teach capstone courses (PSYC104 and PSYC205 that are critical courses to the program, degrees, and certificates), and enrollment increases this fall are all strong indicators of need. The department started the Fall 2023 semester with only three full-time faculty, with a full-time to part-time LHE of 46 to 160, respectively. The full-time and part-time faculty are now spread so thin across sections that the department has been forced to seek special permission for several associate faculty to exceed the maximum 10 LHE per semester.

Reflection on equity data showed that students identifying as Black/African American, or Hispanic/Latinx, first generation college students, and part time college students have been identified as having disproportionate impact in the Psychology Program. Replacement of a full-

time faculty member will allow the department to continue efforts to support these populations. A departmental goal is to bring in a new faculty with innovative and culturally competent instructional practices and who are interested in participating in governance, the college's initiatives and programs, and professional development.

2. Ethnic Studies

A new Ethnic Studies program was created at MiraCosta College in Fall 2022, demonstrating the commitment of the college values toward diversity and equity. As a result, two new full-time faculty positions were requested to ensure that this new program is established and grown effectively. This summary represents one of those requests. Currently, only one full-time faculty in their second year of tenure review and one associate instructor are teaching courses in Ethnic Studies, and the new hires are being sought to directly support the only full-time faculty member to develop this new program, course offerings, and future certificate program.

With Ethnic Studies being a new program there is not yet any previous data to add to this request. In Fall 2023 there are sections of ETHN/SOC 207 being offered and these classes are all filled with waitlists of 10+ students. Additionally, in Fall 2023, 6 sections of ETHN 100 are being offered and one additional online section was added to meet student demand. With Chicano Studies and Black Studies courses moving under the Ethnic Studies umbrella, and the removal of cross listing of ETHN/207 in Fall 2024, the demand in Ethnic Studies is anticipated to be 20+ course offerings including Introduction to Pacific Islander and Oceania Studies and Introduction to Native American Indigenous Studies.

Given the unique situation that Ethnic Studies is a brand-new department the faculty are tasked with additional labor compared to other established departments in the form of student contact hours and campus engagement efforts to introduce and explain Ethnic Studies to the MiraCosta campus community, build relationships with faculty and students, and attend regional and statewide trainings and meetings to stay updated on evolving Ethnic Studies developments and requirements. Ethnic Studies is currently required for both CSU Breadth and IGETC (general education) and in 2025-2026 all high school students will be required to take a course (opening an opportunity for students to cross enroll at MiraCosta). With the one full-time Ethnic Studies faculty serving as the department chair and with the capacity to teach 4 courses, there is a significant unmet need in the department.

3. Physics

Due to the resignation of a full-time faculty member, the Physics program is requesting a replacement hire. Physics courses are required major prep for most STEM majors, and three full-time faculty members are essential to the functioning of the Physics program. The Physics program has had steady or increasing enrollments at the Oceanside campus and online, even while the college has seen decreasing enrollments. During this time, the Physics program has increased its scope (adding a course for Electrical Engineering majors and building partnerships with local engineering programs at CSUSM and SDSU) and has produced success rates above the

college average (83% vs college-wide 69%). It is extremely hard to hire associate faculty in Physics, and most of the time the associate applicant pool is empty. If this replacement hire is not funded, the Physics program will continue to be dependent on an associate faculty pool that is not sufficient in size to cover classes or to cover any departures of associate instructors. The remaining two full-time Physics instructors would struggle to fulfill duties that have been historically shared among three full-time instructors. This would be a detriment to key components of student success, such as coordination between Physics instructors and the STEMLC/ tutoring program, assessing CSLOs in a meaningful and robust way, and managing Physics offerings between two campuses and online modalities.

At first glance, it appears that the Physics program has seen a decrease in most metrics, but this decrease has roughly matched the decreases seen college wide. For example, comparing 2018-2019 through 2021-2022, the Physics program enrollment shrank by 24%, while the rest of the college enrollments shrank by 20%. FTEF in Physics shrank by 12% while FTEF in the college shrank by 10%. When we dig deeper into the numbers, however, we see that the main drive in the decrease in Physics numbers is a decrease at San Elijo. Quite importantly, if we disaggregate the data and exclude San Elijo from the data, then the Physics program has grown in enrollments over the past three years with a 20% increase from 2018-2019 through 2021-2022. Meanwhile, the total college enrollments, excluding San Elijo, decreased by 10%. So, it is clear that the demand for the Physics program remains strong. It is just that the Physics program was hit particularly hard by decreases at San Elijo. The Physics program is closely monitoring the situation at San Elijo and are discussing within the department and with the dean about how to increase enrollments at San Elijo, while also balancing offerings between campus and online. We expect demand for Physics to increase as CSUSM increases their new majors (Electrical Engineering, Computer Engineering and Software Engineering). These majors are impacted at the universities in San Diego, so having CSUSM add these majors will attract many students, all of whom will need to take Physics. The department will eventually write new courses to mirror the lower-level engineering courses at CSUSM and SDSU, further increasing the student demand for Physics classes.

4. Nursing and Allied Health - Medical Surgical Expertise for Part Time LVN Programming

The full-time faculty hire request for the Part Time Licensed Vocational Nurse (LVN) Program is essential for the growth, function and state licensure requirements of The California Board of Vocational Nursing and Psychiatric Technicians (BVNPT). The BVNPT mandates the need for full-time theory content experts and the educator to student ratio in the clinical setting. This hire will meet the regulatory requirements and mandates. This position is a replacement for a 20-year veteran faculty member at NAAH who is retiring. Sue Simpson will be retiring at the end of the Fall 23 semester and has served in various roles, including theory and clinical instruction for the RN and LVN programs, department chair, assistant RN director, and LVN director. NAAH seeks a replacement faculty to support the part time LVN program to maintain continuity and ensure student success. The request emphasizes the need to address the disproportionate FT to PT faculty ratio (currently, PT FTE delivering 90% of the programming in two LVN programs) and

alleviate strain on the severely impacted LVN programs that are currently facing a waitlist through 2030.

Currently, LVN graduates from MiraCosta College continue to rank highest in the state pass rates which surpass the nation norms and full-time faculty leadership is necessary to maintain student pass rates. The requested full-time faculty position is seen as vital for supporting more student admissions and addressing the nursing employment needs we are facing in the county and state and will be facing in the years to come.

5. Adult High School

The Adult High School (AHS) is requesting a replacement full-time faculty position to teach Adult High School diploma-eligible math courses, mirrored Adult High School/non-credit math courses, and math courses within the GED program. In addition, because math and the sciences broadly fall under the same STEM umbrella, this position would act as a faculty lead for both the AHS math and AHS science courses and curriculum. A similar hiring request, but for a replacement math faculty position only, was made last year and not filled by the college. The Adult High School had been aware for three years, and has included in two previous program reviews, that the full-time math faculty member was planning to retire at the end of spring 2023 and therefore a replacement position was sought during the last year of employment. The present request more accurately represents the math needs of AHS students in the various STEM courses that include mathematical concepts and require leadership from a full-time faculty member. At present AHS math, GED, and science have no full-time faculty leadership, causing a lack of oversight in critical areas necessary for graduation. The present full-time faculty (two faculty in English and one in Social Science) cannot provide this leadership due to lack of discipline expertise. With this revised position/request, all areas of the high school will have oversight by full-time faculty, providing leadership across all disciplines.

Enrollments in math, science, and GED courses are trending towards an increase. This trend and data are consistent with AHS programs throughout the state and nation. In addition, because AHS math courses are mirrored with credit math courses, there is an observable increase in students taking primarily credit coursework with a non-credit math class as supplemental support. Given the pressures of AB705/1705, this trend is anticipated to continue to increase over time. This full-time hire would also support innovation in the form of new curriculum development and the restructuring and revision of current curriculum. In fall 2023, full-time faculty in AHS English are taking on the monumental task of revising all AHS English courses to be more responsive to student needs, more culturally relevant, and adaptable to both academic and career needs. Conversely, AHS math curriculum has not seen a major revision in several years and it is also in need of a similar re-envisioning. However, in the absence of full-time math faculty and leadership over math, GED and science, these courses cannot be meaningfully and comprehensively revised. Additionally, without an AHS liaison to the credit math department, it is difficult for the program to stay aware of the trends that are taking place more broadly as a result of AB 705/1705 and other legislative changes that will affect all incoming college students, both from area high schools and from our own.

6. Veterans Counselor

The counseling department requests a full-time faculty hire to support the Academic Career Pathway (ACP) counseling team. Veterans Services is currently served by one full-time counselor, a temporary full-time replacement counselor whose time in this capacity will end after the 22-23 academic year, and four associate counselors, of which three are employed full-time at another college, thus reducing the number of hours they can serve our students. There is also a temporary full-time counselor working in Student Accessibility Services (SAS) who also sees veteran and military affiliated students on a limited basis. A second full-time counselor focused on veterans has proven to tremendously support our students and their success.

This request aligns with MiraCosta College's goal to provide equitable access, enhance student success, and close equity gaps by deploying strategies that meet students where they are, create community, and dismantle systems of inequity. The dialogue around how best to serve our veteran students includes full-time counselors, associate counselors, associate counselors with veteran's experience, and the Interim Dean of Counseling and Student Development during departmental and all-counselor meetings.

Within the past five years, there have not been any requests for a full-time veteran's counselor, and this request is to replace a full-time Veteran, Military Affiliated, and Active-Duty counselor who retired in December 2022, leaving the department short one full-time counselor with veteran-specific training.

7. Nursing and Allied Health - Medical Surgical Expertise for RN Programming

This request from the Nursing Department is to hire a full-time faculty member to replace Yvette Duncan, who has recently been appointed to the Registered Nursing (RN) program director position (this director position is required by the Board of Registered Nursing). Currently, 80% of Yvette's full-time load is dedicated to the duties and responsibilities of the RN program director. Yvette's role change leaves the RN program short one full time faculty member. FT to PT faculty ratio is disproportionate with PT FTE delivering 79% of the programming in the RN & LVN (Licensed Vocational Nurse) to RN programs.

On a statewide level, community college nursing programs are being encouraged to establish 2+2 agreements with universities to enhance the transfer process. To accomplish these 2+2 agreements, RN faculty, including this requested position, need to implement programmatic and curriculum changes. Community demand for entry to the practice RNs is high as the global nursing shortage predicted pre- and post-pandemic becomes a reality. MiraCosta College nursing programs need experienced full-time instructors. By reviewing completion rates and national NCLEX pass rates for the RN program, which are well above the state average, the NAAH faculty believe that student support will be enhanced by full time faculty oversight and leadership.

8. Psychology

Psychology is seeking to replace two full-time faculty that were lost in the 2022 – 2023 academic year and this summary represents one of those requests. The department lost 40% of their full-time faculty, three courses (PSYC101, PSYC104, and PSYC100) that are among the most highly enrolled college wide, loss of instructors who teach capstone courses (PSYC104 and PSYC205 that are critical courses to the program, degrees, and certificates), and enrollment increases this fall are all strong indicators of need. The department started the Fall 2023 semester with only three full-time faculty, with a full-time to part-time LHE of 46 to 160, respectively.

Reflection on equity data showed that students identifying as Black/African American, or Hispanic/Latinx, first generation college students, and part time college students have been identified as having disproportionate impact in the Psychology Program. Replacement of a full-time faculty member will allow the department to continue efforts to support these students. A departmental goal is to bring in new faculty with innovative and culturally competent instructional practices and are interested in participating in governance, the college's initiatives and programs, and professional development.

9. Career Studies and Services

This full-time faculty hire request is for a career counseling faculty member to work with students served by the District's Redesigning the Student Experience: Guided Pathways' Academic and Career Pathways (ACPs). It aligns with the department's goal to meet the unmet needs and increasing demand of disproportionately impacted students and first time to college students who are Black/African American, Latinx, and over 25 being served by the District's Guided Pathways efforts. The Career Studies Department and Career Center are committed to serving DI students by participating on ACP Success Teams; department members have served as career liaisons on ACP Success Teams and continue to serve on mini-retreat planning, ACP Explore Day planning, and WelcomeFest planning sessions. They organize their Career & Major Fair and Job & Internship Fair by ACPs and manage Career Coach, a career resources that appears on the ACP page and every program page and that maps occupations to the MiraCosta programs that prepare students to enter those occupations.

Funds earmarked for an ACP career counselor allowed the department to hire a 23.5 hour per week career counselor in years 2 and 3 of ACP implementation. When the incumbent accepted a position at another college, department faculty invited several candidates to interview and found only one individual who possessed both the minimum and desirable qualifications. That candidate could work only 8 of the 23.5 hours, however, because she is employed full-time at another community college; the department did not hire the candidate for the ACP associate career counseling position. [Note: the ACP associate career counseling position will be eliminated if this full-time hire request is approved.]

This position will provide career assessment, exploration, and counseling to students who are disproportionately impacted and participating on ACP Success Teams and to collaborate with the Career Studies Department, Career Center, and ACP personnel, including general counselors and

Instructional Faculty Liaisons, to develop and deliver services critical to closing disproportionately impacted students' equity and achievement gaps. If the position is not funded, there will continue to be only one career counselor hired for the entire District. Still undergoing tenure review, it is critical that the current career counseling faculty member receive the support required to meet the increased demand created by ACP Success Teams and the post-Pandemic economy. It is critical that the department be adequately staffed to provide career assessment, exploration, and counseling to disproportionately impacted students to eliminate occupational segregation and help students attain educational, social, and economic mobility.

10. Library

The purpose of this plan is to replace the position of a full-time librarian who retired at the end of AY 2022-23 and hire a full-time librarian to fulfill duties in instruction, information literacy, outreach to disproportionately impacted and historically marginalized student populations, and Academic and Career Pathways (ACPs). Program review data for "Student Services: Library Overall" show that the use of library services and resources averaged 28,163 contacts from AY19-20 to AY 21-22, representing a 25.6% increase. One trend that was noticeable by the department was the increase in more complex reference transactions, especially through chat. Transactions used to average 10 minutes, but multiple transactions have surpassed 30 minutes. This position will help the Library Department strategically meet the needs of students and faculty through consistent and purposeful outreach; the re-envisioning and development of library success workshops that appeal to and meet the needs of students; and the design of quality and quantitative user needs and usability studies (surveys, interviews, focus groups, observations) to assess changing user experiences, preferences, and trends in effective reference transactions with the eventual implementation of these changes.

The librarian will develop, implement, and partake in programming which promotes diversity, equity, and inclusion, such as book clubs, film screenings, and cultural events. The librarian can also ensure that information literacy instruction is inclusive and equitable. One major component of this position request deals with the promotion of the library as an integral part of the campus through instruction, exhibition, marketing, and liaising with student groups such as Puente, Umoja, Mana, Raffy, Uprise, Transitions, LGBTQIIA+, and others. Ideally, according to the Academic Senate for California Community Colleges, the ratio of full-time to associate should be 75% to 25%. The ratio of full-time to associate librarian hours is currently 41.5% to 58.5% (includes release time for two faculty members). At the time of this writing, the department has lost a full-time librarian due to her retirement, which effectively is a loss of 15 hours at the reference desk, 5 hours of institutional service, and 20 hours of specialization and planning, further reducing the ratio.

11. Art

This full-time faculty hire request is to replace and sustain the Painting and Drawing area lead in the Art Department, following the 2021 retirement of Professor Leslie Nemour. The Painting and Drawing courses make up the largest subset of courses in the Art Department, consistently

making up more than 30% of course offerings. The Art Department has historically had 7 Full-Time positions in a department offering from a high of 128 courses (in 2018-19) to a low of 104 in 2022-23). Since the retirement of Professor Nemour in 2021, combined Painting and Drawing classes for the 2021-22 academic year numbered 32 total, and with only 2 full-time faculty teaching in these areas, 87.5% of courses were taught by associate faculty. In 2022-23, there were 32 Painting and Drawing classes with 78% taught by associate faculty. Since 2016, rates for overall success and course success rates rose steadily (in the 70th -75th percentile) until the 2020 Covid19 pandemic. However, the success rates for the Painting and Drawing courses maintained an above average overall success rate hovering between 70% and 71%. The Painting and Drawing courses offered in the last five years have served a wide and diverse population of students. The Art department has recently added digital drawing to course offerings to meet increased demand for digital drawing skills. These are increasingly important skills for the digital economies of the future workforce and are proving so in increased demand in recent years. Discipline specific expertise is required for the Art Department to update and modify curriculum as required by MiraCosta College. This full-time faculty request seeks to not only replace a discipline lead, but also a curricular lead; one who will create, modify, or sunset courses reflective of the pedagogical and career specific tools required by present and future generations of students.

12. Ethnic Studies

A new Ethnic Studies program was created at MiraCosta College in Fall 2022, demonstrating the commitment of the college values toward diversity and equity. As a result, two new full-time faculty positions were requested to ensure that this new program is established and grown effectively. This summary represents one of those requests. Currently, only one full-time faculty in their second year of tenure review and one associate instructor are teaching courses in Ethnic Studies, and the new hires are being sought to directly support the only full-time faculty member to develop this new program, course offerings, and future certificate program.

With Ethnic Studies being a new program there is not yet any previous data to add to this request. In Fall 2023 there are sections of ETHN/SOC 207 being offered and these classes are all filled with waitlists of 10+ students. Additionally, in Fall 2023, 6 sections of ETHN 100 are being offered and one additional online section was added to meet student demand. With Chicano Studies and Black Studies courses moving under the Ethnic Studies umbrella, and the removal of cross listing of ETHN/207 in Fall 2024, the demand in Ethnic Studies is anticipated to be 20+ course offerings including Introduction to Pacific Islander and Oceania Studies and Introduction to Native American Indigenous Studies.

Given the unique situation that Ethnic Studies is a brand-new department the faculty are tasked with additional labor compared to other established departments in the form of student contact hours and campus engagement efforts to introduce and explain Ethnic Studies to the MiraCosta campus community as well as build relationships with faculty and students and attend regional and statewide trainings and meetings to stay updated on evolving Ethnic Studies developments and requirements. Ethnic Studies is currently required for both CSU Breadth and IGETC (general education) and in 2025-2026 all high school students will be

required to take a course (opening an opportunity for students to cross enroll at MiraCosta). With the one full-time Ethnic Studies faculty serving as the department chair and with the capacity to teach 4 courses, there is a significant unmet need in the department.

13. Nursing and Allied Health - Medical Surgical Expertise for Full Time LVN Program

Nursing and Allied Health is seeking a full-time faculty hiring request whose expertise is in Medical Surgical Nursing to support the full-time Licensed Vocational Nurse (LVN) program. The reason for this request is related to the growth of the program which recently (SU23) added a full-time LVN program in addition to the established part-time LVN program. The part-time option is for working individuals and spans 6 semesters, while the full-time program is designed to be completed in 4 semesters. With maximum enrollment in the new full-time LVN program, the addition of a full-time faculty member is deemed vital for program representation, continuity, and maintaining the requisite rigor. This also aligns with broader nursing education demands, contributing to the fulfillment of admission needs across MiraCosta Nursing programs. The California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) mandates the need of full-time theory content experts and the educator to student ratio in the clinical setting. This hire will meet the regulatory requirements and mandates.

In terms of departmental and institutional planning, the hiring request aims to extend full-time faculty support to the full-time LVN program. It will also address the disproportionate FT to PT faculty ratio, active participation in governance, curriculum review, and need for community liaisons. The severe impact on LVN programs, as evidenced by a waitlist stretching into 2030, underscores the urgency for this hiring request. The envisioned addition of a full-time faculty promises increased support for student admissions and addresses critical nursing employment needs in the county and state.