

MiraCosta College

Academic Affairs Subcommittee Regular Meeting

October 14, 2022; 9:00 – 11:00 am, Online via Zoom

<https://miracosta-edu.zoom.us/j/81423032596>

Meeting ID: 814 2303 2596



I. Call to Order

II. Roll Call

III. Teleconferencing Meetings

a. Teleconferencing Meeting Pursuant to AB 361 - Hull

Description: The Academic Affairs Committee (AAC) will consider whether to authorize teleconferencing meetings pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. In order to continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the teleconferenced meeting and to make those findings every 30 days thereafter. AAC will consider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person OR if state and local officials have imposed or recommended measures to promote social distancing.

IV. Public Comment

V. Changes/Additions to the Agenda

VI. Minutes of the September 9, 2022 Regular Meeting: Review and Approval (attachment)

VII. Reports/Discussion

- a. Hiring (Hull-5 min)**
- b. Calendar (Hull-5 min)**
- c. Textbook Affordability**
- d. SURF Updates (Hull-5 min)**
- e. Updating Syllabus Checklist**
- f. Redesigning the Student Experience (Pescarmona -5 min)**

VIII. New Business

- a. AP5500: Standards of Student Conduct and AP5520: Student Conduct Procedures (Nick Mortaloni: Time Certain 9:30am)**

Description: Discuss proposed updates before returning to AAC for a vote to send to Senate (see attachments)

- b. Recommended Rankings of Full-time Faculty Requests (Hull -45 minutes)**

Description: We will discuss the recommendations of the taskforce and consider the ranking order of the faculty position requests. Please read the attached document and be ready to vote on an approved ranking list to forward to the Academic Senate, in accordance with the hiring timeline

IX. **Old Business**

a. **Academic Calendar 2023-24** (Hull/Pescarmona -15 minutes)

Description: Continuation of our discussion of the academic calendar for the 2023-24 term. We're asking for a vote to send a calendar to Academic Senate for approval.

X. **Adjournment**

Next Meeting: December 9, 2022, 9:00 a.m.-11:00 a.m., Online via Zoom

Due to State mandated guidelines during the coronavirus quarantine, all Academic Affairs Committee (AAC) meetings will be held via Zoom. If you wish to participate in the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Secretary at 760.795.6873 or 760.757.2121, extension 6873. The California Relay Service (CRS) is available by dialing 711, or 1-800-735-2922. In Compliance with Government Code section 54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academic-senate/index.html> writings will also be available at the AAC meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Debby Adler, Administrative Secretary to the Academic Senate President, at 760.795.6873, or by email at dadler@miracosta.edu.

MiraCosta College
Academic Affairs Committee
Meeting Minutes

September 9, 2022
9:00 a.m. – 11:00 a.m. ZOOM

- I. **Call to Order** – 9:00 a.m.
- II. **Roll Call**
Members Present: Shafin Ali, Daniel Ante-Contreras, Adrean Askerneese, Teresa Bolanos, Julie Cord, Daria Davis, Claudia Flores, Cheryl Harris, Stacey Hull (Chair), Joseph King, John Makevich, Thong Nguyen, Ghada Osman, Kris Peck, Denee Pescarmona, Beth Powell, Kathy Rodriguez, Alexis Tucker Sade, Rick White, Tracey Williams
Guest: Steve Torok
- III. **Approve Continued Online Meetings per AB 361 – [Ante-Contreras/Ali] MSP – Approve to continue with online meetings.**
- IV. **Public Comments** – None
- V. **Changes/Additions to the Agenda** – None
- VI. **Approve Minutes of the regular meeting on May 13, 2022 – [Flores/Osman] MSP - Approve the May 13, 2022 minutes of the regular meeting.**
- VII. **Reports/Discussion**
 - a. **Introductions:** Everyone on the committee took a few moments to introduce themselves.
 - b. **Hiring:** Hull indicated that the hiring process is in full swing right now. Hiring plans are due today. The taskforce will review/rank the requests. This will return to AAC.
 - c. **Calendar:** No report. This issue will be discussed under Old Business.
 - d. **Textbook Affordability:** McFall from last semester is still willing to be a resource for the committee once it is formed. Pescarmona stated that OER has a budget with allocated funds for this. She also mentioned that California Community Colleges are eligible to apply for grants.
 - e. **Surf Updates:** Although Willis is no longer on this committee she has agreed to be a resource SURF issues. Pescarmona stated that changes are coming to SURF with respect to how text materials are chosen. Many regulational changes are coming up.
 - f. **Updating the Syllabus Checklist:** It was thought that this checklist was finalized last semester. Hull will confirm the location of this checklist on the MCC website at the next AAC meeting.
 - g. **Redesigning the Student Experience:** Pescarmona reported that during the summer Sean Davis and Thao Ha facilitated a “Light the Fire” institute for other faculty. The district is looking at ways to institutionalize this event.
 - h. **Subcommittee Membership for Updating AP/BP:** Members of AAC decided on which AP/BP subcommittees they wanted to participate in for the year.
 - i. **Subcommtee Memberships for Calenadr, Textbook Afford., SURF Updates, Syllabus Check., Resesign. Student Exp.:** Members of AAC decided which other subcommittee they wanted to participate in for the year.
- VIII. **Old Business**
 - a. **Academic Calendar 2023-2024:** Hull presented the committee with two different versions of the 2023-2024 academic calendar. For the month of February 2024 two options are presented: Option 1: Lincoln’s birthday on Monday the 12th and Washington’s birthday on Monday the 19th. Option 2: Lincoln’s birthday on Friday 16th and Washington’s birthday on Monday 19th. Both options were discussed. Having two Monday holidays will impact the MW classes as well

as the Monday of finals week. Other issues that need to be corrected/added to the calendar's "Important Dates" column are:

- The day after Thanksgiving date needs to be changed from 25th to the 24th .
- The Drop Date for Spring 2024 is on a weekend. Move to weekday.
- Withdrawal Date for Spring 2024 is no a weekend. Move to weekday.
- Pass/No pass date for Fall 2023 needs to change per Ed. Code to Last day of Instruction. Remove 30% from text.
- Pass/No pass date for Spring 2024 needs to change per Ed. Code to last day of instruction. Remove 30% from text.

[Osman/Cord] MSP – Approve option 2 and the suggested edits for the 2023-2024 Academic Calendar

IX. Adjournment: 11:00 a.m.

As part of MiraCosta's culture of care, this procedure is designed to support student success. As a community college, all stakeholders, including students, have responsibilities to ensure a safe and productive learning environment. The purpose of this document is to outline the rights and responsibilities of our students, who are all members of the MiraCosta College community. The purpose of these student conduct procedures s is to provide a prompt and clear means to address alleged violations of the MiraCosta College Standards of Student Conduct, which guarantees students the due process rights afforded by state and federal laws. This procedure will be used in a fair manner and not for purposes of retaliation. It is not intended to serve as a substitute for criminal or civil proceedings that may be initiated by other agencies. Rather, this is an educational and developmental approach that is designed to uphold students' rights and ensure safety throughout our community.

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The superintendent/president has designated the dean of student affairs as the administrator responsible for student conduct procedures.

DEFINITIONS

- A. District: The MiraCosta Community College District (commonly referred to as MiraCosta College).
- B. Student: Any person who has applied, is enrolled, or formerly enrolled, in any course(s) at any site, online, or in any program offered by the district.
- C. Faculty member: Any academic employee of the district in whose class a student subject to conduct procedures is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.
- D. Days: Unless otherwise stated in this document, the term "days" refers to days when the district is open.
- E. Student conduct administrator: A district employee designated as responsible for administering student rights and responsibilities meetings to determine findings of responsibility and issue resolutions.
- F. Hearing administrator: A designated district employee, responsible for administering appeal hearings, who is impartial and does not have an interest in the outcome of the appeal.

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- G. Student rights and responsibilities meeting: The due process meeting by which an allegation of a violation of the standards of student conduct is addressed by the student conduct administrator with the responding party.
- H. Appeal hearing: The meeting that addresses a responding party's request for appeal of a finding of responsibility and/or appeal of a resolution.
- I. Preponderance of the evidence: The standard by which a decision is made by the student conduct administrator or the hearing administrator. The standard is such that a reasonable person would find it more likely than not that a behavior occurred and that it violated one or more of the standards of student conduct.
- J. Advisor: A support person who may accompany the student during a student rights and responsibilities meeting or an appeal hearing.
- K. Witness: Any person with direct knowledge of the incident who may be invited to participate in the student conduct process.
- L. Reporting party: The person who reports behavior that may be in violation of the standards of student conduct. The reporting party may be different than the impacted party.
- M. Impacted party: A person who is commonly known as a victim or survivor of a reported behavior that is in violation of the standards of student conduct.
- N. Responding party: A student reported to be in possible violation of the standards of student conduct.
- O. Resolution: Commonly known as a sanction, the resolution serves as the outcome assigned to the responding party when a student is found responsible for a violation of the standards of student conduct.
- P. *In absentia*: When a student does not schedule or attend a student rights and responsibilities meeting or appeal hearing, the student conduct administrator or hearing administrator may make a determination in the absence of the responding party.
- Q. Expulsion hearing: The hearing held by the board of trustees to address a recommendation for expulsion.
- R. Behavioral Intervention Team: Designated employees of the district who work to assess, prevent, intervene, and respond to situations that may pose a threat to the campus community or require consultation with a multidisciplinary team.

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STUDENT RIGHTS

Students have the right to report concerns about behavior, and also have the right to be informed of any credible reports filed about them to provide an opportunity to respond to them in a timely manner. Recognizing that students often manage significant matters outside of their educational responsibilities, the district has outlined the following procedures to support a clear student conduct process. All students have the right to a student rights and responsibilities meeting, commonly referred to as a student conduct meeting. Students have a right to review Administrative Procedure 5520: Student Conduct Procedures and Administrative Procedure 5500: Standards of Student Conduct prior to the meeting. These documents can be emailed to the responding party, or the responding party may also request to view a copy in designated areas on campus such as the Office of Student Affairs, or review them on the district website.

Students also have the right to bring an advisor with them to the student rights and responsibilities meeting, appeal hearing, and/or expulsion hearing. If the student chooses to bring a lawyer to serve as their advisor, the student must inform the student conduct administrator no later than five (5) days prior to the meeting or hearing date, so that the district may make accommodations to have their own legal counsel attend the meeting as well.

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Students also have the right to request reasonable accommodations. This request must be made in writing to the assigned student conduct administrator in advance of the student rights and responsibilities meeting and/or appeal hearing. The student conduct administrator will review the request and consult with appropriate parties if needed to determine if and how the accommodation request can be fulfilled.

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The Family Educational Rights and Privacy Act (FERPA) protects student privacy rights. Student privacy rights are maintained through the student conduct process. Allegations, findings of responsibility, and resolutions remain private to the extent required by law. A record of all cases will be held within the Office of Student Affairs.

STUDENT RESPONSIBILITIES

When a report about student behavior that may be in violation of the Standards of Student Conduct (Administrative Procedure 5500) is filed with the Office of Student Affairs, the matter is addressed in a student rights and responsibilities meeting. The purpose of the meeting is to address the concern, uphold the student's due process rights, determine if the behavior occurred, offer an educational and developmental dialogue to discuss the impact of the behavior, and determine next steps with identified resolutions as appropriate. Within an equity-minded and educational framework, the student conduct administrator is responsible for upholding the student conduct procedures. The dean of student affairs or a designee has the right to bring a case forward to the Behavioral Intervention Team for review and consultation.

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All communication with students will be conducted utilizing the contact information located in the student's account. As a result, it is the student's responsibility to update their contact information in their student account, so that the Office of Student Affairs may reach them to schedule a meeting to discuss the alleged violation of the standards of student conduct. It is also the student's responsibility to check and respond to email and phone communications in a timely manner.

INTERIM MEASURES

Pending the outcome of a student rights and responsibilities meeting, interim measures may be administratively imposed. Student conduct administrators also retain the right to implement interim measures when a report of student behavior indicates that the student poses a threat of harm or is inimical to the welfare of others, or if it is necessary to ensure the orderly operations of the district. An interim measure may be put in place to ensure the safety of the campus community, provide time for further evidence to be gathered and reviewed, and/or offer support to the responding party. A responding party will receive verbal and/or written notice of the interim measure. Interim measures may include, but are not limited to, no contact orders, withdrawal of consent to remain on campus, restricted use of district property, class

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removal with academic accommodations, interim suspension, or more as deemed appropriate by the student conduct administrator.

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To protect lives, property, and/or to ensure the orderly operations of the district, the student may be suspended for an interim period of up to ten (10) days. In the event of an interim suspension, the student rights and responsibilities meeting will be held within ten (10) days of the notice of interim suspension (Education Code section 66017). Reasonable opportunities, such as academic accommodations, may be provided to the responding party during their interim suspension.

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STUDENT RIGHTS AND RESPONSIBILITIES MEETING PROCEDURES

When a report about an alleged violation of the standards of student conduct is made to the Office of Student Affairs, the dean of student affairs or their designee will contact the responding party in written form via email at the email address noted in their student account. This email will inform the responding party that a concern about their behavior has been reported and they may be in violation of the district's standards of student conduct. This email will include the following: (i) a short statement of facts alleged in the report, (ii) the standard(s) of student conduct allegedly violated, (iii) the nature of the resolutions that are being considered, and (iv) information about student conduct procedures and how to schedule a student rights and responsibilities meeting.

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Students must arrange a student rights and responsibilities meeting within ten (10) days of the issued notice. Arrangements to hold the student rights and responsibilities meeting outside of the ten (10) day period can be arranged, but must be done so with the approval of the student conduct administrator within ten (10) days of when the meeting notice was issued to the responding party. If a responding party does not schedule a student rights and responsibilities meeting within ten (10) days of the issued notice, the student conduct administrator retains the right to review the allegation *in absentia*, make a determination of finding of responsibility, and issue appropriate resolution(s) without the student's participation.

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At the scheduled student rights and responsibilities meeting, the responding party will meet with the student conduct administrator to review the details of the allegation. The responding party has the right to receive notice of the allegations, share their perspective, present evidence related to the event(s) in question, accept or not accept responsibility, share what they have learned, and have the right for an advisor to be present. Formal rules of evidence and court procedures do not apply. Relevant evidence, including hearsay, can be considered if it is the type of evidence that reasonable members of the college community would rely upon to make a decision.

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Finding(s) of responsibility will be determined either at the student rights and responsibilities meeting, or at a later date to allow for more consideration, evidence, or witness statements to be shared and reviewed as appropriate at the determination of the student conduct administrator. A finding of responsibility is determined based on the standard of preponderance of the evidence (more likely than not that the behavior occurred and violated a standard of the student conduct). When a finding of responsibility is determined, this information will be shared with the responding party via an in-person meeting, or in writing via email or print form.

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If there is a finding(s) of responsibility, the resolution(s) will be determined by the student conduct administrator. The student conduct administrator may consider the responding party's conduct history, the current violation, the impact of their behavior, and other relevant considerations when issuing a resolution.

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RESOLUTIONS

When there is a finding of responsibility for a violation of a standard(s) of student conduct, one or more of the following resolutions may be implemented:

- Warning: A written warning is issued as a directive to discontinue the behavior in question and other violations of the standards of student conduct. Warnings may be issued to those found responsible for a first time, low-level violation with minimal impact. Following a warning, any other violations of the standards of student conduct will result in an additional resolution.
- Educational resolution: An educational resolution may be issued when the student conduct administrator deems appropriate. Educational resolutions may include reflection papers, research assignments, creation of art pieces, active participation at seminars, trainings, institutes, webinars, or any educational outcome that is deemed culturally relevant, equity-minded, proportionate, and relevant to the behavior and/or impact of the reported behavior. Educational resolutions should not be of cost to the responding party and should not conflict with attendance at class requirements. The purpose of educational resolutions is to help students deepen their understanding of their behavior from a new perspective, learn about the impact of their behavior, identify their values and goals, and/or support their learning.
- Restorative resolution: Restorative resolutions focus on addressing impact of behavior and reintegrating responding parties into the community. A restorative resolution requires the full agreement and voluntary participation of the responding party and other parties involved in the case, including but not limited to reporting parties and impacted parties. Restorative resolutions are designed to assist the responding party with identifying the impact or harm that was caused by their behavior, and provide a means for the responding party to repair that harm or impact as an active member of the community. Restorative resolutions should be timely in response. A responding party has the right to request a restorative resolution for consideration, and a student conduct administrator retains the right to not issue a restorative resolution should they deem it inappropriate for the situation.
- No contact order: A no contact order is an administrative directive that may be implemented with or without a finding of responsibility for a violation of the standards of student conduct. The no contact order between two or more parties prevents any contact between the parties (physical or otherwise, including, but not limited to verbal, written, electronic, text message, email, and social media). Additionally, the parties may not request contact with the other through a third

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party. A violation of a no contact order will result in an additional violation of the standards of student conduct.

- Restricted access to district property: The student conduct administrator has the right to restrict, modify, or limit a responding party's access to district property, including specific locations and equipment.
- Withdrawal of Consent to Remain on Campus: The student conduct administrator has the right to issue a withdrawal of consent of any person to be on campus, in accordance with California Penal Code Section 626.4, when there is reasonable cause to determine that the person has willfully disrupted the orderly operation of the district.
- Two-Day Removal: A faculty-initiated class removal that involves exclusion of the student from class by an instructor for the day of the exclusion and the next class meeting. If the exclusion is from an online class, then the instructor / faculty member may remove the student for a period of time that equates to two (2) class sessions. This decision cannot be appealed, and the instructor must report the removal to the Office of Student Affairs (Education Code section 76032).
- Hold on Student Account: A student conduct administrator may place a hold on a student's account when deemed appropriate. For example, a hold on a student account will be placed while a student is on an interim suspension, long-term suspension, has a withdrawal of consent to remain on campus, has been issued a recommendation for expulsion, or has been expelled from the district. This hold may be temporarily or permanently lifted when deemed appropriate by the respective student conduct administrator.
- Student Conduct Probation: When the behavior for a violation rises beyond a warning, or is repeated conduct, the student conduct administrator may place a student on Student Conduct Probation. Student Conduct Probation is intended to be educational in nature, and is different from academic or formal probation. During Student Conduct Probation, any other violation of the standards of student conduct may result in an additional resolution, including suspension or expulsion from the district.
- Long-Term Suspension: Following a finding of responsibility, a long-term suspension may be implemented. A long-term suspension is exclusion of the student from one or more classes by the student conduct administrator for good cause for the remainder of the school term, or for one or more terms.
 - If a student wishes to enroll after the completion of a long-term suspension, the student should contact the Office of Student Affairs to request a reinstatement meeting. During the reinstatement meeting, the student conduct administrator, or designee, will meet with the student to review the gravity of the offense, evidence of any subsequent offenses, the likelihood that the student would cause substantial disruption if they are reinstated, and any other relevant matters to make a decision about

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the student's request for reinstatement. The student conduct administrator may permit conditional reinstatement and specify the conditions under which reinstatement will be permitted (Education Code section 76030).

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- **Expulsion:** An expulsion is permanent exclusion of the student from the district by the Board of Trustees (Education Code Section 76030). Following a finding of responsibility, an expulsion may be implemented for good cause when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the physical safety of the student or others. Expulsions are notated on student transcripts.

APPEAL PROCEDURES

Students have the right to appeal a student conduct administrator's decision when the decision includes a resolution that is a long-term suspension, withdrawal of consent to remain on campus, and/or a recommendation for expulsion. No other decisions or resolutions can be appealed.

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Appeal Procedures: Long-Term Suspension and Withdrawal of Consent to Remain on Campus

The appeal procedures for a long-term suspension and withdrawal of consent to remain on campus follow the same procedure. The responding party may request an appeal of a long-term suspension and/or withdrawal of consent to remain on campus by making a formal appeal hearing request in writing to the student conduct administrator within five (5) days of the issued finding(s) and resolution(s). The written appeal must include the reason for the requested appeal. The student conduct administrator will then present the request to a hearing administrator within five (5) days of receiving the written appeal request.

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The hearing administrator will arrange for an appeal hearing to take place in a timely manner. During the appeal hearing, the responding party and student conduct administrator will have an opportunity to meet with the hearing administrator in person to address the appeal request. If the responding party is not able to meet in person, accommodations can be made to hold the appeal hearing through electronic means, such as video conferencing. The hearing will be audio recorded.

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The hearing administrator may review the initial report, the responding party's conduct history, the student conduct administrator's justification for the finding of responsibility and the applicable resolution, the student's transcript, any provided evidence, speak with the responding student, the student conduct administrator, and/or witnesses who have direct knowledge of the incident in question, and review any relevant documentation to determine if the appeal will be granted.

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The hearing administrator will explain the rules of the hearing and has final say about what evidence may be submitted and which witnesses may be addressed. Formal rules of evidence and court procedures do not apply. All participating parties will need to agree to tell the truth, the whole truth, and nothing but the truth. The student conduct administrator and the responding party will each be permitted to make an opening

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statement, limited to five (5) minutes each. Thereafter, the student conduct administrator will be allowed time to address the facts of the case. The student then has the right to respond and address the allegations, and present evidence that supports their appeal. The hearing administrator may ask questions of the responding party and the student conduct administrator. If deemed necessary or appropriate, the hearing administrator may ask questions of the witness(es). The burden is on the student conduct administrator to prove by a preponderance of the evidence that the facts alleged are true. The parties will be permitted to provide questions to the hearing administrator to consider and bring forward to the other parties involved, if deemed appropriate by the hearing administrator.

The hearing administrator will make a determination to either uphold, modify, or remove the long-term suspension and/or withdrawal of consent to remain on campus. The determination of the appeal will be communicated to the responding party within five (5) days of the appeal hearing.

If the student disagrees with the decision of the hearing administrator, a final appeal request may be made in writing to the vice president of student services or their designee. The vice president of student services or designee may review the student's final written appeal statement, the student conduct administrator's hearing summary, the audio recording of the hearing appeal and/or more, if determined necessary by the vice president of student services or designee. The vice president of student services or designee will make a determination to either uphold, modify, or remove the long-term suspension and/or withdrawal of consent to remain on campus. The decision is final. The determination of the appeal will be communicated to the responding party within five (5) days of the final appeal review.

Appeal Procedures: Recommendation for Expulsion

If the student conduct administrator determines that a violation of the district's standards of student conduct warrants expulsion from the district, the student conduct administrator may make a recommendation for expulsion. The responding party may request an appeal of a recommendation for expulsion by making a formal appeal hearing request in writing to the student conduct administrator within five (5) days of the issued finding(s). The written appeal must include the reason for the requested appeal. The student conduct administrator will then present the request to a hearing administrator within five (5) days of receiving the written appeal review request.

The hearing administrator will arrange for an appeal hearing to take place in a timely manner. During the appeal hearing, the responding party and student conduct administrator will have an opportunity to meet with the hearing administrator in person to address the appeal request. If the responding party is not able to meet in person, accommodations can be made to hold the appeal hearing through electronic means, such as video conferencing. The hearing will be audio recorded.

The hearing administrator may review the initial report, the responding party's conduct history, the student conduct administrator's justification for the finding of responsibility and the applicable resolution, the student's transcript, any provided evidence, speak with the responding student, the student conduct administrator, and/or witnesses who have direct knowledge of the incident in question, and review any relevant documentation to determine if the appeal will be granted.

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The hearing administrator will explain the rules of the hearing and has final say about what evidence may be submitted and which witnesses may be addressed. Formal rules of evidence and court procedures do not apply. All participating parties will need to agree to tell the truth, the whole truth, and nothing but the truth. The student conduct administrators and the responding party will have time to make an opening statement, limited to five (5) minutes each. Thereafter, the student conduct administrator will be allowed time to address the facts of the case. The responding party then has the right to respond and address the allegations, and present evidence that supports their appeal. The hearing administrator may ask questions of the responding party and the student conduct administrator. If deemed necessary or appropriate, the hearing administrator may ask questions of the witness(es). The burden is on the student conduct administrator to prove by a preponderance of the evidence that the facts alleged are true. The parties will be permitted to provide questions to the hearing administrator to consider and bring forward to the other parties involved, if deemed appropriate by the hearing administrator.

The hearing administrator will make a determination to either uphold, modify, or remove the recommendation for expulsion. The determination of the appeal will be communicated to the responding party within five (5) days of the appeal hearing.

If the hearing administrator upholds the recommendation for expulsion, the hearing administrator will issue a recommendation to the vice president of student services. If the vice president of student services supports the recommendation for expulsion, the recommendation will be forwarded to the board of trustees for an expulsion hearing.

The expulsion hearing will take place within thirty (30) days of the receipt of the recommendation. The board of trustees may hold the expulsion hearing during a regularly scheduled meeting or convene a special meeting. The student will be notified of the board of trustees expulsion hearing at least five (5) days prior to the board of trustees meeting at which the expulsion recommendation will be considered. The notification will include the date, time, and location of the board meeting.

The board of trustees expulsion hearing will be conducted in closed session unless the responding party, within forty-eight (48) hours after receipt of the notice of hearing, formally requests in writing to the superintendent/president that the hearing be conducted in open session. Even if a responding party has requested the board consider an expulsion recommendation in an open session, the board will hold any discussion that might be in conflict with the right of privacy of any other student, other than the responding party, in closed session (Education Code section 72122).

During the hearing, the president of the board of trustees or a designee will serve as the hearing administrator. The hearing administrator will explain the rules of the hearing and has final say about what evidence may be submitted and what witnesses may be addressed. Formal rules of evidence and court procedures do not apply. All participating parties will need to agree to tell the truth, the whole truth, and nothing but the truth. The student conduct administrator and the responding party will have time to make an opening statement, limited to five (5) minutes each. Thereafter, the student conduct administrator will be allowed time to address the recommendation for

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expulsion. The student then has the right to respond and address the allegations, and present evidence that supports their appeal. The board may ask questions of the student and the student conduct administrator. If deemed necessary or appropriate, the board may ask questions of the witness(es). The parties will be permitted to provide questions to the hearing administrator to consider and bring forward to the other parties involved, if deemed appropriate by the hearing administrator.

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After the hearing, the board of trustees will deliberate. The board may accept, modify, or reject the student conduct administrator's recommendation for expulsion. The board will take action in open session and the result of the action will be public record. The name of the student will not be released in public record unless required by law (Education Code section 72122).

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The Office of Student Affairs will notify the responding party of the decision in writing within five (5) days of the hearing. If the student is expelled by the board of trustees, the student will be permanently excluded from enrolling at the district. The decision is final.

REFERENCES

Education Code Sections 66017, 66300, 66301, 72122, 76030-76037, 76234

MiraCosta College Standards of Student Conduct

As members of the MiraCosta College community, students have rights and responsibilities. If students are found responsible for engaging in any of the following behaviors, they may face the possibility of student conduct resolutions that include, but are not limited to a warning, educational resolution, student conduct probation, suspension, expulsion, or other applicable resolutions as described in Administrative Procedure 5520: Student Conduct Procedures.

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A. Causing, attempting to cause, or threatening to cause physical injury to another person, including any act that poses a threat to the safety or wellbeing of members of the college community, to district or private property within the college community, or poses a significant threat of disruption or interference with college operations.

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B. Possessing, selling, or otherwise furnishing any real or imitation firearm, knife (over 2.5 inches long per California Penal Code §626.10c), explosive, or other dangerous objects, unless the student has obtained written permission to possess the item on campus from the Dean of Student Affairs or designee.

C. Unlawfully possessing, using, selling, offering to sell, furnishing, or being under the influence of an alcoholic beverage. While the distribution or sale of alcohol is permitted at events sponsored by the MiraCosta College Foundation and off-campus events sanctioned by the college, students serving as representatives of the college at such events are prohibited from consuming alcoholic beverages.

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D. Unlawfully possessing, using, selling, offering to sell, furnishing, or being under the influence of any controlled substance listed in California Health and Safety Code §§11053 et seq., including marijuana; or unlawfully possessing, or offering, arranging, or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code §11014.5. MiraCosta College does not permit students to use medically-prescribed marijuana at any college site or at any college-sponsored activity.

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Reference Update:
Effective Date: 5/5/09, 1/24/12, 9/2/16, 1/23/20
References: 11/14
Education Code §§66300, 66301
ACCJC Accreditation Standards I.C.8 and 10
CCLC Update: #28, 4/16
Steering: AAC / Admin/ASG

- E. Committing or attempting to commit burglary, robbery, or extortion.
- F. Stealing, or attempting to steal, district or private property on campus, or knowingly receiving stolen district or private property on campus.
- G. Smoking or using any tobacco products in violation of Board Policy 3570: Tobacco-Smoke-Vapor-Free Campus, as described in, Administrative Procedure 3570: Tobacco-Smoke-Vapor-Free Campus.
- H. Committing, or attempting to commit, sexual assault, sexual misconduct, or sexual exploitation, regardless of the impacted person's affiliation with the district.
- I. Engaging in or attempting to engage in sexual harassment as defined by law or by district policies and procedures.
- J. Engaging in harassing or discriminatory behavior based on any protected class, including, but not limited to, age, ancestry, color, physical or mental disability, pregnancy, gender, gender identity, gender expression, nationality, marital status, medical condition, genetic information, national origin, parental status, military or veteran status, race or ethnicity, religion, sexual orientation, and any other status protected by law.
- K. Engaging in intimidating conduct or bullying against another student, community member, or district personnel through words or actions, in person, through a third party, or electronic communication, including direct physical contact; verbal assaults, such as teasing or name-calling; harassment; social isolation or manipulation; cyberstalking; and/or cyberbullying.
- L. Behaving in a manner that results in injury or death to a student or to college district students, personnel, or community members.
- M. Not following the directive(s) of district personnel aimed at protecting life, health or safety, or the orderly operations of the college community.
- N. Cheating, plagiarizing, or engaging in other academic dishonesty as defined by Board Policy 5505: Academic Integrity and Administrative Procedure 5505: Academic Dishonesty - Appeal Process.
- O. Appropriating institutional resources for personal gain, committing forgery, tampering with college or student elections, altering or misusing district documents, records, or identification, or knowingly furnishing false

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information to the district.

- P. Entering or using district facilities or equipment without authorization.
- Q. Engaging in lewd, indecent, or obscene conduct or expression on district-owned or controlled property or at district-sponsored or supervised functions.
- R. Engaging in expression that is obscene, libelous, slanderous, or that incites others, creating a clear and present danger of the commission of unlawful acts on college premises.
- S. Engaging in behavior that has a disruptive impact on the college community, including teaching, learning, administration, or other college activities, programs, or services.
- T. Violating district or California Education Code regulations pertaining to student organizations, distribution of literature, and place and manner of public expression, as defined by Administrative Procedure 3900: Speech - Time, Place and Manner.
- U. Illegally obtaining or altering college records, electronic information, or computer applications and committing any computer-related crimes, as defined in California Penal Code §502.
- V. Preparing, giving, selling, transferring, distributing, or publishing for any commercial purpose any recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes without authorization, except as permitted by any district policy or administrative procedure.
- W. Harassing, threatening, or intimidating any person who is involved in a school investigation or proceeding.
- X. Persistent, serious misconduct where other means of correction have failed to bring about behavior that follows the MiraCosta College Standards of Student Conduct.

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RECOMMENDED RANKINGS OF FULL-TIME FACULTY REQUESTS

Academic Affairs Hiring Taskforce

September 29, 2022

In this hiring cycle, 8 departments requested a total of 8 replacement full-time faculty positions. Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC hiring taskforce 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 29, 2022, the taskforce met and shared their request ranking order, engaged in robust discussion of the justifications provided by the plan authors and potential for each request to positively impact the campus community. The taskforce's rationales for ranking are provided for each of the eight 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 full-time faculty hiring requests.

Shafin Ali, Economics	Kris Peck, Student Accessibility Services
Daniel Ante-Contreras, Letters	Beth Powell, Mathematics
Claudia Flores, Child Development	Theresa Bolaños, Chemistry
Denée Pescarmona, VP Instruction	Tracy Williams, Theater Arts
Alexis Tucker Sade, Anthropology	Julie Cord, Adult High School
Stacey Hull, Biology	Alketa Wojcik, VP Student Services

1. Child Development: Replacement

The full-time faculty (replacement) hiring request from Child Development is ranked as the top priority for this hiring cycle. This unanimous decision by the Academic Affairs Committee (AAC) Hiring Subcommittee reflects the necessity of this position to the effective functioning of the program and the state licensure requirements for the Child Development Center (CDC). The rationale is evidenced in the detailed hiring request and the program data available through the Dashboard. Of particular importance is consideration of the role of the CDC both as a laboratory school for child development students and as a community childcare provider.

The CDC provides crucial, hands-on training for MiraCosta students, apprentices, and practicum students. The CDC has become a paradigmatic bridge connecting classroom learning to real-world experience. In order for this outdoor demonstration and laboratory school to continue operating within the State of California licensing requirements, the CDC must have a qualified director. The

position, which requires more extensive qualifications than a full-time faculty hire in Child Development, is therefore necessary for the continued success and service of the CDC. This is not only a service to Child Development, a program that awarded 197 degrees and certificates in 2020-21, but also to our broader community. The CDC provides our students, faculty, staff, and community “high-quality, inclusive, campus-based early care and education programs”. The contributions made by the CDC and the Child Development Program will continue to grow in importance given the recent passage of universal access to transitional kindergarten (TK). Not only are they providing that educational care, but the program is also training the early childhood educators of the future.

2. Chemistry: Replacement

During the Covid-19 pandemic, Chemistry’s active search for a FT organic chemist was disrupted. In Spring 2020, the search was canceled after nearly completing the hiring process; interviews were completed and qualified candidates were prepared for the final round. In Fall 2021, Chemistry’s previously approved request for a FT hire was ranked 10 by AAC but only eight positions were approved to hire by the college. Three years after Chemistry’s initial approval was granted, they are still waiting to hire another FT organic chemistry faculty member. The urgent need for this hire is further exacerbated by the recent reduction in enrollment caps in the organic (CHEM 210 and 211) chemistry courses for STEM majors, the overwhelmed organic FT faculty who are teaching overload each semester (and summer) to meet the needs of STEM majors needing organic courses to transfer to 4-year institutes and the difficulty in hiring qualified AF to teach organic chemistry.

In Fall 2019, the organic chemistry courses lowered enrollment from 30 to 20 students in alignment with the American Chemical Society Guidelines for Chemistry in Two-Year College Programs. Historically, chemistry offered 4-5 sections of CHEM 210 and 211 each semester. Reduced enrollment caps now require 6–8 sections of organic chemistry to serve the same number of students as before, which necessitates more faculty to teach these additional sections. With CHEM 210 and 211 being 9-LHE courses, the two FT organic chemistry faculty must teach two organic (18 LHE) sections each semester and must incur overload to do so. They have maxed out their banking ability with no ability to unbank hours. They also have no time to develop curriculum and lead the allied health organic (CHEM 116) course. CHEM 116 serves allied health majors pursuing careers in nursing, nutrition, kinesiology, health science, food science, animal science, and public health science. Chemistry’s last FT hire was meant to fill this CHEM 116 gap, but this FT faculty has been exclusively teaching STEM majors organic chemistry since the pandemic.

Organic chemistry is a highly technical branch of the field. Students must be carefully trained on specialized instruments to be successful at their transfer institution which makes finding AF with both the laboratory and teaching experience a difficult task year to year. Chemistry had a few qualified, trusted associate faculty to teach organic chemistry but most recently lost two AF who found full time positions at other institutions, leaving them with a single AF qualified to teach organic chemistry. A single AF is only able to teach one organic chem course (9 LHE), so the challenge to find qualified AF organic chemists directly impacts the department’s ability to offer the needed organic chemistry courses. If Chemistry’s remaining AF finds a full time position or one of the FT organic faculty unbanks any hours, takes a sabbatical, or requests a 15 LHE load, the chemistry program will not be able to meet the needs of students requiring the organic sequence

to transfer to 4-year institutes. FT leadership is critical to ensure chemistry effectively provides STEM majors with the lecture and lab experience required for success upon transfer.

3. Adult High School: Replacement

The AHS mathematics replacement position stems from the upcoming retirement of their full-time faculty member in Spring 2023. This leadership role deeply supports a basic skills area particularly in light of AB705/1750, and accounts for 28% of the overall course sections, 25% of overall enrollments, as well as fulfills one of three graduation competencies. Program quantitative data shows an overall decrease in observable trends (Enrollments/Unduplicated headcounts, FTEF and WSCH). The AHS program attributes this vastly to the Covid pandemic, and notes that some time periods (2020/21) show a slight increase (Enrollments/Unduplicated headcount, student success, retention), while the more recent Fall 2022 data is beginning to show upward trends. Additionally, SANDAG regional growth forecast mirrors the Adult High School demographics in projecting a drop in traditional college students, but growth in basic skills, older and underserved students, over the next 20 years.

Although the mathematics department itself has an FTEF of 7.7, without this position, the full-time faculty will be reduced to 3 from 4, while the AHS math having an FTEF of 2.1 with only one full time faculty, will convert to 100% of all mathematics courses being taught by part-time faculty. This will additionally adversely affect areas of leadership and discipline specific expertise such as program review, learning outcomes, WASC accreditation goals, equity efforts, and faculty representation on college-wide committees, as well as the critical liaison between both credit and non-credit departments. MiraCosta College is the only post-secondary institution to offer an adult high school diploma program in the MCC service area and serves almost all Adult High School students who are deficient in the critical area of basic needs skills and require guidance by a full time faculty seasoned in best pedagogical practices and collaborative expertise in working with CLC support services and counseling for student success.

4. History: Replacement

History is requesting a full-time faculty hire to replace Prof. Lisa Lane, a long-term faculty member, who made the decision to retire in the summer of 2022. In the wake of that decision, the remaining members of the department entered into active discussion of departmental goals, as informed by both present college realities and data-supported expectations for the future. The department has concluded that Lisa's retirement has presented them with an opportunity to hire a new faculty member who will teach both Mexican and Mexican-American history in order to support our college's commitment to being an HSI institution. A full-time hire in this role would also assist the department in responding to the disproportionate impact that they see for Hispanic/Latinx history students. This new full-time hire will be expected to develop and teach the History of Mexico, a course not currently offered at the college. The department feels that an expert in this field would be invaluable for a number of reasons: As an HSI, a class with emphasis on the History of Mexico will demonstrate to students with Mexican heritage, and their families, that they are welcome and valued at MiraCosta. As a college located less than 50 miles from the border with Mexico, greater awareness of Mexican history can—for all our students-- strengthen civic engagement, deepen cultural awareness, and sharpen understanding of present economic opportunities and challenges. The addition of this class will also be of great value to our students

majoring in history as they transfer to local four-year programs and seek employment after graduation. Furthermore, the department is well aware of increased attention to Ethnic Studies in the state, both at the K-12 level and in Higher Education. The courses taught by the new hire will provide invaluable background history for students interested in majoring in, and perhaps eventually teaching, Ethnic Studies. The new hire will work with leadership of the soon-to-be created Ethnic Studies department to discuss how the History department can be supportive of their efforts.

History is a department that, in large part, serves students who are looking to satisfy GE's before they transfer to the 4-year level. Over the past 4 measured years, course success and completion rates are very close to mirroring those of the college. In 2020-21, overall success rate was 72%, as was the college's. Retention rate was 84% to the college's 81%. In the past two years, numbers are clearly trending upwards; with enrollments increasing from 2817 to 3028, a significant increase in FTES since 2019/20 from 273.6 to 294.7 and FTEF has increased from 8.3 to 9.15.

5. Philosophy: Replacement

The motivation behind this hiring request is to find a replacement for Dr. Louisa Moon, who retired in December of 2020.

The PHREL department is unusual in that it consists of two different programs (philosophy and religious studies), each of them belonging to a different Academic and Career Pathway. Religious Studies is found in the Social and Behavioral Sciences ACP, whereas Philosophy is part of the Languages, Communication and Humanities ACP. The new hire that is being requested would be only responsible for teaching courses in the philosophy discipline. The Philosophy program is pivotal to the Languages, Communication and Humanities ACP, and hiring a new Philosophy faculty member will have an impact on the functioning and success of the ACP as a whole.

The Philosophy program has identified two short-term goals: (1) to create more opportunities for students to succeed by supporting a diverse student population, paying particular attention to disproportionately impacted populations, and (2) to be more active in the development and implementation of the Languages, Communication and Humanities ACP. They are requesting a new hire to diversify and complement the strengths of the existing faculty, bring in new perspectives, expand horizons and make substantial steps towards accomplishing both the short and long term departmental and institutional goals.

The Philosophy program has been involved in the creation, development and implementation of the Biomanufacturing program. Since its inception, students in the program have had to take an upper division philosophy class (Phil 302. Bioethics). Dr. Moon wrote the curriculum for the class, since her area of specialization was Bioethics, but with her retirement the program is in need of a faculty member that can provide leadership in bioethics in particular and the field of Ethics in general, as well as in those areas where it intersects with questions of inequality and power struggle.

The data gathered during their last program review shows a strong and resilient program that has survived the challenges of the last few years. This data justifies a hire request on two fronts: (1) it maintains and preserves everything the program has accomplished, and (2) it identifies areas of

improvement where the addition of a new faculty will make a real difference. Regarding both success and retention, the Philosophy program is doing quite well compared to the college as a whole. Whereas the overall success rate at the college was only 70% last year, it was 81% for the Philosophy program.

The program has made huge strides towards closing the achievement gap. When program review was completed in 2016-17, only 67-70% of Black students and 74% of Hispanic/Latinx students enrolled completed Philosophy courses successfully (compared to 84% of white students). The numbers for 2020-21 are 78% for Black students and 76% for Hispanic/Latinx students (compared to 83% of white students). Even though the statistics show that Black and Hispanic students are not disproportionately impacted anymore, the achievement gap is still there, and, with a new hire, work can be done to further minimize this gap.

6. Physics: Replacement

The request from the Physics Department is to hire a full-time faculty member to replace Joe Salamon, who will likely resign in December 2022. Joe did not submit his letter of resignation by September 9, but the reason we are requesting a hire is to replace a potentially departing faculty member. If Joe Salamon does not submit his letter of resignation in December, then we will not proceed with the new hire.

The PHYS program has success and retention rates that are consistently higher than the college-wide average, and this is due, in part, to the leadership of three full-time faculty members. Not funding this hiring request would be extremely detrimental to the functioning of the department, as the remaining two full-time faculty members would have to redistribute the departmental responsibilities previously accomplished by the third full-time faculty member. Furthermore, the department would have to hire at least three additional associate instructors and finding qualified PHYS instructors has always been very difficult.

The past growth and current strength of the PHYS program is supported by data. Even with the recent downturn on enrollments, the PHYS program WSCH decreased by only 1% from 2012-13 through 2020-21, while the rest of the college WSCH decreased by 12%. Rates of successful course completion in Physics are significantly above college averages. For example, the rate of successful completion in 2020-21 was 83%, significantly above the college-wide credit average of 72%. This is largely due to the relatively higher levels of preparation and motivation of students taking physics courses. However, success rates in 2013-2014 and 2014-2016 were somewhat lower (mostly between 75% and 80%), and increased beginning in 2016. The department believes that a significant factor in the increase was the hiring of a third full-time faculty member to provide additional leadership for the rapidly expanding program. Disaggregation of program review data shows that our biggest achievement gaps occur in the first-semester courses of our calculus-based and algebra-based series. We see the need for robust dialogue, collaboration with other departments, and experimentation with different early-intervention strategies. All of these approaches require the time and effort of full-time faculty members.

7. Art: Replacement

This application requests a replacement hire in the Painting and Drawing area of the Art department after the recent retirement of Leslie Nemour, former Painting and Drawing Lead faculty. This request supports the Art Department's commitment to a contemporary, relevant, sustainable, and equitable approach to curriculum and long-term student success in transfer degree completion. Loss of a replacement hire for the Painting / Drawing position would result in an increase to 87.5% of Painting and Drawing classes taught by associate faculty. Courses in this area account for at least 30% of course offerings, and coursework in the Painting and Drawing Area is an integral part of the degrees and certificates offered through the Art Department. The Painting and Drawing courses taught by faculty for this replacement position will build upon a strong record of high success rates for historically disadvantaged students. Success rates among women in enrolled courses rise to an 80th percentile for course success. While success rates across ethnicity vary, those for students from historically underrepresented ethnic groups remain at or above the 80th percentile overall.

Discipline specific expertise is required for the Art Department to update and modify curriculum. This full-time faculty request seeks to not only replace a discipline lead, but also a curricular lead. One of the key roles a lead faculty in Painting and Drawing plays is to promote and foster student access to internship and public engagement opportunities, preparation for transfer, portfolio development, and practical job skills. In recent years, MiraCosta painting students have created mobile murals for the San Elijo Campus, exhibited widely in the Annual Student Art exhibit and other regional exhibitions, and a number have transferred into impacted and hard to access painting programs at four-year institutions such as UCLA, SDSU, and Laguna College of Art.

8. English as a Second Language (Credit): Replacement

Credit ESL is seeking a full-time faculty replacement for Melissa Lloyd-Jones who retired May 2021. Not replacing this hire means that the sole full-time faculty member remaining must manage the full department and its many initiatives. The one remaining FT faculty is currently on reassigned time for her role as FA President which takes her out of the classroom; thus, all ESL offerings are currently staffed by Part Time faculty, and this will be the case over the two-year term the full-time faculty member will serve. And while not typically considered in the ranking criteria, it is important to note that the remaining full time faculty member will be retiring in three to four years. Bringing on a new faculty member replacement now would ensure that they receive the proper mentorship and support necessary through a tenure process before the retirement of the sole FT faculty member.

The ESL Department is proud of the work they do in Credit ESL which shows no disproportionate impact based on ethnicity. However, with a deeper dive into the data, they noted that success rates for our Latinx students, particularly Latinx males are a bit below the rest of the ESL population. The department will continue to target efforts to address this disparity. The program overall is quite different from the college's overall population in that students served are 50% California residents (mostly Latinx), 40% out of country (International population) and 10% out of state. The average age of students served is 26.8 and is 68% identifying as female. The overall success rate in Credit ESL is 77%. The department continues to make advancements in addressing impacts affecting the Latinx population which now hovers at 73% overall success rate. A majority of

students in the ESL classes and English 100 ML (multilingual) identify as Latinx or two or more races. While the overall success rate in English 100 is 70%, the English 100 ML/ESL is in line at 73% while nearly all the students identify as ESL/multilingual students.

MiraCosta College

2023-2024 Academic Calendar

Summer Session 2023 June 2023

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Fall Semester 2023 August 2023

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Spring Semester 2024 January 2024

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July 2023

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September 2023

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February 2024

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IMPORTANT DATES

SUMMER

June 12 Start of Summer 8-week Intercession
June 12 Start of Summer 6-week Intercession
August 5 End of Summer Intercession

FALL

Aug 18 All-College Day
Aug 21 Classes Begin
Sept 1 Last Day to Add Classes
Sept 1 No "W" Deadline*
Sept 5 First Census
Nov 17 75% Withdrawal Deadline***
Dec 11-16 Final Exams
Dec 16 Pass/No Pass Deadline**
Dec 16 End of Semester
Dec 24-Jan 1 Campus Closed

SPRING

Jan 22 Classes Begin
Feb 2 Last Day to Add Classes
Feb 2 No "W" Deadline*
Feb 5 First Census
Mar 18-23 Spring Break
Apr 23 75% Withdrawal Deadline***
May 21-24 Final Exams
May 24 Pass/No Pass Deadline**
May 24 Commencement

*Last day to withdraw from classes without a "W"

**Last day for exercising pass/no pass option

***Last day for exercising option to withdraw without an evaluative grade (A, B, C, D, F, Pass, No Pass)

June 19 Juneteenth (Legal Holiday)
July 4 Independence Day (Legal Holiday)
Sept 4 Labor Day (Legal Holiday)
Nov 10 Veterans Day (Observance)
Nov 23 Thanksgiving Day (Legal Holiday)
Nov 24 Day after Thanksgiving (Local Holiday)
Dec 25 Christmas (Observance)
Dec 25-31 Winter Closure
Jan 1 New Year's Day (Observance)
Jan 15 Martin Luther King, Jr. Day (Legal Holiday)
Feb 16 Lincoln Day (Observance)
Feb 19 Washington Day (Legal Holiday)
Mar 21-22 Thursday/Friday of Spring Break (Local Holiday)
May 27 Memorial Day (Legal Holiday)

October 2023

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November 2023

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December 2023

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March 2024

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April 2024

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May 2024

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82 Days of Instruction • 5 Days of Flex
1 All-College Day

15+1 16+1 16+1 16+1 15+1 15
83 Days of Instruction • 5 Days of Flex

Legal/Local Holidays	Spring Semester
Commencement	Flex
Final Exams	Spring Break
Summer Intercession	Non-class days
Fall Semester	All-College Day

