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AGENDA

We respectfully acknowledge that MiraCosta is on the traditional territory of the Luiseño/ Payómkawichum people. Today, this meeting place and surrounding areas are home to the six federally recognized bands of the La Jolla, Pala, Pauma, Pechanga, Rincon, Soboba Luiseño/ Payómkawichum people and remain the shared space among Kumeyaay and Ipai peoples. In addition, we pay respect to elders, present and past: keepers of history, culture, wisdom, and knowledge.

- I. Call to Order
- II. Roll Call
- III. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee’s consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.
- IV. Changes to Agenda Order
- V. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of April 17, 2026
 - B. Faculty Committee Assignments 2026-2027
 - C. OC and SEC Offices for Full-time Instructional Faculty
 - D. Fall 2026 and Spring 2027 – FTE/LHE Reassigned Time for AS Leadership
 - E. Academic Senate Composition and Calendar for 2026-2027
 - F. Academic Calendars for 2027-2028
 - G. Academic Calendars for 2028-2029
 - H. Equivalency Requests:
 - Psychology
 - Earth Science
- VI. Action Item, Second Read (Vote Required)
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.
 - A. BP 4225: Course Repetition - Fallstrom [9:30; 2 minutes]
Description: Updates remove information that is already in AP 4225 and add Title 5 references to sections 55041, 55044, and 58161.
 - B. AP 4225: Course Repetition - Fallstrom [9:32; 2 minutes]
Description: Changes clarify definitions of satisfactory and substandard grades and note that the MW grade should be counted the same as an EW grade. Other edits update Ed. Code references and clarify language on repetition and CRCs.

BP 2510: Collegial Governance and Participation in Local Decision Making

The board recognizes the Academic Senate as the body that represents the faculty (fulltime and associate) in collegial governance relating to academic and professional matters.

1. Curriculum
 2. Degree and certificate requirements
 3. Grading policies
 4. Educational program development
 5. Standards or policies for student prep. and success
 6. Governance structures, as related to faculty roles
 7. Accreditation processes, including self-study and annual reports
 8. Faculty professional development policies
 9. Processes for program review
 10. Processes for institutional planning and budget dev.
- +1 • Academic calendar • Prioritization of full-time faculty hiring • Program discontinuance procedures, in alignment with program review • Equivalency procedures • Policies and procedures protecting academic freedom • Recommendation on tenure and professional advancement

The Board or its designees will consult collegially with the Academic Senate on all of the listed academic and professional matters and will rely primarily on the advice and judgment of the Academic Senate.

C. MiraCosta Academic Senate Hyflex Recommendations - Julius

[9:35; 5 minutes]

Description: Originally to help guide MiraCosta's transition from remote instruction to onground, HyFlex course offerings, these recommendations have been updated to reflect emerging, effective teaching and learning practices in order to further strengthen hyflex instruction.

D. MCC Commitment to Equitable Use of Cameras in Online Instruction & Assessments - Julius [9:40; 5 minutes]

Description: Commitments articulated in this document have been updated to support instructional engagement, attendance expectations, and academic integrity in synchronous online environments while adhering to the principles stated in Guidance for Synchronous Instruction at MiraCosta College to Protect Student Privacy.

VII. Action Item, First Read

A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.

A. AP 4022: Course Approval Process - CPC Committee [9:45; 5 minutes]

Description: Updates reflect changes to CPC's membership structure and processes for reviewing DE criteria; minor changes address clarity.

B. BP 4020: Program and Curriculum Development - CPC Committee [9:50; 5 minutes]

Description: Updates to referenced sections of Title 5 based on CCLC guidance.

C. AP 4020: Program and Curriculum Development - CPC Committee [9:55; 10 minutes]

Description: Updates comply with a 180-day implementation deadline to align curriculum development processes with universal design for learning standards specified in new Title 5 regulations.

D. BP 4250: Academic and Progress Notice, Separation, and Readmission - Ante Contreras [10:05; 5 minutes]

Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" and "Reinstatement" is now "Restart." Changes also show deletion of legacy language regarding veterans.

E. AP 4250 Academic and Progress Notice - Ante Contreras [10:10; 1 minutes]

Description: No changes recommended.

F. AP 4255: Academic and Progression Separation and Readmission - Ante Contreras [10:11; 2 minutes]

Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" and "Reinstatement" is now "Restart." Changes also show deletion of legacy language regarding veterans.

G. AP 5055 Student Registration Limitation and Priorities - Ante Contreras [10:13; 2 minutes]

Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" Changes also show addition of Umoja as a group receiving priority registration status.

H. Educational Futures Plan - Pescarmona and Wojcik [10:15; 35 minutes]

Description: The college and the Ed Plan Taskforce have worked in the past two years

to develop the 2035 Education Futures Plan. With input from many constituents in the past year, a draft of the plan is ready to be reviewed and considered for approval.

VIII. Information

- A. Faculty Recognition Ceremony, May 15th 11:45am-1:00pm, OC28 Courtyard - Mitchell [Time 10:50; 1 minutes]

Description: Save the date.

IX. Reports (Written, Included Via Links Below)

- A. Academic Senate President – *mitchell* ([access report](#))
B. College Superintendent/President – *Cooke* ([access report](#))
C. Classified Senate – *Streagle* ([access report](#))
D. Associate Student Government – *Jaimes* ([access report](#))
E. Senator Reports – ([access report](#))

To submit a Senator Report, contact the Academic Senate President and share your report in writing before the meeting.

X. Adjournment

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 (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 for English or 800-855-7200 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 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>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Arielle Locke, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at alocke@miracosta.edu



UNOFFICIAL MINUTES

Acronoyns used

M (motion), **S** (second), **U** (unanimous),
P (passed), **ASP** (Academic Senate President)

- I. *ASP mitchell* called the meeting to order at 9:01am after a reading of the Land Acknowledgement.
- II. Roll Call
Present:

Absent:

Remote Attendance:

Public:
- III. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee's consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.

Students Andrew McKinnel and Joseph Johnson shared findings from a survey of 154 students indicating that textbook costs disproportionately impact disadvantaged students, affecting their ability to enroll in courses and complete programs in a timely manner. They emphasized the need for greater cost transparency so students can make informed enrollment decisions and urged increased adoption of Zero Textbook Cost (ZTC) materials, noting alignment with MiraCosta's institutional values.

President-elect Sullivan let his comment pass to allow the students who spoke before him stand as today's only public comment.
- IV. Changes to Agenda Order
It was noted that we would hear from our Salary Advancement Chair ahead of first read action items due to a time certain in the meeting agenda.
- V. Consent Calendar
Consent Calendar Items A-D were approved unanimously.
 - A. Approve Minutes of the Regular Meeting of April 3, 2026
 - B. Salary Advancement Applications Spring 2026
Description: Per BP 2510 under +1 of the Academic Senate's responsibilities, the Salary Advancement Committee makes recommendations for professional advancement for faculty who pursued discipline and professional currency and submitted quality applications and reports of activities undertaken.
 - C. Disciplines List for Credit and Non-Credit 2026
Description: The CPC maintains an official disciplines and course list for all credit and noncredit courses. Each spring,

working with discipline faculty, the CPC reviews and updates these lists. Once approved by the Academic Senate, the lists are published and distributed to department chairs, instructional deans, and Human Resources.

D. 2026 FT Emeritus Recommendations

Description: According to APs 7280.4 and 7280.5, the Academic Senate shall vote to nominate eligible faculty eligible for board approval granting emeritus status.

VI. Action Item, Second Read [Time 9:20; 10 minutes]

A. **MSU (xx/xx) to approve AP 4025: Philosophy and Criteria for Associate Degrees and General Education by unanimous consent.**

AP 4025: Philosophy and Criteria for Associate Degrees and General Education - Fallstrom

Description: Language in the AP was updated to state that GE courses must be completed with a C or better, and Area 1A and 1B courses should not be taken with P/NP. This change, supported by the Counseling Department, addresses problems for students transferring to the universities. CCLC recommendation for the baccalaureate has been moved to AP 4025B. Sentence added to first paragraph per CCLC recommendation. Minor update to some wording and some formatting cleanup.

B. **MSU (xx/xx) to approve BP 4025: Philosophy and Criteria for Associate Degrees and General Education**

BP 4025: Philosophy and Criteria for Associate Degrees and General Education - Fallstrom

Description: Recommended CCLC language added to the second paragraph. Last paragraph changed "assure" to "ensure." Review was triggered by a CCLC update, however, that update was for the baccalaureate and that information was moved/added to BP4025B.

C. **MSU (xx/xx) to approve AP 4025B: Philosophy and Criteria for Baccalaureate Degree and General Education**

AP 4025B: Philosophy and Criteria for Baccalaureate Degree and General Education - Fallstrom

Description: Minor update adds language identifying how the program targets local and regional workforce needs; some formatting cleanup.

D. **MSU (xx/xx) to approve BP 4025B: Philosophy and Criteria for Baccalaureate Degree and General Education**

BP 4025B: Philosophy and Criteria for Baccalaureate Degree and General Education - Fallstrom

Description: Minor update adds language identifying how the program targets local and regional workforce needs; some formatting cleanup.

E. **MSU (xx/xx) to approve AP 4240 Academic Renewal**

AP 4240 Academic Renewal - Ante-Contreras

Description: Revisions align with new Title 5 regulations for academic renewal and create greater flexibility for students utilizing the academic renewal process. These changes include a reduction to the minimum units completed with at least a 2.0 grade point average before a student can petition for academic renewal, from 15 units to 6 units. Changes also allow students to petition for academic renewal after one term rather than one full academic year.

Clarification was requested with regard to the timeline for implementation now that the AP was approved (Gross), and how an academic renewal would be shown on a transcript and GPA (Arquero). (Davis) asked Gross to clarify a response she provided with regard to academic renewal acceptances by CSUs and UCs and she clarified that it is an accepted process by the higher education institutions.

VII. Action Item, First Read

A. BP 4225: Course Repetition - Fallstrom [9:40; 5 minutes]

Description: Updates remove information that is already in AP 4225 and add Title 5 references to sections 55041, 55044, and 58161.

Fallstrom conveyed that this item was a technical cleanup of policy language, not a substantive change, focused on removing duplication, clarifying definitions and aligning with Title 5. Clarification was added around what counts as a "substandard grade (e.g. D). Most of what we red-lined was already reflected in the AP

resulting in a shorter, cleaner, BP (about one page). This AP will be seen on the next agenda.

B. AP 4225: Course Repetition - Fallstrom [9:45; 5 minutes]

Description: Changes clarify definitions of satisfactory and substandard grades and note that the MW grade should be counted the same as an EW grade. Other edits update Ed. Code references and clarify language on repetition and CRCs.

AP 4225 revisions were presented to clarify definitions of satisfaction and substandard grades, updated Ed Code references and specify that MW grades are treated the same as EW grades. Fallstrom noted that language was refined to clarify repetition limits, including that a “W” is not considered a letter grade and further repetition beyond allowable limits requires students to petition the Committee on Exceptions.

Discussion clarified that recent legislative efforts to increase repetition limits from three to five attempts were not enacted. Senators raised questions regarding incompletes, (Cotnoir) clarified that these are not repetitions and are granted at instructor discretion. Fallstrom distinguished “enrollment” from “completion” noting that enrollment is defined as remaining past the census mark. Further, regarding Course Repetition Courses (CRCs), particularly in disciplines such as Kinesiology and visual / performing arts, and how these differ from stacked courses. CPC will review CRC-related considerations at an upcoming meeting. This AP will be seen on the next agenda.

C. MiraCosta Academic Senate Hyflex Recommendations - Julius [9:50; 10 minutes]

Description: Originally to help guide MiraCosta's transition from remote instruction to onground, HyFlex course offerings, these recommendations have been updated to reflect emerging, effective teaching and learning practices in order to further strengthen hyflex instruction.

Senators acknowledged the strength of the original document noting gaps between the framework and current implementation. Discussion highlighted that not all courses or student populations are well-suited for HyFlex, particularly where additional academic or technological support is needed (*Grabo*). Senators noted the importance of examining student success data and disproportionate impacts to better inform implementation (*Sullivan, Julius*). Additional recommendations included increased institutional support, faculty collaboration in course design, and expanded use of embedded tutoring, particularly drawing from effective noncredit models (e.g. CLC noncredit) (*Cotnoir*). Concerns were raised about expanding HyFlex without sufficient instructional and technical support (*Davis*). No objections to seeing this as an agenda item on an upcoming agenda.

D. MCC Commitment to Equitable Use of Cameras in Online Instruction & Assessments - Julius [10:00; 10 minutes]

Description: Commitments articulated in this document have been updated to support instructional engagement, attendance expectations, and academic integrity in synchronous online environments while adhering to the principles stated in Guidance for Synchronous Instruction at MiraCosta College to Protect Student Privacy.

Revisions to the college's guidance on equitable camera use in synchronous online instruction were presented, emphasizing a balance between student privacy, engagement, attendance, and academic integrity. It was noted that earlier practices requiring cameras contributed to inequities, and the updated approach allows for greater flexibility while maintaining expectations for participation. Senators discussed the importance of clearly communicating expectations in course syllabi, including how participation is defined through active student engagement versus just camera use alone (*Sullivan, ASP Mitchell*). While some supported establishing cameras-on as a general expectation, there was consensus on the need for flexibility to address individual student circumstances, including temporary exceptions, unique circumstances. (*Osman, Davis, Cotnoir*).

Concerns were raised regarding attendance tracking requirements in certain programs (e.g., ESL Civics), specifically affecting associate faculty teaching noncredit programs where camera use may remain important for compliance purposes (*Tamura*). Senators noted that additional clarification and refinement of language, particularly around expectations and exceptions, would strengthen the guidance. **Next Steps:** Document will return with revised language for further review.

A. Salary Advancement Committee (SAC) Report and Goals - Senigaglia [Time 9:30; 10 minutes]

Description: The Salary Advancement Committee will share about their work this semester and the goals they are pursuing. This discussion is intended to strengthen how the Academic Senate coordinates and collaborates with Academic Senate Subcommittees in our shared responsibilities as recommending and decision-making committees.

SAC Chair, Senigaglia joined remotely to speak to the recent implemented changes to salary advancement applications, forms and handbook. She emphasized that the committee had seen sixteen (16) applications for course approval this academic year. Most of the candidates who apply cite a one-year course completion date despite having up to five years to complete a course after approval which is a strong indicator of personal professional development. As a committee chair she values offering Informational Workshops on Salary Advancement during Spring and Fall Flex Weeks. Asked if she saw a trend in which departments / disciplines on average are most applying for advancement (Page), which was answered that many applicants cite @One Courses but is unsure if it is discipline / department specific but may be able to offer more after next year which will provide two solid years of data. Senator Graboi thanked Senigaglia for her outstanding outreach and updates to the application renewal policy that allows two submission periods per academic year. Senators were informed that the Academic Senate Orientation is being restructured through a collaboration between Associate Faculty (AF) and department chairs (Warren) The revised format will include four components: Student Services, Office of Instruction, HR/Working Conditions, and Faculty Governance. The orientation will be held Monday afternoon during Flex Week and chaired by Dean John Makevich. Senators also discussed the opportunity to include Senate representation each semester and recommended updating language related to associate faculty participation.

B. How we Schedule; How we Teach: Faculty Led Prof. Development Planning - Roberts [10:10; 35 minutes]

Description: This discussion resumes the senate's focus on Student-centered Scheduling by asking: What resources and pursuits of pedagogy will support teaching and learning in the classes and modalities MiraCosta will schedule? Prioritizing FLEX planning, this conversation with faculty leaders in professional development spaces will identify areas of pedagogy where faculty can continue to innovate and develop.

PDP Chair, Roberts, shared a presentation on scheduling, teaching and faculty led professional development; with an overview of flex week workshops. <https://canva.link/9rl32ukdryhc8rx>

C. Professional Development Programs Committee (PDP) Report and Goals - Roberts [10:45; 5 minutes]

Description: The Professional Development Program Committee will share about their work this semester and the goals they are pursuing. This discussion is intended to strengthen how the Academic Senate coordinates and collaborates with Academic Senate Subcommittees in our shared responsibilities as recommending and decision-making committees.

PDP Chair, Roberts reported on significant upcoming structural changes, including a new academic calendar, reorganization of Flex Week, transition to a new PDP Chair, and onboarding of a new college president. Key changes include moving the Flex Kickoff Event to Tuesday and the Associate Faculty Orientation to Monday afternoon of Flex Week. The kickoff event is planned for the 4800 courtyard and lawn spaces near the new Chemistry/Biology building and North Clocktower Lawn.

Roberts outlined calendar adjustments, including the addition of a Flex Day on December 14, designed to support engagement across three groups: individuals, departments, and committees. He noted a developing partnership with the Outcomes and Assessments Committee and Institutional Planning & Review to support the design and implementation of this day.

Roberts shared results from a recent Professional Development / FLEX survey with over 90 responses (approximately 10% of faculty), highlighting strong demand for in-person connection, including department/discipline-specific gatherings, networking opportunities, and pedagogical practice-sharing. He emphasized the potential of the December Flex Day to better support associate faculty participation.

Additional goals include curating a centralized "news feed" to highlight professional learning opportunities and themes such as alternative assessment, AI in teaching, inclusive practices, and faculty service/leadership development. Roberts encouraged senators to engage their constituencies in submitting workshop proposals and participating in Flex activities.

A discussion point on the need to expand the definition of faculty service beyond formal committee participation was directed at PDP Chair (Davis), while DEqCC Chair, Pastrana highlighted the value of committee work as a form of mentorship and leadership development. **Next Steps:** Senators to share survey

findings with constituents, encourage workshop submissions, and support participation in upcoming Flex programming.

IX. Reports

Academic Senate President – *MITCHELL* ([access report](#))

Mitchell directed senators to review and share the full written report with their constituents, including a focus on classroom design considerations. He noted that faculty will not be assigned to the Technology Advisory Committee. Additional updates included the availability of faculty office space and highlights from the Academic Senate for California Community Colleges (ASCCC) Spring Plenary, including a notable resolution on mental health and wellness led by colleague Abby Burd. He also shared that Luke Lara has contributed an article in the current issue of the *Rostrum*.

College Superintendent/President – *COOKE* ([access report](#))

Cooke noted a few points of interest in her report; 7 of 10 faculty hires have been hired and provided an update on federal negotiated rulemaking related to accreditation, noting that proposed changes are expected to impact accreditation standards beginning Fall 2027. She directed senators to review resources included in her report to track ongoing developments. [ACCJC's AIM Negotiated Rulemaking FAQ webpage](#), Additionally, you can follow along [Negotiated Rulemaking for Higher Education 2026 | U.S. Department of Education](#) The rulemaking process is focused on reforming accreditation with an increased emphasis on data-driven student outcomes, institutional accountability, and potential measures of return on investment (ROI) for educational programs. Senator raised questions regarding how ROI may be defined and measured (Graboi), and whether metrics would reflect regional labor market conditions (Cotnoir). It was noted that specific metrics remain unclear, though there is interest in ensuring outcomes reflect regional economic realities. *Cooke* referenced existing research efforts, including work emerging from Virginia, while acknowledging that consistent national metrics for ROI in higher education have not yet been established.

Classified Senate – *STREAGLE* ([access report](#))

Classified Senate has not met since the last Senate meeting. However *Streagle* provided updates on the Election season, nominee / awardee updates for Spring Excellence Ceremony, development updates with regards to Job classification work.

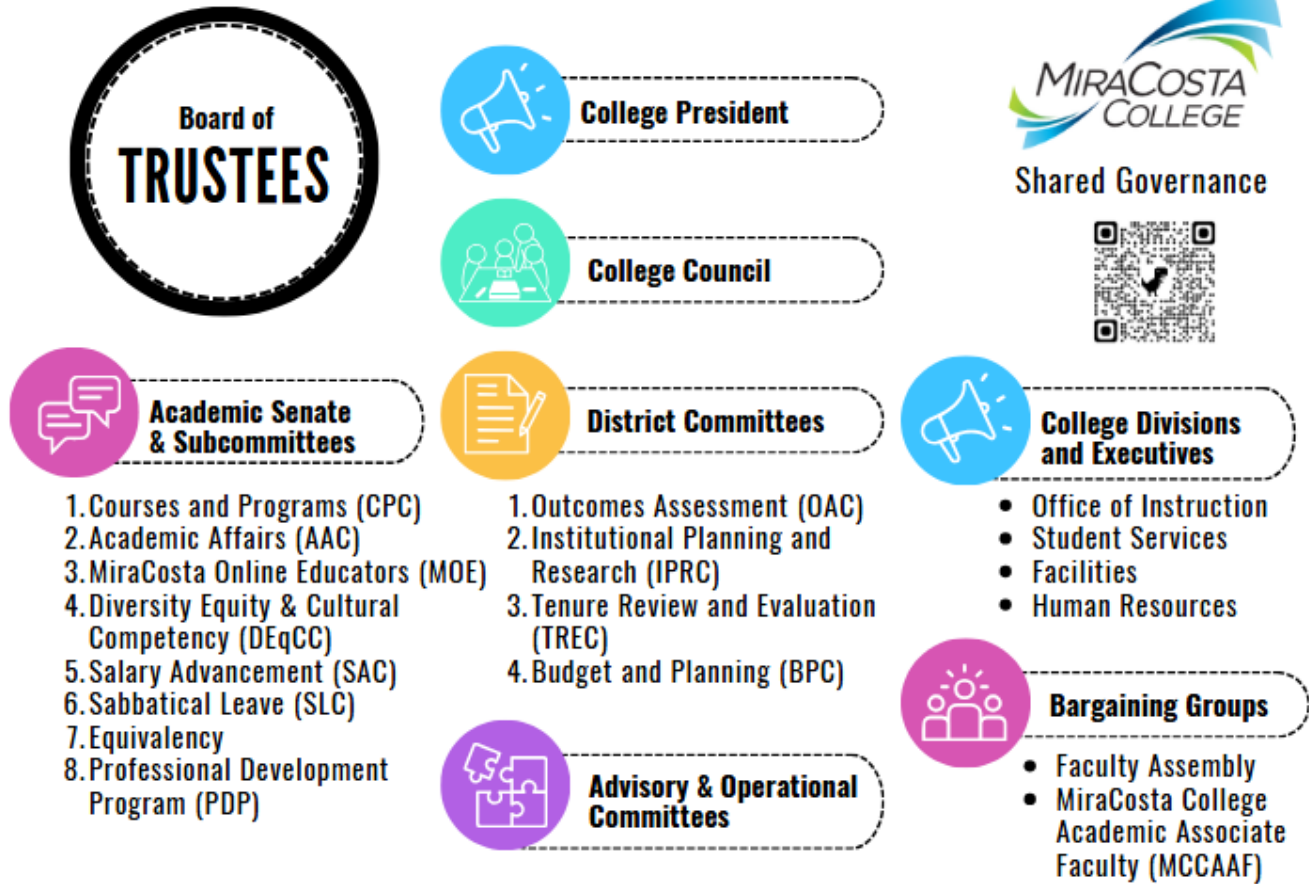
Associate Student Government – *JAIMES* ([access report](#))

No report for this meeting.

X. The meeting adjourned at 11:04am

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate



BP 2510: Collegial Governance

The board recognizes the Academic Senate as the body that represents the faculty (fulltime and associate) in collegial governance relating to academic and professional matters.

District Committees

<u>Committee Name</u>	<u>Term</u>	<u>Assignment</u>
Budget and Planning Committee (BPC) <i>1st & 3rd Fridays, 1:30-3:00pm, rotates In-person/Zoom</i>	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable twice for a max of six years, 3yrs for chair; 7 faculty total co-chairs: Kent McCorkle and Elba Gomez</i>
Budget and Planning Committee (BPC)	Sp28 (3yrs; 1st term)	Kent McCorkle (Faculty Co-Chair)
Budget and Planning Committee (BPC)	Assigned by virtue of role	Jim Sullivan (AS President)
Budget and Planning Committee (BPC)	Assigned by virtue of role	Afifa Zaman (AS Vice President)

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

<u>Committee Name</u>	<u>Term</u>	<u>Assignment</u>
Budget and Planning Committee (BPC)	SP27 (2yrs; 1st term)	Nate Scharff
Budget and Planning Committee (BPC)	SP27(2yrs; 2nd term)	Denise Villarrial Nealon (Associate Faculty*)
Budget and Planning Committee (BPC)	Sp28 (2yrs; 2nd term)	Taya Lazootin
Budget and Planning Committee (BPC)	SP28 (2yrs; 1st term)	Alison Phinney
College Council <i>Twice a Month Thursdays, 11am-1pm, Zoom</i>		<i>Assigned by virtue of role</i>
College Council	Assigned by virtue of role	Jim Sullivan (AS President)
College Council	Assigned by virtue of role	Afifa Zaman (AS Vice President)
College Council	Assigned by virtue of role	Cynthia Gonzales (IPRC Co-Chair) Kaitlin Fisher (IPRC Co-Chair)
College Council	Assigned by virtue of role	Christopher Sleeper (OAC co-chair)
Institutional Program Review Committee (IPRC) <i>1st Fridays, 11:30am-1:00pm, Zoom</i>	<i>Ends (number of years served by end of term)</i>	<i>2-year member terms, renewable for a max of six years; 7 faculty total chairs: Cynthia Gonzales (IPRC Co-Chair) Kaitlin Fisher (IPRC Co-Chair)</i>
Institutional Program Review Committee (IPRC)	Sp29 (3 yrs; 1st term)	Cynthia Gonzales (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp27 (6yrs; final term)	Kaitlin Fisher (IPRC Co-Chair)
Institutional Program Review Committee (IPRC)	Sp27 (2yrs; 1st term)	Bobbie-Sue Bailey
Institutional Program Review Committee (IPRC)	Sp28 (4yrs; 2nd term)	Shawn Firouzian
Institutional Program Review Committee (IPRC)	Sp27 (2yrs; 1st term)	Rosa Viramontes

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

<u>Committee Name</u>	<u>Term</u>	<u>Assignment</u>
Institutional Program Review Committee (IPRC)	Sp28 (2yrs; 1st term)	Kristi Reyes
Institutional Program Review Committee (IPRC)	Sp27 (6yrs; final term)	Robin Allyn (Associate Faculty, contract position) *
Institutional Program Review Committee (IPRC)	Immediate Past Co-Chair, Advisor (non-voting)	Polo Mariscal

Tenure Review and Evaluation (TREC) <i>4th Fridays, 9-11am, Zoom</i>	<i>two years without term limits</i>	<i>2-year member terms, renewable no limits; committee size as needed; 2 positions held for non-classroom faculty and 2 positions held for Tenure Track Faculty, cycles 3 & 4 chair: Chad Tsuyuki</i>
Tenure Review and Evaluation Committee (TREC)	continuing member	Chad Tsuyuki (Chair) – FA appointed
Tenure Review and Evaluation Committee (TREC)	continuing member	Keith Dunbar
Tenure Review and Evaluation Committee (TREC)	continuing member	Stacey Hull
Tenure Review and Evaluation Committee (TREC)	continuing member	Eric Carstensen
Tenure Review and Evaluation Committee (TREC)	continuing member	JahB Prescott
Tenure Review and Evaluation Committee (TREC)	continuing member	Leah Cluff
Tenure Review and Evaluation Committee (TREC)	continuing member	Rich Dicker
Tenure Review and Evaluation Committee (TREC)	continuing member	Luke Lambert
Tenure Review and Evaluation Committee (TREC)	continuing member	Christina Johnson
Tenure Review and Evaluation Committee (TREC)	continuing member	Serena Mercado
Tenure Review and Evaluation Committee (TREC)	continuing member	Himgauri Kulkarni

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Tenure Review and Evaluation Committee (TREC)	continuing member	Pedro Morgado
Tenure Review and Evaluation Committee (TREC) - Counseling, Librarian, or Coordinator Faculty	continuing member	Ghada Osman
Tenure Review and Evaluation Committee (TREC)	new member	Lauren Greenwald
Tenure Review and Evaluation Committee (TREC)	new member	Phillip Boland
Tenure Review and Evaluation Committee (TREC)	new member	Zulema Diaz
Tenure Review and Evaluation Committee (TREC)	new member	Violeta Sanchez
Tenure Review and Evaluation Committee (TREC) - Tenure Track Faculty 3rd Cycle	contract requirement	Danielle Barnett
Tenure Review and Evaluation Committee (TREC) - Tenure Track Faculty 4th Cycle	contract requirement	Shayla Turk
Outcomes Assessment Committee (OAC) <i>1st Tuesdays 3:30-5:00pm, Zoom</i>	<i>Ends (number of years in current term)</i>	<i>3-year chair term; 2-year member terms; renewable twice; 9 faculty total + 2 resource faculty chairs: Christopher Sleeper (Faculty Co-Chair) Lynn Trzoss (Core Competency Coordinator / co-chair)</i>
Outcomes Assessment Committee (OAC)	Sp29 (3yrs; 1st term)	Christopher Sleeper (Faculty Co-Chair)
Outcomes Assessment Committee (OAC)	Sp29 (3yrs; 1st term)	Lynn Trzoss (Core Competency Coordinator / co-chair)
Outcomes Assessment Committee (OAC)	Sp28 (2yrs; 3rd term)	Mary Beth Headlee
Outcomes Assessment Committee (OAC)	Sp28 (2yrs; 3rd term)	Catherine Walker
Outcomes Assessment Committee (OAC)	Sp27 (2yrs; 1st term)	Sarah Kirk
Outcomes Assessment Committee (OAC)	SP28 (2yrs; 1st term)	Dominique Ingato

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Outcomes Assessment Committee (OAC)	Sp28 (2yrs; 1st term)	Tricia Hoste
Outcomes Assessment Committee (OAC)	SP28 (2yrs; 1st term)	Craig Perez
Outcomes Assessment Committee (OAC)	Sp27 (2yrs; 2nd term)	Laura Gomez-Carlsson (Associate Faculty, contract position) *
Outcomes Assessment Committee (OAC)	Resource Member	Janelle West (Immediate Past Chair)
Outcomes Assessment Committee (OAC)	Resource Member	Theresa Bolanos (SLO Coordinator)
Outcomes Assessment Committee (OAC)	Resource Member	Jim Julius (Online Faculty Coordinator)

Academic Senate and Academic Senate Subcommittees

Brown Act Committees

Academic Senate <i>1st & 3rd Fridays, 9-11am, OC1068 with Zoom attendance</i>	Elected Members	Year and semester term ends
Academic Senate	Jim Sullivan, President	Sp28
Academic Senate	Afifa Zaman, Vice President	Sp27
Academic Senate	Robin Allyn, Coordinating Officer	Sp27
Academic Senate	Kristine Arquero	SP 27
Academic Senate	Sean Davis	Sp27
Academic Senate	Apolinar "Polo" Mariscal	Sp28
Academic Senate	Jorge Guerrero	Sp28
Academic Senate	Shawn Firouzian	Sp28
Academic Senate	Ghada Osman	Sp28
Academic Senate	Alexis Tucker-Sade	Sp27
Academic Senate	Open Seat	Sp27
Academic Senate	Katrina Tamura	Sp27
Academic Senate	Julie Graboi	Sp27
Academic Senate	Sarah Gross	Sp28
Academic Senate	Brian Page	Sp28
Academic Senate	Krista Warren	Sp27

Committee Name	Term	Assignment
Academic Affairs Committee (AAC)	Ends (number of years served by end of term)	2-year member terms, renewable twice for a max of six years; 15 faculty and 1

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

<u>Committee Name</u>	<u>Term</u>	<u>Assignment</u>
<i>2nd Fridays, 9-11am, In-person & Zoom</i>		<i>chair (3-year term, non-renewable): Daniel Ante-Contreras</i>
Academic Affairs Committee (AAC)	Sp28 (3yrs; 1st term)	Daniel Ante-Contreras (Chair)
Academic Affairs Committee (AAC)	Sp28 (2yrs; 2nd term)	Kyle Arriola
Academic Affairs Committee (AAC)	SP27 (2yrs; 1st term)	Tina Walker
Academic Affairs Committee (AAC)	Sp28 (2yrs; 2nd term)	Lauren McFall
Academic Affairs Committee (AAC)	Sp27 (2yrs; 2nd term)	Shafin Ali
Academic Affairs Committee (AAC)	Sp27 (2yrs; 2nd term)	Giana Carey
Academic Affairs Committee (AAC)	Sp27 (2yrs; 1st term)	Kris Peck
Academic Affairs Committee (AAC)	Sp27 (2yrs; 1st term)	Shawn Firouzian
Academic Affairs Committee (AAC)	SP27 (2yrs; 2nd term)	Robert Kelley
Academic Affairs Committee (AAC)	Sp27 (2yrs; 2nd term)	Tracy Williams
Academic Affairs Committee (AAC)	Sp27 (2yrs; 2nd term)	Darlene Burke (Associate Faculty, contract position) *
Academic Affairs Committee (AAC)	Sp28 (2yrs; 1st term)	Ariana Solis
Academic Affairs Committee (AAC)	Sp28 (2yrs; 1st term)	Jonathan Marquis
Academic Affairs Committee (AAC)	Sp28 (2yrs; 1st term)	Open
Academic Affairs Committee (AAC)	Sp27 (2yrs; 2nd term)	Adrean Askerneese
Academic Affairs Committee (AAC)	Sp28 (2yrs; 2nd term)	Julie Cord

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

<u>Committee Name</u>	<u>Term</u>	<u>Assignment</u>
Courses and Programs Committee (CPC) <i>2nd & 4th Thursdays, 1-3pm, OC1068</i>	<i>Ends</i>	<i>members 3-year with no limit; see handbook for committee size chairs (3 years limit, renewable): Scott Fallstrom</i>
Courses and Programs Committee (CPC) GE Area 1 – English Composition, Oral Communication, and Critical Thinking	Sp27	Open
Courses and Programs Committee (CPC) GE Area 2 – Math and Quantitative Reasoning	Sp29 chair	Scott Fallstrom (Chair)
Courses and Programs Committee (CPC) GE Area 3 – Arts and Humanities	Sp29	Adam Chin
Courses and Programs Committee (CPC) GE Area 4 – Social and Behavioral Sciences	Sp28	Rob Bond
Courses and Programs Committee (CPC) GE Area 5 - Natural Sciences	Sp27	Erika Peters
Courses and Programs Committee (CPC) GE Area 6 - Ethnic Studies	Sp29	Katherine Steelman
Courses and Programs Committee (CPC) Non-Credit	Sp29	Monica Cueva
Courses and Programs Committee (CPC) Counseling	Sp28	Magdalena Zepeda
Courses and Programs Committee (CPC) Career Education (1 of 2)	Sp27	Yana Gardiner
Courses and Programs Committee (CPC) Career Education (2 of 2)	SP29	Karl Cleveland
Courses and Programs Committee (CPC) Associate Faculty	Sp27 (1yr, renewable)	Alexis Faust-Rolland* (Associate Faculty, contract position) *
Courses and Programs Committee (CPC) Articulation Officer	Permanent	Ticey Hosley, Interim - Articulation Officer
Courses and Programs Committee (CPC) Coordinator, SLO Coordinator	Resource Member	Theresa Bolanos
Courses and Programs Committee (CPC) Coordinator, Honors Scholar Program	Resource Member	Tina Walker

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

<u>Committee Name</u>	<u>Term</u>	<u>Assignment</u>
Courses and Programs Committee (CPC) Faculty Coordinator, Online Education	Resource Member	Jim Julius
Diversity, Equity, and Cultural Competency (DEqCC) <i>2nd Fridays, 9-11am, In-person & Zoom</i>	2-year member term, renewable	2-year member term, renewable; total 6-9 members chair (2 years limit, renewable): Israel Pastrana
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	continuing member	Israel Pastrana (Chair)
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	continuing member	Xuchi Eggleton
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	continuing member	Emily Mercuri
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	continuing member	Kyaw Htet
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	continuing member	Rachel Hastings
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	continuing member	Aaron Roberts
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	new member	Gilbert Neri
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	new member	Erica Duran
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	continuing member	Shawntae Mitchum (Associate Faculty)*
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	continuing member	Gin Tasulis (Associate Faculty)*
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	continuing member	Sonia Gutierrez (Associate Faculty)*
Diversity, Equity, and Cultural Competency Subcommittee (DEqCC)	standing member	Delores Loedel (PDP Coord.)
Equivalency Subcommittee <i>Tuesdays 4:30pm or Thursdays 1:30pm as needed, In-person</i>	No term length	no member term length; no committee size limit (5 is ideal for making quorum) chair: Ashley Davis

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

<u>Committee Name</u>	<u>Term</u>	<u>Assignment</u>
Equivalency Subcommittee	chair since 2025/26	Ashley Davis (Chair)
Equivalency Subcommittee	continuing member	Elizabeth Clarke
Equivalency Subcommittee	continuing member	Glorian Sipman
Equivalency Subcommittee	continuing member	Paul Katson
Equivalency Subcommittee	continuing member	Dan Siegel
Equivalency Subcommittee	new member	Dingguo Zhang
Equivalency Subcommittee	new member	Janeen Apalatea
Equivalency Subcommittee	new member	Kelly Hagen
MiraCosta Online Educators (MOE) 4th Fridays, 10am-12pm, OCT250 & Zoom	2-year member term, renewable; ending dates unknown	2-year member term, renewable; 8-11 members, see handbook for preferred roles chairs (1 year term, renewable): Jim Julius and Nadia Khan
MiraCosta Online Educators (MOE)	Sp27	Jim Julius (Co-Chair)
MiraCosta Online Educators (MOE)	Sp27	Nadia Khan (Co Chair)
MiraCosta Online Educators (MOE)	Sp28	Adrean Askerneese
MiraCosta Online Educators (MOE)	Sp28	Lauren McFall
MiraCosta Online Educators (MOE)	Sp27	Roland Estrella
MiraCosta Online Educators (MOE)	Sp27	Lemee Nakamura
MiraCosta Online Educators (MOE)	SP28	JahB Prescott
MiraCosta Online Educators (MOE)	Sp27	Mariana Silva
MiraCosta Online Educators (MOE)	SP 28	curry mitchell
MiraCosta Online Educators (MOE)	Sp28	Marina Argueta
MiraCosta Online Educators (MOE)	Sp28	India Pierce
MiraCosta Online Educators (MOE)	Sp28	Open (Associate Faculty)*

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

<u>Committee Name</u>	<u>Term</u>	<u>Assignment</u>
Professional Development Program/Flex (PDP) 2nd Fridays, 11:30am-1:30pm, In-person & Zoom	No term length	no member term length; no committee size limit chair: Delores Loedel
Professional Development Program/Flex (PDP)	chair since 2026/27	Delores Loedel (Chair/PDP Coordinator)
Professional Development Program/Flex (PDP)	continuing member	Rica French
Professional Development Program/Flex (PDP)	continuing member	Ansina Green
Professional Development Program/Flex (PDP)	continuing member	Ghada Osman
Professional Development Program/Flex (PDP)	continuing member	Andrea Petri
Professional Development Program/Flex (PDP)	continuing member	Tricia Hoste
Professional Development Program/Flex (PDP)	continuing member	Bruce Hoskins
Professional Development Program/Flex (PDP)	continuing member	Lynnie Trzoss
Professional Development Program/Flex (PDP)	continuing member	Aaron Roberts
Professional Development Program/Flex (PDP)	continuing member	Brian Page (Associate Faculty)*
Professional Development Program/Flex (PDP)	new member	Shawntae Mitchum (Associate Faculty)*
Professional Development Program/Flex (PDP)	new member	Tyrone Nagai
Professional Development Program/Flex (PDP)	new member	Cristina Toharia
Professional Development Program/Flex (PDP)	new member	Laney Collins

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

<u>Committee Name</u>	<u>Term</u>	<u>Assignment</u>
Professional Development Program/Flex (PDP)	new member	Adrea Gonzalez-Karlsson
Professional Development Program/Flex (PDP)	MOE co-chair	Jim Julius
Professional Development Program/Flex (PDP)	Joyful Teacher	Erica Duran
Professional Development Program/Flex (PDP)	DEqCC chair	Israel Patrana

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Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

<p>Sabbatical Leave Subcommittee (SLC)</p> <p>Twice a Semester (and As Needed), In-person & Zoom</p> <p>Members work directly with faculty applicants and report writers; fall, heavy reading load</p>	<p>No term length</p>	<p><i>*members must have taken sabbatical</i> no member term length; no committee size limit chair:</p>
<p>Sabbatical Leave Subcommittee (SLC)</p>	<p>chair since 2006/27</p>	<p>Luke Lambert - chair</p>
<p>Sabbatical Leave Subcommittee (SLC)</p>	<p>continuing member</p>	<p>Christina Sharp</p>
<p>Sabbatical Leave Subcommittee (SLC)</p>	<p>continuing member</p>	<p>Gail Meinhold</p>
<p>Sabbatical Leave Subcommittee (SLC)</p>	<p>continuing member</p>	<p>Jose Jara</p>
<p>Sabbatical Leave Subcommittee (SLC)</p>	<p>continuing member</p>	<p>Dean Ramos</p>
<p>Sabbatical Leave Subcommittee (SLC)</p>	<p>continuing member</p>	<p>John Kirwan</p>
<p>Sabbatical Leave Subcommittee (SLC)</p>	<p>continuing member</p>	<p>Shannon Myers</p>
<p>Sabbatical Leave Subcommittee (SLC)</p>	<p>continuing member</p>	<p>Ruth Gay</p>
<p>Sabbatical Leave Subcommittee (SLC)</p>	<p>new member</p>	<p>Claudia Flores</p>
<p>Sabbatical Leave Subcommittee (SLC)</p>	<p>new member</p>	<p>Open</p>
<p>Sabbatical Leave Subcommittee (SLC)</p>	<p>new member</p>	<p>Open</p>
<p>Salary Advancement Committee (SAC)</p> <p>Once a Semester (and As Needed), In-person & Zoom</p>	<p>No term length</p>	<p>no member term length; no committee size limit chair: Angela Senigaglia</p>
<p>Salary Advancement Subcommittee (SAC)</p>	<p>chair since 2025/26</p>	<p>Angela Senigaglia (chair)</p>
<p>Salary Advancement Subcommittee (SAC)</p>	<p>continuing member</p>	<p>Lilia Vidal</p>

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Salary Advancement Subcommittee (SAC)	continuing member	Wendy Horton
Salary Advancement Subcommittee (SAC)	continuing member	Janeen Apalatea
Salary Advancement Subcommittee (SAC)	continuing member	Sam Arenivar
Salary Advancement Subcommittee (SAC)	continuing member	Donny Munshower
Salary Advancement Subcommittee (SAC)	continuing member	Eric Snortum
Salary Advancement Subcommittee (SAC)	new member	Leola Powers

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Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Operational Subcommittee of the Senate:

Elections Committee <i>works primarily through electronic correspondence</i>	3 members: - chair manages election design/communication/set-up/disputes, etc., - one member collects full-time election nominations - one member collects part-time nominations
Elections Subcommittee	John Phillips (chair)
Elections Subcommittee	Pierre Goueth
Elections Subcommittee	Allison Perkins
Liaisons of the Academic Senate <i>work primarily through electronic correspondence with Academic Senate leadership; occasionally provide reports to the Academic Senate in meetings or email</i>	Operate Individually; read more information about ASCCC positions
OER ASCCC Liaison	Jim Julius
CTE ASCCC Liaison	Christina Sharp
Legislation ASCCC Liaison	[position open]
Noncredit ASCCC Liaison	Oswaldo Ramirez
Credit for Prior Learning ASCCC Liaison for Area D	[position open]
Caring Campus MCC Liaison	[position open]
SDDICA MCC Liaison	[position open]
NCHEA MCC Liaison	Lise Flocken

Campus Advisory Committees

<u>Committee Name</u>	<u>Assignment</u>
Awards and Scholarships Advisory Committee <i>coordinates electronically; members read 20-30 scholarship applications in the fall and spring; a subgroup also convenes (2-3 hours) in spring to select the Medal Of Academic Merit candidates</i>	organizer: Alison Cotter
Awards and Scholarships Advisory Committee	Laura Hayek
Awards and Scholarships Advisory Committee	Dean Ramos
Awards and Scholarships Advisory Committee	Kelly Hagen
Awards and Scholarships Advisory Committee	Yoshimi Hayashi

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Awards and Scholarships Advisory Committee	Steven Deineh
Awards and Scholarships Advisory Committee	Thong Nguyen
Awards and Scholarships Advisory Committee	Jill Ventrone
Awards and Scholarships Advisory Committee	Jo Moore (Associate Faculty)*
Awards and Scholarships Advisory Committee	Cynthia Bazan (Associate Faculty)*
Career Education Advisory Group <i>meets monthly on Thursdays, 90 minutes, Hyflex</i> <u>committee charge</u>	organizer: Ben Gamboa
Career Education Advisory Group	Michael Paulding
Career Education Advisory Group	Barbara Juncosa
Career Education Advisory Group	Christina Sharp
Career Education Advisory Group	Paul Clarke
Career Education Advisory Group	Eric Carstensen
Career Education Advisory Group	David Parker
Career Education Advisory Group	Karina Duarte-Braunstein
Career Education Advisory Group	Erica Duran
Career Education Advisory Group	Rich Dicker
Career Education Advisory Group	Min Choi
Career Education Advisory Group	Leigh Cotnoir
Career Education Advisory Group	Rick White
Career Education Advisory Group	Yvette Duncan
Career Education Advisory Group	Waldemar Perez
Career Education Advisory Group	Jeff Higginbotham

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Career Education Advisory Group	Sean Fanning
Career Education Advisory Group	Iris Ayala-Swindell
Career Education Advisory Group	Jennifer Paris
Career Education Advisory Group	Ignacio Castaneda Garcia
Career Education Advisory Group	Phillip Boland
Campus Advisory Committee <i>2nd Fridays 1:00pm-2:30pm, Zoom</i> Committee Information: Campus Advisory Committee SharePoint Site	Chair: Tom Macias contact: Sandra Chavez
Campus/Facilities Advisory Committee	Nate Scharff
Campus/Facilities Advisory Committee	Catherine Walker
Campus/Facilities Advisory Committee	Jennifer Paris
Campus/Facilities Advisory Committee	Open
Commencement Advisory Committee <i>one meeting end of fall semester spring semester, 2nd and 4th Tuesdays, 2:00PM - 3:00PM</i>	contact: Terrence Shaw
Commencement Advisory Committee	Open
Commencement Advisory Committee	Alexis Faust-Rolland (Associate Faculty)*
Commencement Advisory Committee	Hilda Gomez-Zinn
Dual Enrollment Advisory Committee <i>4th Fridays (and adjusted to accommodate holidays), 1-3pm, Zoom</i>	Chair: Zhenya Lindstrom contact: Omar Jimenez
Dual Enrollment Advisory Committee	Open
Dual Enrollment Advisory Committee	Shawn Firouzian
Dual Enrollment Advisory Committee	Oswaldo Ramirez
Dual Enrollment Advisory Committee	Natalie Gonzales
Dual Enrollment Advisory Committee	Amy Walker-Pinneo (Associate Faculty)*, Faculty Coordinator

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

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Dual Enrollment Advisory Committee	Antonio Ramirez (Associate Faculty)*
Emergency Preparedness Advisory Group (EPAG) <i>twice a semester, typically Tuesdays at 1:30, Zoom and in-person</i>	coordinator: Chief Valencia Saadat
Emergency Preparedness Advisory Group (EPAG)	Roland Estrella
Emergency Preparedness Advisory Group (EPAG)	Yana Gardiner
Emergency Preparedness Advisory Group (EPAG)	Shayla Turk
Emergency Preparedness Advisory Group (EPAG)	Oswaldo Ramirez
Emergency Preparedness Advisory Group (EPAG)	Krista Warren (Associate Faculty)*
EOPS/CARE Advisory Committee <i>once a semester, in-person (maybe Zoom)</i> Charge: Assist the college in developing and maintaining an effective EOPS program and meet Title 5 regulation 56208.	coordinator: Yesenia Balcazar Committee composition: EOPS/CARE full-time counselors, EOPS or CalWORKs counselors, and 4 faculty members not related to EOPS/CARE programs. Additional members include EOPS/CARE students, local high school, and four-year university representatives. Committee members will serve a two-year term without limits.
EOPS/CARE Advisory Member Role, EOPS Counselor	Candy Owens
EOPS/CARE Advisory Member Role, EOPS/CalWORKs Counselor	Freddy Ramirez
EOPS/CARE Advisory Member Role, EOPS Faculty Coordinator	Yesenia Balcazar, Coordinator
EOPS/CARE Advisory Member Role, Faculty	Stacey Mathis
EOPS/CARE Advisory Member Role, Faculty	Eric Bishop
EOPS/CARE Advisory Member Role, Faculty	Michelle Farnam
EOPS/CARE Advisory Member Role, Faculty	Sarah Kirk
EOPS/CARE Advisory Member Role, Faculty	Mary Gross

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

EOPS/CARE Advisory Member Role, Associate Faculty Representative	Denise Villarrial Nealon (Associate Faculty)*
Equal Employment Opportunity Advisory Committee (EEOAC) <i>meeting time determine each year, In-person</i>	Coordinator: Hayley Schwartzkopf
Equal Employment Opportunity Advisory Committee (EEOAC)	Jose Sanchez
Equal Employment Opportunity Advisory Committee (EEOAC)	Freddy Ramirez
Equal Employment Opportunity Advisory Committee (EEOAC)	dara perales
Faculty Awards Committee <i>As Needed, In-person & Zoom</i>	no member term length; minimum two full-time faculty and two associate faculty; view the committee's charge chair (assigned to the Academic Senate Coordinator): Robin Allyn
Faculty Awards Committee	Robin Allyn (Chair, assigned by virtue of role)
Faculty Awards Committee	Janeen Apalatea
Faculty Awards Committee	Eduardo Mariscal
Faculty Awards Committee	Sinar Lomeli
Faculty Awards Committee	Aaron Kilmer (Associate Faculty)*
Faculty Awards Committee	Susan Pynes (Associate Faculty)*
Resource Member	Jim Julius (past chair)
Financial Aid Advisory Committee <i>meets once a semester, typically during flex week (or as needed), via Zoom</i> Committee Charge: review second level Satisfactory Academic Progress (SAP) appeals. Committee members review information and complete a .pdf decision page. Typical volume is between 35-45 appeals per term.	coordinator: Mike Dear
Financial Aid Advisory Committee	Yesenia Balcazar
Financial Aid Advisory Committee	Candy Owens
Financial Aid Advisory Committee	Robert Fulbright
Financial Aid Advisory Committee	Christina Sharp
Financial Aid Advisory Committee	Open
Financial Aid Advisory Committee	Jill Ventrone

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

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Financial Aid Advisory Committee	Elizabeth Salinas (Associate Faculty)*
Financial Aid Advisory Committee	Daniel Alvarez (Associate Faculty)*
Hispanic Serving Institution Advisory Committee committee in transition; reach out to the Office of IDEA for info	
Hispanic Serving Institution Advisory Committee	Freddy Ramirez
Hispanic Serving Institution Advisory Committee	Pedro Morgado
Hispanic Serving Institution Advisory Committee	Israel Pastrana
Hispanic Serving Institution Advisory Committee	Kristine Arquero
Hispanic Serving Institution Advisory Committee	Daniel Alvarez (Associate Faculty)*
Hispanic Serving Institution Advisory Committee	Kat Soto-Gomez (Associate Faculty)*
Hispanic Serving Institution Advisory Committee	Melody Vivar (Associate Faculty)*
Hispanic Serving Institution Advisory Committee	Iris Ayala-Swindell (Associate Faculty)*
Honors Scholar Program Advisory Committee <i>meets twice a month, scheduled by shared availability, in Zoom</i>	6-9 FT, 2 Couns, 1-2 Associates; 2 yr terms for members Chair: Tina Walker
Honors Scholar Program Advisory Committee	Tina Walker (Chair)
Honors Scholar Program Advisory Committee	Khang Nguyen
Honors Scholar Program Advisory Committee	Zika Perovic
Honors Scholar Program Advisory Committee	Rob Bond
Honors Scholar Program Advisory Committee	Lise Flocken
Honors Scholar Program Advisory Committee	Billy Gunn
Honors Scholar Program Advisory Committee	Daniel Ante-Contreras
Honors Scholar Program Advisory Committee	Tina Walker
Honors Scholar Program Advisory Committee	Delores Loedel
Honors Scholar Program Advisory Committee	Meaghan Baril (Associate Faculty)*

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Faculty Committee Assignments 2026-2027

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Honors Scholar Program Advisory Committee	Alexis Faust-Rolland (Associate Faculty)*
IDEA Advisory Committee/Accessibility Workgroup	<i>appointed by role</i>
IDEA Advisory Committee	Xuchi Eggleton (DEqCC member)
IDEA Advisory Committee	Israel Pastrana (DEqCC chair)
Accessibility Workgroup	Jim Julius (DE Coordinator)
IDEA Advisory Committee	Don Love
IDEA Advisory Committee	Shawntae Mitchum
International Education Advisory Committee <i>1st Fridays, 11:00am-1:00pm</i>	
International Education Advisory Committee	Anthony Ongyod (Co-Chair)
International Education Advisory Committee	Cristina Toharia
International Education Advisory Committee	Jeff Murico
International Education Advisory Committee	John Kirwan
International Education Advisory Committee	Rob Bond
International Education Advisory Committee	Donny Munshower
International Education Advisory Committee	David Parker
International Education Advisory Committee	Emiko Kiyochi
International Education Advisory Committee	Luke Lambert
International Education Advisory Committee	Andrea Petri
International Education Advisory Committee	Rick White
International Education Advisory Committee	Ruben Gomez
International Education Advisory Committee	Stephen Torok
Math, Engineering, Science Achievement (MESA) <i>typically meets once a month, times to be determined, Zoom and in-person</i>	Members: 1 Counselor and a minimum of 4 STEM faculty who serve for fall 2026 and spring 2027
Math, Engineering, Science Achievement (MESA)	Theresa Bolanos (Chemistry)
Math, Engineering, Science Achievement (MESA)	Nery Chapeton-Lamas (CS)
Math, Engineering, Science Achievement (MESA)	Pedro Morgado (BIO)

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Faculty Committee Assignments 2026-2027

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Math, Engineering, Science Achievement (MESA)	Kellita Felton (Physics)
Math, Engineering, Science Achievement (MESA)	Leila Safaralian (Math)
Math, Engineering, Science Achievement (MESA)	Markus Berrien (Counseling Faculty)
San Elijo Advisory Group <i>twice a semester, 3rd Fridays, 9:00am-10:30am, Zoom and in-person</i>	
San Elijo Advisory Group	Tony Burman
San Elijo Advisory Group	Eric Robertson
San Elijo Advisory Group	Eric Snortum
San Elijo Advisory Group	Luke Lambert
San Elijo Advisory Group	Lauren McFall
San Elijo Advisory Group	Rob Bond
San Elijo Advisory Group	Jed Schlueter
San Elijo Advisory Group	Carmen Hamson (Associate Faculty)*
Student Accessibility Services (SAS) <i>meets once a semester in Zoom</i>	organizer: Jeff Higginbotham
Student Accessibility Services (SAS)	Magdalena Zepeda
Student Accessibility Services (SAS)	Jeff Higginbotham
Student Accessibility Services (SAS)	Michelle Farnam
Student Accessibility Services (SAS)	Robert Kelley
Student Accessibility Services (SAS)	Hilda Gomez-Zinn
Student Accessibility Services (SAS)	Daniel Ante-Contreras
Student Accessibility Services (SAS)	Krista Warren (Associate Faculty)*
Student Accessibility Services (SAS)	David Bonds
Student Accessibility Services (SAS)	Veronica Bloss
Student Accessibility Services (SAS)	Himgauri Kulkarni
Student Accessibility Services (SAS)	yoshimi hayashi

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

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Service Learning Advisory Committee <i>meets once a semester, Hyflex</i>	organizer: Bea Palmer
Service Learning Advisory Committee	Min Choi
Service Learning Advisory Committee	Thong Nguyen
Service Learning Advisory Committee	Jacob Strona
Service Learning Advisory Committee	Robin Allyn (Associate Faculty)*
Service Learning Advisory Committee	Veronica Bloss
Student Conduct and Police Advisory Committee <i>2nd Wednesdays, 3pm-4pm, Zoom and In-person</i> Committee Information: The committee supports equity-minded, trauma-informed improvements to our student conduct and campus policing processes. We look at relevant data, discuss campus climate and safety topics, and share recommendations with the superintendent/president to help keep MiraCosta welcoming and safe for everyone. Student Conduct and Police Advisory Committee Charter 2025-26	facilitator: Elba Gomez, VP of Administrative Services
Student Conduct and Police Advisory Committee	Thao Ha (Instructional, Full-time Faculty)
Student Conduct and Police Advisory Committee	Ruben Gomez (Instructional Faculty)
Student Conduct and Police Advisory Committee	open (Associate Faculty)*
Student Conduct and Police Advisory Committee	Don Love (General Counseling)
Student Conduct and Police Advisory Committee	Shayla Turk (SAS Counselor)
Student Conduct and Police Advisory Committee	Abby Burd (Mental Health)
Student Conduct and Police Advisory Committee	Ghada Osman (Mental Health)
Student Conduct and Police Advisory Committee	Israel Pastrana (DEqCC chair)
Student Services Council	Assigned by virtue of role coordinator - Lise Flocken
Student Services Council	Lise Flocken
Student Services Council	Yesenia Balcazar
Student Services Council	Jeff Higginbotham
Sustainability Advisory Committee <i>meets 3rd Fridays 10:30-12:00pm via Zoom</i>	contact: Sandra Chavez
Sustainability Advisory Committee	Theresa Bolanos

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Sustainability Advisory Committee	Robert Falero
Sustainability Advisory Committee	Eric Carstensen
Sustainability Advisory Committee	Steve Torok
Sustainability Advisory Committee	Janelle West
Transfer Center Advisory Committee <i>meets ad hoc for reporting purposes</i>	chair: Lise Flocken composition: 6 members
Transfer Center Advisory Committee	Lise Flocken
Transfer Center Advisory Committee	Kristi Wish
Transfer Center Advisory Committee	Freddy Ramirez
Transfer Center Advisory Committee	David Bonds
Transfer Center Advisory Committee	Arlie Langager

Additional Assignments

Committee on Exceptions <i>twice a month Thursday for 1.5 hours, Zoom</i>	Contact: Ailene Crakes, dean of counseling Facilitator: Valerie Lopez composition & charge
Committee on Exceptions, Counseling Faculty Representative - San Elijo	Jed Schlueter (1st term; ends Sp29)
Committee on Exceptions, Counseling Faculty Representative - General	Arti Duo (1st term; ends Sp29)
Committee on Exceptions, Articulation Officer Representative	Ticey Hosley (1st term; ends Sp28)
Committee on Exceptions, Student Accessibility Services Representative	Michelle Farnam (1st term; ends Sp28)
Committee on Exceptions, Instructional Faculty Representative	Rhonda Welch-Scalco (1st term; ends Sp27)
NCHEA Board <i>once a month Thursday, 3:30pm-5:00pm, Zoom and in-person</i>	
NCHEA Board	open
NCHEA Board	Lise Flocken, Transfer Center Coordinator-Required by NCHEA Bylaws
NCHEA Board	Delores Loedel, PDP Coordinator – Required by NCHEA Bylaws

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

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Traffic and Parking Committee <i>completes a safety walk of each campus and meets once per semester, in-person</i>	Chair: Chief of Police, Valencia Saadat
Traffic and Parking Committee	Matt Falker
Traffic and Parking Committee	Veronica Bloss
Traffic and Parking Committee	Adrean Askerneese
Veterans Advisory Committee <i>meetings time and location TBD</i>	Chair: Jillian Ventrone The MiraCosta College Veterans Advisory Committee advises institutional leadership on strengthening services, policies, and support for student veterans, active-duty military members, and their dependents. See charge document
Veterans Advisory Committee, Instructional Faculty	Jake Strona
Veterans Advisory Committee, Instructional Faculty	Katherine Steelman
Veterans Advisory Committee, Instructional Faculty	Lesley Doig
Veterans Advisory Committee, Counseling Faculty	Jill Ventrone (chair)
Veterans Advisory Committee, Counseling Faculty	Donny Munshower
Veterans Advisory Committee, Counseling Faculty	Shaylah Turk

MCCAAF

Executive Committee (Elected members)	
Krista Warren Yagubyan	President
Daniel Alvarez	Vice President
Anastasia Zavodny	Secretary
Dawn Diskin	Treasurer

FA COUNCIL

Executive Committee (Elected members)		
Billy Gunn	President	Film
dara	Vice President	Letters
Luke Lara	Ombudsperson	Counseling: General
Michelle Farnam	Exec Treasurer	SAS
Jeanine Sepulveda	Exec at Large	Biology
Mary Gross	Immediate Past President	ESL
Faculty Assembly Council (Appointed by the FA President)		
Abby Burd	Councilperson	Mental Health Counseling
Min Choi	Councilperson	Media Arts & Technologies
Paul Clarke	Councilperson	Drafting Design
Rich Dicker	Councilperson/TREC Liaison	Nursing

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Leigh Cotnoir	Councilperson	Media Arts & Technology
Lesley Doig	Councilperson	History
Steve Isachsen	Councilperson	Computer Studies
Mark Laurel	Councilperson	Math
Sinar Lomeli	Councilperson	General Counseling
Richard Ma	Councilperson	Library
Kent McCorkle	Councilperson	Chemistry
Casey McFarland	Councilperson	Kinesiology Health Nutrition
Michelle Odom	Councilperson	Nursing
Jacob Strona	Councilperson	Letters
Kristi Wish	Councilperson	Transfer Counseling
Katherine Steeman	Councilperson	Ethnic Studies
Jose Sanchez	Councilperson	Noncredit General

Draft

Academic Senate - Office Inventory

Welcome Curry

Office	Campus	Occupants
T-111	OCN	Delores Loedel, Stefan Ignatovski
T-112	OCN	Jacob Strona, Reserved for New Hire - General-Purpose
T-113	OCN	
T-114	OCN	
T-115	OCN	Thao Ha, Robert Falero
T-116	OCN	Scott Fallstrom
T-118	OCN	Learning Center Staff, Learning Center Staff
T-210-04	OCN	
T-210-05	OCN	
T-210-07	OCN	Curry Mitchell
T-220-04	OCN	
T-220-05	OCN	
T-220-06	OCN	
T-220-07	OCN	
T-220-08	OCN	
T-260-05	OCN	
T-260-06	OCN	
T-260-07	OCN	
T-270-05	OCN	
T-270-06	OCN	
T-270-14	OCN	
T-270-15	OCN	
T-530	OCN	India Pierce
T-531	OCN	
T-532	OCN	Faculty Assembly
T-533	OCN	Craig Perez
T-534	OCN	Katherine Steelman
T-536	OCN	Anthony Ongyod
T-537	OCN	Olivia Quintanilla
T-538	OCN	Rick White
T-550	OCN	
T-551	OCN	Eduardo Mariscal

T-552	OCN	
T-556	OCN	Michael Paulding
T-557	OCN	
T-558	OCN	
2009	OCN	Eric Bishop
2010	OCN	Tracy Williams
2022A	OCN	Sean Fanning
2111	OCN	Yoshimi Hayashi, Leah Cluff
2206	OCN	Matt Falker, Gilbert Neri
2215	OCN	Stephen Torok, Daniel Siegel
2220	OCN	Arlie Langager
2268	OCN	Jonathan Marquis, Dean Ramos
2274	OCN	Lauren Greenwald, Xuchi Eggleton
2705	OCN	Dave Massey
2706	OCN	Billy Gunn
2707	OCN	
28-108	OCN	
28-109	OCN	Leigh Cotnoir, Phillip Boland
28-111	OCN	Jade Hidle, Himgauri Kulkarni
28-112	OCN	Karl Cleveland, Min Choi
30-121	OCN	Lilia Vidal
30-122	OCN	Theresa Bolanos
30-123	OCN	Maria Figueroa
30-124	OCN	Rachel Hastings
30-125	OCN	Alexis Tucker Sade, Amena Coronado
30-127	OCN	Adam Chin
30-128	OCN	Bruce Hoskins
30-129	OCN	David Bonds
30-130	OCN	Lesley Doig
30-131	OCN	Lisa Fast
30-132	OCN	Tyrone Nagai
30-133	OCN	Keith Chan, New Sociology Hire
30-141	OCN	Jim Sullivan
30-142	OCN	Shafin Ali
30-143	OCN	Taya Lazootin
30-144	OCN	Jeff Murico

30-145	OCN	Israel Pastrana
30-146	OCN	John Kirwan
30-147	OCN	Rhonda Welch-Scalco
30-155	OCN	Violeta Sanchez, Zulema Diaz
30-156	OCN	Leola Powers
30-157	OCN	John Phillips
30-158	OCN	Christopher Sleeper
30-159	OCN	Danielle Barnett, Sarah Kirk
30-160	OCN	Robert Kelley
30-161	OCN	Steve Eso
31-107	OCN	Academic Senate President
31-108	OCN	Cultural Competency and FLEX Programs
31-109	OCN	Curriculum and Academic Affairs
31-110	OCN	FA & MCCAAF
31-111	OCN	Classified Senate President
3614	OCN	Daniel Ante-Contreras, Aaron Roberts
3615	OCN	
3616	OCN	Mary Beth Headlee, Leila Safaralian
3617	OCN	Nery Chapeton Lamas
3618	OCN	JahB Prescott, Marina Argueta
3619	OCN	Jose Jara, Chad Tsuyuki
3620	OCN	Zika Perovic, Polo Mariscal
3621	OCN	Angela Beltran-Aguilar, Lemee Nakamura
3622	OCN	Serena Mercado, ~ dara
3623	OCN	Keith Dunbar, Kellita Felton
4018	OCN	Paul Katson, Ignacio Castaneda Garcia
4057	OCN	Waldemar Perez, Barbara Juncosa
4403	OCN	Dingguo Zhang, Carlos Rojo
4405	OCN	Kyle Arriola
4601	OCN	Kent McCorkle, Reserved for New Hire - Sciences
4602	OCN	Kristine Arquero, Pierre Goueth
4603	OCN	Rica French
4608	OCN	Mary Gross, Dominique Ingato
4609	OCN	Jeanine Sepulveda, Adrea Gonzalez-Karlsson
4620	OCN	David Parker, Paul Clarke
4621	OCN	Catherine Walker, Suzie Bailey
4702	OCN	Andrea Petri

4703	OCN	Cristina Toharia, Rosa Viramontes
4704	OCN	Pilar Hernandez
4810	OCN	Christina Sharp, Stacey Hull
4811	OCN	Janelle West, Tina Walker
4812	OCN	Eric Carstensen, Suganya Sankaranarayanan
4813	OCN	Ruben Gomez, Nate Scharff
4814	OCN	Emiko Kiyochi
5133	OCN	Giana Carey, Emily Mercuri
5134	OCN	Rich Dicker, New Simulation Skills Hire
5136	OCN	Alison Phinney, Bobbi-Sue Bailey
5137	OCN	Roland Estrella, Allison Perkins
5138	OCN	Yana Gardiner, Natalie Gonzales
5139	OCN	Yvette Duncan
5143	OCN	Michelle Odom, Olivia Dalton
5314	OCN	Robert Fulbright
5315	OCN	Steve Isachsen, Casey McFarland
5316	OCN	Gail Meinhold
7005-B	OCN	Erika Peters
7056	OCN	Mark Laurel
7057	OCN	Ashley Davis, New Horticulture Hire
7058	OCN	Pedro Morgado
8010	OCN	Yi-Cheng Hu
8012	OCN	Claudia Flores
411	SAN	Christina Johnson, Lynn Trzoss
412	SAN	Thong Nguyen, Kaitlin Fisher
504	SAN	Eric Snortum, Khang Nguyen
510	SAN	Robert Bond
511	SAN	Janeen Apalatea
512	SAN	
513	SAN	Sean Davis
602	SAN	Kelly Hagen, Luke Lambert
603	SAN	Shannon Myers
604	SAN	Sam Arenivar
605	SAN	Tacey Hosley
608	SAN	Eric Robertson, Tony Burman



Fall 2026 and Spring 2027 – FTE/LHE Reassigned Time for AS Leadership

Academic Senate Leadership

AS President: Jim Sullivan	0.8 FTE (12 LHE)
AS Vice President: Afifa Zaman	0.4 FTE (6 LHE)
AS Coordinating Officer: Robin Allyn	0.2 FTE (3 LHE)
Total:	1.4 FTE

Academic Senate Subcommittee Faculty Chairs

Academic Affairs (AAC): Daniel Ante-Contreras (term limited)	0.3 FTE (4.5 LHE)
Courses & Programs (C&P) Chair: Scott Fallstrom	0.67 FTE (10 LHE)
Diversity, Equity, and Cultural Competency (DEqCC): Israel Pastrana (term limited)	0.27 FTE (4 LHE)
Professional Development Program (PDP) Coordinator: Delores Loedel (term limited)	0.27 FTE (4 LHE) & 66 hours Summer
	Subtotal: 1.5

Faculty Chairs / Governance

Budget & Planning (BPC): Kent McKorkle	0.2 FTE (3 LHE)
Institutional Program Review (IPRC) Co-chair (split): Kaitlin Fisher	0.2 FTE (3 LHE)
Cynthia Gonzales	0.2 FTE (3 LHE)
Outcomes & Assessments (OAC) Chair: Christopher Sleeper	0.3 FTE (4.5 LHE)
SLO Coordinator: Theresa Bolanos	0.2 FTE (3 LHE)
Core Competency Coordinator: Lynn Trzoss	\$5,000 stipend per semester (MOU)
	Subtotal: 1.1 FTE

Total: 2.6 FTE

Faculty Leadership

Joyful Teacher: Erica Duran	0.4 FTE (6LHE) & 66 Hours Summer
Honors/PTK Coordinator: Tina Walker	0.6 FTE (9 LHE) & 99 Hours Summer
TREC Chair: Chad Tsuyuki	.2 FTE (3 LHE)* & 33 summer hours (may be increased by mutual agreement); for 2025/2026 agree to .3 (4.5 LHE)

Academic Senate Composition and Calendar for 2026-2027

Academic Senate regular meetings are held the first and third Friday of each month from 9:00am to 11:00am (unless otherwise noted below)

Fall 2026 (8 meetings) August 21st, 3rd Friday, Retreat & First Meeting, 9am-1pm September 4th, 1st Friday September 18th, 3rd Friday October 2nd, 1st Friday October 16th, 3rd Friday November 6th, 1st Friday November 20th, 3rd Friday December 4th, 1st Friday	Spring 2027 (9 meetings) January 29, 5th Friday, Faculty Town Hall, Time TBD February 5th, 1st Friday February 19th, 3rd Friday March 5th, 1st Friday March 19th, 3rd Friday Spring break, no meeting April 16th, 3rd Friday May 7th, 1st Friday May 21st, 3rd Friday
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Academic Senate Leadership

Jim Sullivan, President

Afifa Zaman, Vice President

Robin Allyn, Coordinating Officer

Full-time Senators

Polo Mariscal, 1st year of 2-year term

Jorge Guerrero, 1st year of 2-year term

Shawn Firouzian, 1st year of 2-year term

Ghada Osman, 1st year of 2-year term, reelected

Alexis Tucker Sade, 2nd year of 2-year term, reelected

Kristine Arquero, 2nd year of 2-year term

Sean Davis, 2nd year of 2-year term

Open Seat

Associate Faculty Senators

Sarah Gross, 1st year of 2-year term, reelected

Brian Page, 1st year of 2-year term, reelected

Julie Graboi, 2nd year of 2-year term, reelected

Krista Warren, 2nd year of 2-year term, reelected

Katrina Tamura, 2nd year of 2-year term

Academic Senate Ex-officio Member

To be selected, College President and Superintendent

Academic Senate ASG Representative

To be selected

Academic Senate Admin

Arielle Locke

Academic Senate Subcommittee Leadership

CPC: Scott Fallstrom, chair

AAC: Daniel Ante-Contreras, chair

MOE: Jim Julius and Nadia Khan, co-chairs

DEqCC: Israel Pastrana, chair

SAC: Angela Senigaglia, chair

Equivalency: Ashley Davis

PDP: Delores Loedel

SLC: Luke Lambert

2027-2028 Academic Calendar : 16 Weeks

Summer 2027

Jun 7 Summer Term Begins
 Jun 18 Juneteenth
 (Legal Observance)
 Jul 5 Independence Day
 (Legal Observance)
Jul 30 Summer Term Ends

Fall 2027

Aug 9-12 Professional Learning (Flex)
 Aug 13 All-College Day
Aug 16 Fall Term Begins
 Sep 6 Labor Day (Legal Holiday)
 Nov 11 Veterans Day
 (Legal Holiday)
 Nov 22-27 Fall Break (No Classes)
 Nov 25 Thanksgiving Day
 (Legal Holiday)
 Nov 26 Campus Closed (Local Holiday)
Dec 11 Fall Term Ends
 Dec 13 Professional Learning (Flex)
 Dec 23 Campus Closed (Local Holiday)
 Dec 24 Christmas (Legal Observance)
 Dec 23-31 Campus Closed
 Dec 31 New Years (Legal Observance)

Winter 2028

Jan 3 Winter Term Begins
 Jan 17 Dr. Martin Luther King, Jr. Day
 (Legal Holiday)
Jan 28 Winter Term Ends

Spring 2028

Jan 24-28 Professional Learning (Flex)
Jan 31 Spring Term Begins
 Feb 18 Lincoln Day (Legal Observance)
 Feb 21 Washington Day
 (Legal Holiday)
 Mar 27- Apr 1 Spring Break (No Classes)
 Mar 31 Campus Closed (Local Holiday)
May 26 Spring Term Ends
 May 26 Commencement
 May 29 Memorial Day (Legal Holiday)

Summer 2027

June 2027						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Fall 2027

August 2027						
S	M	T	W	Th	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Winter 2028

January 2028						
S	M	T	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Spring 2028

February 2028						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

July 2027

S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2027

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March 2028

S	M	T	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

KEY

- Legal/Local Holidays
(Campus Closed, No Classes)
- Non-class Days
- Summer Term
- Fall Term
- Winter Term
- Spring Term
- Fall/Spring Break
- Commencement
- Professional Learning (Flex)
- All-College Day
- Winter Term & Flex

October 2027

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2028

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November 2027

S	M	T	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2028

S	M	T	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 2027

S	M	T	W	Th	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15 16 16 16 15 15

83 Instructional Days
 (includes 5 instructional Saturdays:
 2/19, 3/11, 4/8, 4/29, 5/20)
 5 Days of Flex

15 16 16 15 16 15+1
 82 Instructional Days
 (includes 4 instructional Saturdays:
 9/11, 10/9, 11/13, 12/11)
 1 All-College Day | 5 Days of Flex



2028-2029 Academic Calendar : 16 Weeks

Summer 2028

Jun 5 **Summer Term Begins**
 Jun 19 Juneteenth
 (Legal Observance)
 Jul 4 Independence Day
 (Legal Observance)
 Jul 28 **Summer Term Ends**

Fall 2028

Aug 7-10 Professional Learning (Flex)
 Aug 11 All-College Day
Aug 14 Fall Term Begins
 Sep 4 Labor Day (Legal Holiday)
 Nov 10 Veterans Day
 (Legal Observance)
 Nov 20-25 Fall Break (No Classes)
 Nov 23 Thanksgiving Day
 (Legal Holiday)
 Nov 24 Campus Closed (Local Holiday)
Dec 9 Fall Term Ends
 Dec 11 Professional Learning (Flex)
 Dec 22 Campus Closed (Local Holiday)
 Dec 25 Christmas Day (Legal Holiday)
 Dec 22-Jan 1 Campus Closed

Winter 2029

Jan 1 New Year's Day
 (Legal Observance)
Jan 2 Winter Term Begins
 Jan 15 Dr. Martin Luther King, Jr. Day
 (Legal Holiday)
Jan 26 Winter Term Ends

Spring 2029

Jan 22-26 Professional Learning (Flex)
Jan 29 Spring Term Begins
 Feb 16 Lincoln Day (Legal Observance)
 Feb 19 Washington Day (Legal Holiday) □
 Mar 26-31 Spring Break (No Classes)
 Mar 30 Campus Closed (Local Holiday)
May 25 Spring Term Ends
 May 25 Commencement
 May 28 Memorial Day (Legal Holiday)

Summer 2028

June 2028						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Fall 2028

August 2028						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Winter 2029

January 2029						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Spring 2029

February 2029						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

July 2028

S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2028

S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 2029

S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

KEY

- Legal/Local Holidays
 (Campus Closed, No Classes)
- Non-class days
- Summer Term
- Fall Term
- Winter Term
- Spring Term
- Fall/Spring Break
- Commencement
- Professional Learning (Flex)
- All-College Day
- Winter Term & Flex

October 2028

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2029

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November 2028

S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 2029

S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 2028

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Instructional Days Summary

15 16 16 16 15 15
 83 Instructional Days
 (Includes 5 instructional Saturdays:
 2/17, 3/10, 4/7, 4/28, 5/19)
 5 Days of Flex

15 16 16 16 15 15+1
 82 Instructional Days

(Includes 4 instructional Saturdays:
 9/9, 10/14, 11/11, 12/9)
 1 All-College Day | 5 Days of Flex



Students may repeat courses in which substandard grades (less than "C" and including EW, MW, W, or NP) were earned. The Board has determined reasonable limitations on course repetition as described in AP 4225.

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Under special circumstances, students may repeat courses in which a "P" or a grade of C or better was earned. The special circumstances are defined in AP 4225 and in accordance with title 5 section 55040.

~~"Course enrollment" occurs when a student receives an evaluative (A, B, C, D, F, P/CR, NP/NC) or non-evaluative (I, IP, RD, W, EW, MW) symbol for a course. Enrollments include any combination of withdrawals and repetition. A student may withdraw and receive a "W" symbol on their record for enrollment in the same course no more than three times (see Administrative Procedure 5075 Withdrawals). A grade of EW will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.~~

~~"Course repetition" occurs when a student who has previously received an evaluative symbol in a particular course re-enrolls in that course and receives another evaluative symbol.~~

~~MiraCosta College, in accordance with Title 5 section 55040, allows repetition to occur only under the following circumstances:~~

- ~~A. The course has been designated as repeatable.~~
- ~~B. The student needs to repeat a course to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.~~
- ~~C. The student needs to repeat a course in which they earned a less than-satisfactory or failing grade (D, F, NP/NC) in order to alleviate substandard academic work.~~
- ~~D. The student needs to repeat a course due to a significant lapse of time.~~
- ~~E. The student needs to repeat a course due to extenuating circumstances that justify the repetition, regardless of whether or not substandard academic work was previously recorded.~~
- ~~F. A student with a disability needs to repeat a special class for students with disabilities.~~

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When course repetition occurs, the student's permanent academic record will clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

Nothing in this policy and associated administrative procedure conflicts with policies pertaining to the finality of grades assigned by instructors or the retention and destruction of student records.

MiraCosta Community College District

Page 1 of 1

Adoption History: 5/5/09, 4/20/10, 4/24/12, 8/16/18, 5/16/24
Periodic Review: 11/18/15, 5/19/22
References: Title 5, §§55023(a), 55040, [55041](#), [55042](#), [55044](#), [58161](#)
Reference Update: 2/9/17
Steering: CPC / AS
CCLC Update: #29, 10/16; #32, 4/18

Definitions

- A. Enrollment:** Course enrollment occurs when a student receives an evaluative (A, B, C, D, F, P, NP) or non-evaluative (I, IP, RD, W, EW, MW) symbol for a course. Satisfactory grades (A, B, C, and P) are related to successful completion of a course, while substandard grades are less-than-satisfactory or failing (D, F, NP). Enrollments include any combination of withdrawals and repetition. A student may withdraw and receive a “W” symbol on their record for enrollment in the same course no more than three times (see Administrative Procedure 5075–Withdrawals). GA-grades of MW or EW will neither ~~not~~ be counted toward the permitted number of withdrawals nor counted as an enrollment attempt.
- B. Repetition:** Course repetition occurs when a student who has previously received an evaluative symbol in a particular course re-enrolls in that course and receives another evaluative symbol.
- C. Courses Related in Content (CRC):** Active participatory courses that share a similar primary educational objective in kinesiology, visual arts, and performing arts are grouped together. Students are allowed four enrollments within each group of courses related in content (CRC), but each course in the group may be taken only once unless its catalog description indicates it is repeatable. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances.

In specific cases in which the CSU/UC major preparation unit requirement can be attained only by enrolling more than four times in courses related in content, students are permitted the number of enrollments necessary to reach the unit requirement. When this exemption is invoked, the excess enrollments are not recorded for apportionment.

Allowable Repetition

MiraCosta College, in accordance with Title 5, allows repetition of credit courses, including work experience education and internship studies, to occur only under the following circumstances.

MiraCosta Community College District

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Effective Date:	5/5/09, 4/20/10, 4/24/12, 8/13/13, 8/12/14, 9/1/15, 6/21/18, 6/8/23, 4/04/24
Periodic Review:	4/21/22
References:	Title 5, §§55023, 55024, 55040 – 55043, 55045, 55253, 56029, 58161, <u>58416</u> <u>Education Code Section 76224</u>
CCLC Update:	#30, 4/17; #29, 10/16; #27, 10/15; #23, 10/13; #32, 4/18
Steering:	CPC / AS

A. Course Has Been Designated as Repeatable (per Title 5 sections 55000, 55040(b)(1), 55041). Credit courses are not allowed multiple enrollments unless they meet one of the following exceptions:

1. If a UC or CSU campus requires a specific unit amount for a major preparation course, the course can be repeated by any student to meet that unit requirement.
2. Intercollegiate athletics courses may be repeated up to three times. An intercollegiate athletics course is a course in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course that supports the organized competitive sport.
3. Intercollegiate academic or vocational competition courses may be repeated up to three times. Such courses must be necessary for participation in nonathletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. Participation in the event must be directly related to course content and objectives.

When a course is repeated under the repeatable course provision, the grade received each time shall be included for purposes of calculating the student's grade-point average.

B. Repetition to Meet a Legally Mandated Training Requirement (per Title 5 sections 55000, 55040(b)(8)). A legally mandated training course is a course that is required by statute or regulation as a condition of paid or volunteer employment. A student may repeat a course to meet a legally mandated training requirement for credit any number of times; however, the student must provide the Admissions and Records Office with certification or documentation of the mandated training each time.

When a course is repeated to meet a legally mandated training requirement, the grade received each time shall be included for purposes of calculating the student's grade-point average.

C. Repetition Due to a Significant Change in Industry or Licensure Standards (per Title 5 section 55040(b)(9)). A student may petition the Committee on Exceptions to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times.

When a course is repeated due to a significant change in industry or licensure standards, the grade received each time shall be included for purposes of calculating the student's grade-point average.

D. Repetition to Alleviate Substandard Coursework (per Title 5 sections 55040(b)(2), 55042). A student may repeat a nonrepeatable course in which they earned a substandard grade (~~less than C and including NP~~) at MiraCosta College or at any other accredited college or university.

1. ~~If the student receives a satisfactory grade after repeating the course once, they may not repeat the course a second time under the repetition to alleviate substandard coursework provision. If the student repeats a course once and earns a satisfactory grade, no additional repetition is permitted under this provision.~~
2. If the student repeats the course and receives another substandard grade or W, they may ~~repeat~~ enroll the course one additional final time.
3. If a student earns upon the second repetition the student receives another substandard grade or W after the second repetition, no further repetition is permitted. ~~they may not repeat the course a third time under the repetition to alleviate substandard coursework provision except by petition to the Committee on Exceptions.~~

The student must petition the Committee on Exceptions for consideration of any additional attempts.

Upon each repetition of a course to alleviate substandard coursework, the most recent evaluative grade earned will be computed in the student's cumulative grade-point average and annotated on the student's permanent academic record.

A student may alleviate up to two substandard grades for repetition of a repeatable course provided that no additional enrollments are permitted beyond the four-enrollment maximum established for repeatable courses.

In determining transfer of a student's credits, MiraCosta College will honor similar, prior course repetition actions by other accredited colleges and universities.

E. Repetition Due to Significant Lapse of Time (per ~~§~~ Title 5 sections 55040(b)(3), 55043). A student may petition to the Committee on Exceptions to repeat a course in which they earned a satisfactory grade if it has been at least 36 months since the student took the course and one of the following:

1. The district has established a recency prerequisite for a course or program.
2. An institution of higher education to which the student seeks to transfer has established a recency requirement that the student will not be able to satisfy without repeating the course. Pursuant to petition, the student may be allowed to repeat a course where less than 36 months have elapsed if the student documents the repetition is necessary for ~~his or her~~ their transfer to the institution of higher education.

When a student has exhausted the number of permitted repetitions in a repeatable course or enrollments within a ~~family of courses~~ CRC, they may repeat each course only once due to significant lapse of time.

The student must ~~submit a~~ petition ~~to~~ the Committee on Exceptions with supporting documentation as appropriate when petitioning for repetition due to significant lapse of time. Grades awarded for courses repeated under the

repetition due to significant lapse of time provision will replace the prior course not be counted in calculating a student's grade-point average.

- F. Repetition Due to Extenuating, Emergency, or Extraordinary Circumstances (per Title 5 sections 55040(b)(5), 55045).** A student may petition to the Committee on Exceptions to repeat a course based on a finding that the student's previous grade (whether substandard or passing) is, at least in part, the result of extenuating, emergency, or extraordinary circumstances. An emergency or extraordinary condition is an event that prevents the district from maintaining instruction for at least 175 days during a fiscal year (per Title 5 section 58146, subdivision (b)). Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the student's control. The student must provide the Committee on Exceptions with supporting documentation as appropriate when petitioning for repetition due to extenuating, emergency, or extraordinary circumstances.

When course repetition is approved under this provision, the student's previous grade will be disregarded in computing the student's grade-point average.

- G. Repetition of Special Classes for Students with Disabilities (per Title 5, sections 55040(b)(7), 56029, 58161(c)(2)).** A student may repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the following reasons:

1. The student's continuing success in other general and/or special classes is dependent on additional repetitions of a specific special class.
2. The student needs additional repetitions of a specific special class as preparation for enrollment into other regular or special classes.
3. The student has an educational contract plan that involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.

The district policy may allow the previous grade and credit to be disregarded in computing the student's grade-point average each time the course is repeated. ~~In such a case, the student will be referred to Admissions and Records to file a petition with the Committee on Exceptions.~~

Enrollment in Work Experience Education and Internship Studies

Students may earn a maximum of 14 units during one enrollment period (semester or summer session) in work experience education and internship studies (per Title 5, section 55253). The district may record all enrollments in work experience education and internship studies for apportionment (per Title 5, section 58161(f)(4)).

MiraCosta College Academic Senate HyFlex Recommendations, version 2

See also a [HyFlex Planning Guide](#) from 2022 with still-important questions

HyFlex (“Hybrid” + “Flexible”) instruction originated at San Francisco State University nearly 20 years ago. In its original form, HyFlex classes allowed for student choice of attendance across three modalities: in-person, synchronous online, or asynchronous online. When MiraCosta began piloting HyFlex classes in 2021, we limited HyFlex to two options for student attendance: in-person or synchronous online.

This document provides the Academic Senate’s recommendations on the next steps for supporting faculty and student success with HyFlex instruction at MiraCosta College.

The college should maintain the current definition of HyFlex as 2-in-1, synchronous online + in-person attendance as we continue our exploration of HyFlex instruction. The Academic Senate will consider other multi-modality course offering options in the future.

To strengthen HyFlex instruction, ensure equitable participation across all modalities, and maintain a safe learning environment, the Academic Senate strongly recommends:

- A consistent note in SURF be used for all HyFlex classes, regardless of department.
Recommendation: “HyFlex classes are ones in which students will have the choice to attend their class on Zoom or in person during scheduled class times. If attending in Zoom, students should keep their cameras on. The college provides a limited number of loaner laptops which include cameras.”
- The college provides options for students to have access to computers in HyFlex classrooms when needed for full participation in class activities. The college should consider options for providing headphones to students in classrooms.
- HyFlex classes are offered only in fully HyFlex-equipped classrooms and when scheduled as such in SURF.
- As HyFlex classrooms are being designed, faculty and departments are collaborators with ITS in decisions about hardware, software, and room configuration.
- Faculty who wish to have technological assistance and/or instructional support, such as an embedded tutor or Supplemental Instruction leader, when teaching a HyFlex class are able to work with their department and dean to find a solution to this in advance of scheduling them to teach a HyFlex class. Ideally, this is the default for faculty new to teaching HyFlex classes.
- Faculty have a clear process for receiving support and providing feedback about HyFlex technology through the Employee HelpDesk in order for them to use it effectively and for the classroom technology to be regularly improved.
- The college supports Program Review of HyFlex modality classes by including HyFlex as a distinct modality for selection on data dashboards.

For departments which choose to offer a HyFlex course, the Academic Senate establishes the following parameters and guidelines:

- A HyFlex course section should be scheduled only when the department and faculty member agree that it is appropriate to offer the section in that modality, and that the faculty member is prepared to teach a HyFlex class.
- Departments should include reflection upon and continual improvement of HyFlex class offerings in ongoing informal and formal ways through data analysis, including Program Review. This should include consideration of the needs, benefits, and challenges associated with offering HyFlex classes.
- If a department decides to offer a HyFlex program/pathway, it should be confident that there are sufficient faculty prepared and interested in teaching the necessary courses as HyFlex.

For faculty who choose to teach a HyFlex course, the Academic Senate establishes the following parameters and guidelines:

- Given HyFlex classes are Distance Education classes, faculty teaching HyFlex classes must have completed the institutional DE certification training and must teach HyFlex classes in compliance with [AP 4105](#).
- Given the 2-in-1 definition of the current HyFlex program, students need to be present in-person or in the live Zoom session to be [considered as attending](#), in accordance with the [MiraCosta College Commitment to Equitable use of Cameras in Online Instruction and Assessment](#). Certain patterns of onsite or online attendance should not be privileged over the other and asynchronous “attendance” is not an option.
- A course section that is scheduled as HyFlex should remain available as HyFlex for the entire term of the course section, regardless of instructor or student preferences, honoring [AS resolution R.2-20, Distance Education and the Course Schedule](#).
- From faculty purview and for purposes of training/professional development, there should be support for multiple HyFlex instructional approaches and motivations for offering a HyFlex class.
- Instructors should share their approach to recording HyFlex classes via Zoom with students, in accordance with the [Guidance for Synchronous Instruction at MiraCosta College to Protect Student Privacy](#).

The Academic Senate and its subcommittees will support HyFlex instruction in the following ways:

- The C3 Teaching and Learning Center, MOE/Online Education, and PDP/AS, in partnership with ITS, should ensure that HyFlex technology training and HyFlex course design/teaching workshops and resources are offered on a regular basis.

MiraCosta College commitment to equitable use of cameras in online instruction and assessment, v. 2

Maybe: MiraCosta College camera-on guidance for synchronous instruction & assessment

During the Covid-19 pandemic, MiraCosta College adopted a flexible cameras-on approach to synchronous online learning that centered respect for privacy, access, and equity when students had no choice but to continue their education in Zoom. Now, when students have multiple modality options for classes including in-person, asynchronous online, synchronous online, hybrid, and HyFlex classes, this commitment is being updated to support instructional engagement, attendance expectations, and academic integrity in synchronous online environments.

- Under normal circumstances, for course sections scheduled as HyFlex, synchronous online, or hybrid sections which include synchronous online instruction, or asynchronous online sections which include flexibly scheduled synchronous assessments or meetings as described in the class schedule, cameras on throughout the class session should be considered the default expectation.
 - The class schedule notes in SURF and the syllabus must indicate that students are required to have a reliable camera and must expect to keep the camera on as the default when attending class sessions, assessments, or meetings. The class schedule should also include technology loan information.
 - Faculty have discretion to allow cameras off as they deem appropriate, for example, if there are technology concerns for the student, or unexpected health, family, or work situations arise where privacy and/or safety may be a concern.
 - ~~Faculty may consider students who have cameras off without faculty permission or SAS accommodation as not participating and/or as not in attendance. This class policy must be explained on the syllabus.~~
 - Faculty are encouraged to consider circumstances if students express a need for their camera to be off. A class policy about how camera use can impact student attendance must be included on the syllabus.
- Should the college be forced into emergency remote instruction, cameras should be presumptively optional for course sections that switch to the synchronous online modality, and faculty must:
 - Consider alternatives to video such as audio and chat participation
 - Encourage the use of virtual and blurred video backgrounds
 - Allow student flexibility to turn off their cameras or mute audio as needed
 - Encourage the use of the text chat feature for participation and discussion
- Should emergency remote instruction extend beyond one semester, courses scheduled as synchronous online due to the circumstances may require cameras on to support course curriculum content and objectives, and/or to enhance academic integrity of assessments.

- If a camera is required to support learning and/or assessment in a scheduled online class, students will be notified of the requirement in the Class Notes in SURF as well as on the course syllabus.
- Faculty will require cameras only when necessary for learning and assessment. The camera requirement notification in the course syllabus should clearly identify the essential need for live video during class time and consider student privacy concerns and technical barriers.
- When possible, faculty are encouraged to create a confidential opt-out opportunity that allows the student to request an alternative to video participation.
- Except in unusual circumstances, department chairs should not make all sections of a course require cameras-on to ensure students have a choice and students who can't adhere to the requirements still have course options.

Credit Courses

Credit courses and their corresponding student learning outcomes are proposed by faculty, as described in Administrative Procedure 4020. Once submitted in the curriculum management system, credit course proposals are reviewed by the respective department chair, instructional dean, [faculty coordinator of online education](#), student learning outcomes coordinator, articulation officer, and technical review personnel before being forwarded to the Courses and Programs Committee (CPC).

All district personnel involved in the credit course approval process, including members of the CPC, receive training provided for in title 5 section 55100 regarding the rules, regulations, and local policies applicable to the approval of credit courses.

Upon CPC approval, credit courses are collected into a curriculum packet and recommended to the Academic Senate for ratification on its consent calendar and then forwarded directly to the board of trustees for final approval.

The CPC and board of trustees approve each credit course pursuant to title 5, sections 55002 and 55002.5, and the California Community Colleges Chancellor's Office Program and Course Approval Handbook (PCAH). Their approval includes verification that each credit course adheres to the calculation of credit hours as codified in Administrative Procedure 4020.

Board-approved credit courses are promptly reported to the Chancellor's Office Curriculum Inventory and Management Information Systems. No course that has been previously denied separate approval by the Chancellor's Office may be offered pursuant to title 5 section 55100 unless the proposed course has been modified to adequately address the reasons for denial and has been subsequently reapproved by the CPC, Academic Senate, and [board of trustees](#)~~Board of Trustees~~.

The MiraCosta Community College District provides annual certification to the California Community Colleges Chancellor's Office before the conclusion of each academic year that it has complied with the regulatory requirements relating to the approval of credit courses.

MiraCosta Community College District

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Effective Date: 1/19/10, 9/10/20, 6/23/22, 10/16/25
Periodic Review: 5/14/12, 8/13/13, 4/14/15
References: Title 5 §§55100, 55150
CCLC Update: -
Steering: CPC / AS

Noncredit Courses

Noncredit courses and their corresponding student learning outcomes are proposed by faculty, as described in Administrative Procedure 4020. Once submitted in the curriculum management system, noncredit course proposals are reviewed by the respective department chair, dean of Continuing and Community Education, student learning outcomes coordinator, [faculty coordinator of online education](#) and technical review personnel before being forwarded to the CPC.

District personnel involved in the noncredit course approval process, including CPC members, receive training provided for in title 5 section 55150 regarding the rules, regulations, and local policies applicable to the approval of noncredit courses.

Upon CPC approval, noncredit courses are collected into a curriculum packet and recommended to the Academic Senate for ratification on its consent calendar and then forwarded directly to the board of trustees for final approval.

The CPC and [board of trusteesBoard of Trustees](#) approve each noncredit course pursuant to title 5, section 55002 and the PCAH. Their approval includes verification that each noncredit course adheres to the attendance accounting procedures codified in Administrative Procedure 5070.

The district promptly reports all noncredit courses approved by the board to the Chancellor's Office Curriculum Inventory Management Information Systems.

In its annual certification to the Chancellor's Office before the conclusion of each academic year, the district verifies that it has complied with the regulatory requirements of title 5 section 55150 relating to the approval of noncredit courses.

The programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the superintendent/president shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include the following:

- A. Appropriate involvement of the faculty, the Courses and Programs Committee (CPC), and Academic Senate in all processes
- B. Regular review and justification of programs and course descriptions
- C. Opportunities for training for persons involved in aspects of curriculum development
- D. Consideration of job market and other related information for career education programs

All new programs and any recommendations for discontinuance of programs shall be submitted to the board of trustees for approval.

All new programs shall be submitted to the state California Community Colleges Chancellor's Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be submitted to the board of trustees for approval. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be submitted to the board for approval.

MiraCosta Community College District

Adoption History:	1/19/10, 6/19/12, 11/15/18, 6/20/24
Periodic Review:	4/14/15, 6/23/22
Reference Update:	5/14
References:	Education Code §§70901(b), 70902(b), 78016 Title 5, §§51000, 51022, 55002, 55100, 55130, 55150, 55256.5, <u>55090 et seq.</u> U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended 34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8 ACCJC Accreditation Standards 2.1, 2.2
CCLC Update:	#25, 11/14; #28, 4/16; #31, 10/17; <u>#47, 10/25</u>
Steering:	CPC / AS

Consistent with federal regulations applicable to federal financial-aid eligibility, the district shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program. At MiraCosta College, 54 total student learning hours is equivalent to 1 unit of credit, and the minimum unit increment is 0.5.

Work experience education courses shall adhere to the formula for credit hour calculations identified in ~~T~~itle 5 section 55253.

The Code of Federal Regulations defines clock hour programs (34 CFR 668). Clock hour programs are required to use the formula for calculating units of credit that is contained within the code.

The superintendent/president will establish procedures that prescribe the definition of “credit hour” consistent with applicable Title 5 and federal regulations as they apply to community college districts.

The superintendent/president shall establish procedures to assure that curriculum at the district complies with the definition of “credit hour” or “clock hour,” where applicable.

The superintendent/president shall also establish a procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

See Administrative Procedures 4020, 4021, and 4022.

MiraCosta College faculty, as empowered by Assembly Bill 1725, have primacy in the area of curriculum development and as such are responsible for managing and updating their curriculum in accordance with standards set forth by the California Code of Regulations (title 5), the California Community Colleges Chancellor's Office, and the Accrediting Commission for Community and Junior Colleges (ACCJC).

The Courses and Programs Committee (CPC), a subcommittee of the Academic Senate, makes recommendations pertaining to the programs and courses offered by the college primarily to the Academic Senate. The CPC acts by means of careful study and open discussion to ensure the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures.

The district shall develop and offer programs and curricula in ethnic studies as well as programs and curricula designed to promote cultural awareness and innovative approaches to ensure that historically marginalized students see themselves reflected in curriculum. Programs and curricula shall meet the needs of disproportionately impacted students by increasing their sense of belonging and their ability to complete a degree, credential, or certificate.

CPC shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

CPC shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.

The Courses and Programs Committee Handbook describes the roles and responsibilities of the CPC as well as the procedures for program and curriculum development at MiraCosta College including the documented procedures mentioned in title 5, section 55001. The handbook is reviewed annually and updated as needed by the CPC.

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Effective Date: 1/19/10, 5/14/12, 9/9/14, 4/8/16, 11/21/19, 6/8/23, 5/02/24

Periodic Review: 4/14/15, 5/19/22

Reference Update: 11/14

References: Title 5 §§51021, 55000 et seq., 55100 et seq.

34 Code of Federal Regulations Part 600.2; ACCJC Accreditation Standard 2.1, 2.2
U.S. Dept. of Education regulation on the Integrity of Federal Student Financial
Aid Programs under Title IV of the Higher Education Act of 1965, as amended

CCLC Update: #25, 11/14; #31, 10/17, #43, 10/23

Steering: CPC/AS

The MiraCosta Community College District provides annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under title 5 sections 55100 and 55130.

Credit Hour

One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work, which may include hours inside or outside of class.

A course requiring 96 hours or more total student work shall provide at least two units of credit. Work experience education courses shall adhere to the formula for credit hour calculations identified in Title 5 section 55253. Direct assessment competency-based education modules shall adhere to the formula for credit hour calculations identified in Title 5 section 55270.12. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

(See Administrative Procedure 4103: Experiential Education for work experience education credit hour calculations.)

A. Credit Hour Calculations

Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. The college shall use the following formula to determine the units of credit for a course:

(total contact hours + outside-of-class hours)/hours-per-unit divisor = units of credit

- **Total contact hours:** The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in title 5 sections 58050, 58051, and 58161. This number is the sum of all contact hours for the course in all calculations categories, including lecture, laboratory, discussion, etc. Contact hours for courses may include hours assigned to more than one instructional category (e.g., lecture and lab, lecture and clinical).
- **Outside-of-class hours:** Hours students are expected to engage in coursework outside of the classroom.
- **Hours-per-unit divisor:** The term-length multiplier for MiraCosta College, as assigned by the Chancellor's Office, is 17. Full-length fall and spring semester classes, short- and extended-term classes, and positive attendance classes use an hours-per-unit divisor ranging from 48 to 54.

To ensure compliance with state and federal regulations related to credit hour calculations, the course outline of record for each course shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

B. Expected Ratios of In-Class to Outside-of-Class Hours

As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside-of-class for every hour in-class. All other academic work must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated for the instructional category. However, in the natural sciences and other disciplines, it is standard practice in higher education to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside-of-class. These ratios are expressed as follows:

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (lecture, discussion, seminar, related work)	1	2
Laboratory (traditional lab, natural science lab, clinical, and similar)	3	0

C. Standards for Incremental Award of Credit

The minimum unit increment is 0.5 units. As a result, the minimum number of units for a course is a multiple of 0.5 units.

The total student learning hours required to reach a unit value are treated as a threshold. When increments are utilized, the college cannot award credits unless the total student learning hours have reached the minimum threshold for that number of units. MiraCosta College uses the following minimum and maximum hour thresholds for award of credit:

Units	Min–Max Hour Threshold
0.5	24–27
1	48–54
1.5	72–81
2	96–108
2.5	120–135
3	144–162
3.5	168–189
4	192–216
5	240–270

D. Federal Financial Aid Eligibility

For purposes of federal financial aid eligibility, a “credit hour” shall be not less than the following:

- A. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or
- B. At least an equivalent amount of work as required in the paragraph above for other academic activities as established by the college, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Academic and Progress Notice

Academic Notice - A student shall be placed on academic notice if they have attempted a minimum of 12 semester units resulting in an evaluative grade and a grade-point average of less than a 2.0.

A student on academic notice shall be removed from academic notice when the student's accumulated grade-point average is 2.0 or higher.

Progress Notice - A student shall be placed on progress notice if a) they have attempted a total of at least 12 semester units, and b) if fifty (50) percent or more of these attempted units resulted in grades of withdrawal (W), incomplete (I), or no pass (NP). A student placed on progress notice may submit an appeal to the Committee on Exceptions following procedures established by the superintendent/president.

A student on progress notice shall be removed from progress notice when the percentage of units in the categories of withdrawal (W), incomplete (I), , or no pass (NP) drops below fifty (50) percent.

Academic and Progress **Pause**

Academic **Pause** - A student on academic notice shall be placed on academic **pause** if the student's cumulative grade-point average in all units attempted remains below a 2.0 for a second consecutive semester.

Progress **Pause** - A student on progress notice shall be placed on progress **pause** if the percentage of units attempted in which grades of withdrawal (W), incomplete (I), or no pass (NP) remains at or above fifty (50) percent for a second consecutive semester.

A student subject to academic and/or **pause** may petition to the Committee on Exceptions in compliance with administrative procedures. Academic and/or progress **pause** may be postponed, and the student continue on academic and/or progress notice if the student shows evidence of extenuating circumstances or shows significant improvement in academic achievement.

References: Education Code §70902(b)(3)
Title 5, §§55030 to §55034
V.A. Chapter 34 Regulations 3474 and 3524
CCLC Update: #26, 4/18
Steering: AAC/AS

Readmission or Restart

A student who has been placed on academic or progress **pause** may be reinstated when the student:

- A. Does not attend for one semester.
- B. Consults with a counselor to determine whether the reasons that led to the academic and/or progress **pause** have been corrected sufficiently to enable improved performance.

Readmission may be granted, denied, or postponed according to criteria contained in administrative procedures.

The superintendent/president shall develop procedures for implementing this policy that complies with the Title 5 requirements.

~~Loss of Veterans Administration Educational Benefits~~

~~Veterans Administration regulations require that a student or other eligible persons lose their educational assistance benefits when the student ceases to make satisfactory progress toward completing their training objective.~~

See Administrative Procedures 4250 and 4255.

This administrative procedure applies to college-credit students only.

- A. Academic Notice – A student shall be placed on academic notice if they have attempted a minimum of twelve (12) semester units resulting in an evaluative grade and a grade-point average of less than a 2.0.
- B. Progress Notice – A student shall be placed on progress notice if they have attempted a total of at least twelve (12) semester units and fifty (50) percent or more of the units attempted resulted in grades of withdrawal (W), incomplete (I), or no pass (NP).
- C. Academic and Progress Notice is calculated for the spring and fall semesters based on the student's enrollment after the deadline to drop without a "W". Summer grades are included in overall calculations for the spring and fall semesters. Academic and Progress Notice is posted on the student's permanent record.
- D. The Admissions and Records Office shall make every reasonable effort to notify a student of academic and/or progress notice in a timely manner. Upon notification of academic and/or progress notice, the student shall be directed to see a counselor before the next registration period to discuss ways in which the student can improve their academic standing. Information on support services and appeal procedures will be included in the notification.
- E. A student who is placed on academic or progress notice may submit an appeal to the Committee on Exceptions.

Academic and Progress **Pause**

- A. Academic **Pause** - At the end of each semester, a student who is on academic notice after two consecutively enrolled semesters shall be subject to academic **pause** if the student earned a cumulative grade-point average of less than 2.0 in all units attempted at MiraCosta College. A student subject to academic **pause** shall remain active as long as they earn at least a 2.0 grade-point average in their most recent semester (summer intersession is not considered a consecutive term or semester).
- B. Progress **Pause** - A student placed on progress notice shall be subject to progress **pause** if the percentage of units in which the student has been enrolled for which entries of withdrawal (W), incomplete (I), or no pass (NP) are recorded in at least two consecutive semesters reaches or exceeds fifty (50) percent (summer intersession is not considered a consecutive term or semester).
- C. For academic and progress **pause**, semesters shall be considered consecutive based on the student's enrollment after the deadline to drop without a "W", so long as the break in the student's enrollment does not exceed one full primary term. Academic and progress **pause** is reflected on the student's permanent record.

Notification of Academic and Progress **Pause**

- A. The Admissions and Records Office shall make every reasonable effort to notify a student of academic and/or progress **pause** in a timely manner.
- B. Upon notification of academic and/or progress **pause**, the student shall be directed to sit out for one regular semester and consult with a counselor to determine whether the reasons that led to the academic and/or progress **pause** have been sufficiently corrected to enable improved performance. Information on support services and appeal procedures will be included in the notification.

Fall Academic and Progress **Pause**

- A. A student enrolled in the subsequent spring semester will be permitted to continue on academic and/or progress notice without submitting an appeal. Academic and progress **pause** status will be reevaluated at the end of the spring semester.
- B. A student not enrolled in the subsequent spring semester has the right to appeal by submitting a petition to the Committee on Exceptions. Students not enrolled in the spring will be placed on academic and/or progress **pause** unless their petition

is approved.

Effective Date: 6/2/09, 8/13/13, 6/17/14, 8/12/14, 10/4/18, 8/31/23

References: Title 5, §§55033, 55034

CCLC Update: #14, 2/08; #23, 10/13

Steering: AAC / AS

Spring Academic and Progress Pause

- A. A student enrolled in the subsequent summer intersession can continue on academic and/or progress notice without submitting an appeal for the summer only.

- B. A student enrolled in the subsequent fall semester has the right to appeal by petitioning to the Committee on Exceptions. Provided the petition is approved, the student will be permitted to continue on academic and/or progress notice for the fall semester; otherwise the student will be removed from classes for the fall.

Restart Following Academic and Progress Pause

A student who has been separated for academic and/or progress reasons may be reinstated when the student (1) does not attend for one primary semester (fall/spring) and (2) consults with a counselor to determine whether the reasons that led to the academic and/or progress **pause** are addressed to enable improved performance.

Students who believe they should be reinstated after being notified of academic and/or progress **pause** must immediately petition the Committee on Exceptions. The student must indicate on the petition a clear statement of the grounds on which continued enrollment should be granted..

The decision of the Committee on Exceptions will be communicated to the student in writing by the Dean of Counseling and Student Development. The student may appeal the decision of the Committee on Exceptions in writing to the Vice President of Student Services or designee within thirty (30) calendar days of the date of notification of the decision of the Committee on Exceptions. The decision of the vice president is final.

If the academic and/or progress **pause** appeal is granted, the student will be continued on academic and/or progress notice for an additional semester. At the end of the semester, the student's academic record will again be evaluated to determine whether the student may be removed from academic and/or progress notice, should be placed on academic and/or progress **pause**, or should continue on academic and/or progress notice.

Enrollment in specific courses or programs may be limited as follows:

- A. Students may register in no more than 18 credit units per semester and no more than 8 credit units per summer session. Students who have extenuating circumstances and who need to register in more than the allowed limit must meet with a counselor to discuss their options.

Concurrently enrolled high school students may register in no more than 11 credit units per semester and no more than 8 credit units per summer session as defined in Administrative Procedure 5011, Admission and Concurrent Enrollment of High School and Other Young Students.

- B. Registration may be limited to students meeting properly validated prerequisites and corequisites as outlined in Administrative Procedure 4260.

- C. Registration may be limited due to the following:

- Health-and-safety considerations
- Facility limitations
- Faculty workload
- Availability of qualified instructors
- Funding limitations
- Regional planning
- Legal requirements
- Contractual agreements

- D. The college may establish audition or try-out as a limitation on enrollment for intercollegiate competition and public performance courses, or may establish a limitation on enrollment in honors courses, allocating available seats to those students judged most qualified. The specific criteria of the limitation shall be both well-defined and as measurably objective as possible.

MiraCosta Community College District**Page 1 of 4**

Effective Date: 4/20/10, 5/14/12, 9/9/14, 6/10/16, 5/19/22, 5/02/24
Periodic Review: 6/17/21
References: Title 5, §§51006, 58106, 58108
Education Code §66025.8, §66025.9, §66025.91, §66025.92, §78211.5
CCLC Update: #30, 4/17; #25, 11/14; #24, 4/14; #21, 9/12; #20, 3/12
Steering: AAC / AS

- E. The college may limit enrollment to a cohort of students enrolled in two or more courses together provided a majority of all sections of each course do not have such restrictions. However, the college may limit enrollment in a course section to any group of students, with approval of the vice president of instructional services, if the college does not claim that course section for state apportionment.
- F. With respect to students on academic or progress notice or subject to academic or progress **pause**, the college may limit enrollment to a total number of units or to selected courses for students who have appealed and been granted permission to set aside their academic or progress **pause** as determined by the dean of counseling and student development.
- G. Enrollment in upper division courses is limited to students who are enrolled in the baccalaureate degree program or with special permission from the department.

See Administrative Procedure 5052, Student Open Enrollment, for the enrollment-limitation challenge process.

Priority Registration System

Students will register in the order of priority listed below.

Group A Students who have completed all the onboarding steps (placement process, orientation, and advisement) and are eligible under any of the following categorical programs:

- A member of the Armed Forces of the United States and who is a resident of California.
- A Veteran of the Armed Forces of the United States and who is a resident of California.
- A student parent who has a child or children under 18 years of age who will receive more than half of their support from that student.
- Foster youth and former foster youth aged 25 years or younger at the commencement of the academic year.
- Unhoused/homeless youth or former unhoused/homeless aged 25 years or younger at the commencement of the academic year.
- EOPS, CalWORKs/Tribal TANF, and Student Accessibility Services (SAS).
- Justice impacted students receiving services from the Transitions Scholars program.

To receive and maintain priority registration, new and continuing Group A students must maintain good academic standing with at least a 2.0 grade-point average, develop a student education plan, complete at least fifty percent (50%) of enrolled units, and not have exceeded 100-degree applicable units. For exceptions see loss of priority registration below.

- Group B To receive and maintain priority registration, new and continuing Group B students must maintain good academic standing with at least a 2.0 grade-point average, complete at least fifty percent (50%) of enrolled units, and not have exceeded 100-degree applicable units. For exceptions see loss of priority registration below.
- B-1: Student athletes, International students, **Umoja**, Puente program, and students in the baccalaureate program who have completed the onboarding steps (placement process, orientation, and advisement).
- B-2: Students new to the college returning after two semesters who have completed the onboarding steps (placement process, orientation, and advisement).
- Group C All students who have not completed the onboarding steps (placement process, orientation, and advisement) or previously earned a bachelor's degree. For exceptions see loss of priority registration below.
- Group D Any student who has been on notice for at least two consecutive semesters including students on academic notice (GPA based) or progress notice (based on the percentage of courses completed with an evaluative grade). For exceptions see loss of priority registration below.
- Group E Students who have completed more than 100-degree applicable units with a grade of A–F, P, or NP. Courses that are considered “basic skills” will not be counted toward the completion of units in this category although they will count toward accumulation of units in Group B and Group C. For exceptions see loss of priority registration below.
- Group F Concurrently enrolled high school students.

Loss of Priority Registration

Admissions and Records will notify each student who is placed on academic or progress notice or earned seventy-five percent (75%) or more of the unit limit, of the potential for loss of priority registration.

A student is notified in case of the loss of priority registration when placed on a second consecutive term of academic or progress notice or reaches the unit limit.

Unhoused/homeless youth, students in the SAS and BS Biomanufacturing programs are exempt from the 100-unit limitation.


Foster youth and former foster youth are exempt from losing priority.

Appeal of Loss of Priority Registration

Students may appeal to reinstate priority registration for the following reasons:

- The student is enrolled in a high unit major.
- The loss of priority is due to extenuating circumstances or a student with a disability applied for but did not receive reasonable accommodations in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the student's control.
- The student demonstrates significant academic improvement. Significant academic improvement is defined as achieving no less than the minimum grade-point average and progress standard established in Administrative Procedure 4250, Academic and Progress Notice.

The dean of Admissions and Student Support or their designee will review the appeal.



2035 EDUCATION FUTURES PLAN

Preparing for MCC's Next Century

Why Plan Now?

Centennial Approaching

In 2034, MCC celebrates 100 years of serving North San Diego County — a natural moment to ask: what will we be in our second century?

Disruption Is Already Here

COVID proved that flexibility wins. AI, climate instability, economic volatility, and political change will keep reshaping education.

Declining Enrollment

MCC enrollment fell 14.8% since 2016-17. Traditional models are not keeping pace.

The future is not a destination to be predicted but a landscape to be navigated.

Education Futures Plan, 2026

Planning for Multiple Futures

*Based on Jim Dator's Four Alternative Futures framework,
MCC prepared for every scenario — not just the optimistic one.*

GROWTH

Tech accelerates, prosperity spreads. Scale to meet demand; compete with new providers; leverage AI while preserving human value.

CONSTRAINT

Funding shrinks. Do more with less, build partnerships, serve students across geographic boundaries.

COLLAPSE

Climate disasters, economic crises, eroded trust. Become a community anchor; address basic needs; serve students seeking immediate value.

TRANSFORMATION

Fundamental rules change entirely. New social structures emerge that are difficult to imagine. Redefine credentials, embrace risk-taking, integrate education and work in new configurations.

The goal: identify capabilities essential across ALL four futures

Centering IDEA Throughout the Process

Inclusion · Diversity
Equity · Accessibility

Designated Hispanic-Serving Institution

Foundational Commitment

MiraCosta's commitment to a **racially just campus climate** is the foundation of this plan.

As a Hispanic-Serving Institution, MCC serves a region where **Latine students comprise 60%** of the K-12 population, creating a particular responsibility to examine how institutional structures advance or impede equity.

This responsibility extends beyond demographics to transforming systems that have historically produced disparate outcomes across race, ethnicity, socioeconomic status, and other dimensions of identity.

Equity Operationalized at Every Stage

Equity was not an afterthought – it was built into every phase of the planning process.

- Remove barriers for disproportionately impacted groups, specifically Latine, Black students.
- Change inequitable procedures and practices
- Create environments where difference is honored
- Ensure all students experience belonging

The Education Futures Task Force designed engagement activities to surface not only what MCC should do differently, but for whom current structures are not working and why.

Equity Is Not an Add-On. It Is the Foundation.

Race-Conscious Analysis

Policies appearing neutral often reproduce inequity. Naming disparities honestly is not bias, it is clarity.

Structural Transformation

When students struggle, ask: what barriers has the institution created? Equity is implemented at the systems level, not patched individually.

Outcomes Understood Broadly

Quantitative data (completion, employment, earnings) AND qualitative evidence (belonging, identity affirmation, student narratives). What can be counted is not always what counts.

With, Not For

Students and communities most affected by inequity must co-design solutions, not receive them.

Five Futures-Resilient Strategic Capabilities

1 Flexible, Responsive Educational Models

2 Human Connection in the Era of Advanced Technology

3 Industry Partnerships & Workforce Alignment

4 Interdisciplinary & Human-Centered Skills Learning

5 Community Resilience & Student Wellbeing

Flexible, Responsive Educational Models

Transform how, when, and where education is delivered, adapting to students' lives – not the other way around.

- Varied timeframes & formats to accommodate diverse schedules and life circumstances
- Students can enter, pause, and resume education on their own timeline
- Validate knowledge gained outside traditional classrooms through prior learning assessment
- Nimble curriculum processes that respond to emerging workforce needs
- Accelerated pathways to reduce time-to-completion

***Equity Imperative:** Traditional structures were designed for students with financial stability. Dismantle rigid structures, expand genuine access and design learning for students and community that rigid institutional design has historically left behind.*

Human Connection in the Era of Advanced Technology

86%

of college students already use AI in academic work

77%

of higher ed institutions report they are NOT ready for generative AI

57.5%

of students expect AI will significantly impact their careers

Integrate AI and other emerging technologies while strengthening the human relationships, mentorship, and guidance that define quality education

- Ensure technology adoption does not deepen existing inequities; Expand digital access — devices, broadband, and literacy — so technology opens doors, not closes them
- Embed accessibility-by-design principles into digital learning environments
- Build institutional capacity to evaluate AI tools for algorithmic bias before adoption
- Prepare students to critically evaluate information from any source to assess credibility, bias, and trustworthiness

Equity Imperative: Human relationships are not amenities — they are the foundation of equitable education. Create authentic connections with faculty and classified professionals for historically marginalized students and ensure that technology advancement expands opportunity and connections for those students.

Industry Partnerships & Workforce Alignment

Deepen engagement with employers and ensure that industry partnerships become vehicles for mobility and wealth-building for historically marginalized communities.

Co-Design with Employers

Industry partners move from passive reviewers to active co-leaders in shaping curriculum.

Track Graduate Outcomes

Disaggregated employment data to reveal and address disparities in outcomes.

Work-Based Learning

Paid internships, apprenticeships, and applied research — with barriers of scheduling and transport removed.

Noncredit Workforce Pathways

Low-barrier entry points to industry credentials serving immediate economic needs.

Entrepreneurship Pathways

Preparing students — especially from historically marginalized communities — to create their own economic opportunity.

Diverse Industry Partners

Partners who reflect MCC's communities and whose practices align with equity and economic dignity.

***Equity Imperative:** Actively interrupt patterns of inequities by connecting students from disproportionately impacted communities to sustainable careers across the full range of disciplines.*

Interdisciplinary & Human-Centered Skills Learning

Technology can replace many tasks but it cannot replace curiosity, empathy, creativity, or the ability to work across differences.

Critical Thinking

Problem-based learning on complex challenges: racial, economic, and environmental justice.

Creativity

Cross-disciplinary programs and experiences spanning traditional departmental boundaries.

Collaboration

Co-curricular programming — clubs, service learning, student leadership — as legitimate education.

Communication

Culturally humble instruction ensuring all ways of knowing are reflected and valued.

Equity Imperative: Every student — regardless of pathway — deserves an education that honors their full humanity. Honor students' cultural perspectives, community histories, and diverse ways of reasoning that enrich the learning for all.

Community Resilience & Student Wellbeing

73% food, housing, mental health or childcare challenges

57% housing insecurity in the SD/Imperial region

42% food insecurity in the SD/Imperial region

Basic Needs Support

Food security, housing stability, childcare, mental health, and transportation – all foundational to retention and completion.

Community Anchor

MCC as a resource and refuge during crises; deepening trusted partnerships with organizations already serving marginalized communities.

Environmental Stewardship

Pursue diversified and sustainable funding for basic needs and advocate for policies that address the root causes of students' economic insecurities.

Family & Inter-generational Models

Learning models that honor cultural values of community and intergenerational connection.

***Equity Imperative:** No student's ability to learn should be compromised by unmet basic needs. MiraCosta takes institutional responsibility for addressing conditions of economic instability as preconditions for learning, retention, and completion.*

What Resonated

Strong Equity Framing

Multiple respondents praised the equity imperative language and the plan's focus on structural responsibility for inequity.

Forward-Looking Vision

Several respondents were encouraged by the scope and ambition of the futures approach.

IDEA Principles

The guiding IDEA principles and "with, not for" framing received explicit praise from faculty and classified professionals alike.

Comprehensive Integration

Respondents appreciated how the themes reinforce one another and how equity was woven throughout rather than siloed.

"The plan is compelling in its vision and especially strong in how consistently it centers equity, belonging, and institutional responsibility. Its emphasis on structural barriers, community resilience, and human connection gives it a strong values foundation."

— Faculty respondent

Five Common Areas of Feedback

- 1 Implementation Specificity & Accountability**

The most commonly cited concern. The plan's vision is strong but respondents want clearer implementation frameworks, accountability structures, financing details, and guardrails. "How" and "who is responsible" were repeated questions.
- 2 Affirm In-Person Learning & Structured Flexibility**

Several respondents felt the plan does not sufficiently affirm the value of in-person teaching and learning, nor address underutilization of campus spaces. Experienced faculty also cautioned that open entry/exit models can widen equity gaps; "structured flexibility" (short-term courses, scaffolded pacing) may better serve students.
- 3 AI Ethics & Environmental Impact**

Multiple faculty raised concerns about AI's environmental footprint and intellectual property issues, noting a tension between AI adoption and the plan's sustainability commitments. The Academic Senate's 2025 resolution on AI provides a values framework the plan should reference more explicitly.
- 4 Workforce Focus vs. Whole-Person Education**

Some respondents felt the plan tilts too heavily toward ROI and workforce readiness and should more strongly affirm humanistic education, faculty pedagogical expertise, and the college's role in cultivating citizens and critical thinkers, not only workers.
- 5 Name Communities & Systems of Inequity Explicitly**

Faculty noted that "Black" appears only once in the plan. Respondents called for more explicit naming of impacted communities (Black, Latine, Native American, undocumented, disabled students) and of specific systems of inequity. In the current political climate, naming also signals institutional commitment to protecting marginalized students.

Our Path Forward

Education Futures is not an endpoint. It is a beginning.

2026

Convene communities of practice around each of the 5 strategic capabilities; faculty, staff, students, and community partners working together.

2026+

Translate strategic direction into concrete initiatives, pilot new approaches, and assess what works across the institution.

2026-35

Document and share progress openly via Education Futures website; because transparency is essential, not optional.

2035

MiraCosta College celebrates 100 years of service as a more equitable, resilient, and connected institution than ever before.



2035 EDUCATION FUTURES PLAN

March 2026 DRAFT

Preparing for MiraCosta College's Next Century

Education Futures is more than a strategic plan; it is an invitation to imagine. It is the collective voice of MiraCosta College's (MCC's) students, faculty, staff, administrators, and community partners, united in shaping what MCC will become. Grounded in nearly a century of service to North San Diego County, this plan looks forward to the next hundred years with intention, humility, and resolve.

The future is not a destination to be predicted but a landscape to be navigated. Through futures thinking methodology, the MCC community examined multiple scenarios to identify the capabilities that will serve students regardless of which future unfolds. The result is not a rigid prescription but a resilient framework, designed to provide coherence amid uncertainty and to position the college as a leader in equitable, adaptive education.

In practice, Education Futures is a roadmap for collective action: the alignment of efforts across the institution, the dissolution of traditional departmental boundaries, and the courage to reimagine how education is delivered, experienced, and valued. It honors the expertise of faculty, students, classified professionals, and community partners while calling everyone to think beyond ordinary structures and inherited assumptions.

As a Hispanic-Serving Institution in a region marked by both extraordinary opportunity and persistent inequity, MCC holds a particular responsibility. This plan recognizes that responsibility not as a constraint, but as a call to lead.

Imagine a college flexible enough to meet students wherever they are in life.

Imagine technology that deepens human connection rather than replacing it.

Imagine pathways to prosperity that are truly open to all.

Imagine education that builds lasting economic security for students and their families.

With the wisdom of our community and the courage to act, MCC will continue to deliver on its promise to uplift learners of all backgrounds in a rapidly changing world.

MiraCosta College 2035 Education Futures Plan

Introduction

Context & Rationale

In 2034, MiraCosta College will celebrate its centennial—one hundred years of service to the communities of North San Diego County. Founded in 1934 as Oceanside-Carlsbad Junior College, MCC has evolved alongside the region it serves, adapting to demographic shifts, economic transformations, and changing expectations of what higher education can and should provide. The centennial poses a question that this plan seeks to answer:

What will MiraCosta College be in its second century?

While MCC cannot predict the future, the college can prepare for it. The COVID-19 pandemic demonstrated with striking clarity that institutions investing in flexibility, adaptive infrastructure, and human-centered practices were better positioned to maintain their mission when the unexpected arrived. Education Futures applies that lesson forward, recognizing that technological disruption, climate instability, economic volatility, and political change will continue to reshape the landscape in ways both foreseeable and not.

Planning for Multiple Futures

Traditional strategic planning assumes a single, predictable future – typically one of continued growth. This assumption leaves institutions vulnerable when conditions shift. Education Futures takes a different approach, one grounded in the understanding that multiple plausible futures exist simultaneously and that wisdom lies in preparing for all of them. Guided by the "Four Alternative Futures" framework developed by Jim Dator at the University of Hawaii and refined through decades of application, MCC's planning process examined four archetypal scenarios:¹

The Four Future Scenarios		
Scenario	What It Looks Like	What It Asks of Higher Education
Growth	Current trajectories continue and expand. Technology accelerates, prosperity spreads, innovation drives solutions	Scale to meet demand. Compete with new providers. Leverage AI while preserving human value.
Constraint	Resource limitations require adaptation within tighter boundaries. Funding shrinks; sustainability becomes paramount	Do more with less. Build partnerships. Serve students beyond geographic boundaries.
Collapse	Existing structures face significant disruption – climate disaster, economic crisis, erosion of trust in institutions	Become a community anchor. Address basic needs. Serve students with varied preparation seeking immediate value.
Transformation	Fundamental rules change entirely. New technologies and social structures emerge that are difficult to imagine from today's vantage point	Redefine credentials and what counts as learning. Embrace institutional risk-taking. Integrate education and work in new configurations. Lead with humanity and ethical purpose.

The value of this framework is not in predicting which future will arrive as multiple scenarios may unfold simultaneously or in sequence, but instead in identifying capabilities that remain essential across all of them.

MiraCosta College 2035 Education Futures Plan

Why 2035?

MiraCosta chose a ten-year planning horizon deliberately. It extends far enough to encourage genuinely transformative thinking beyond incremental adjustments to existing structures while remaining close enough that today's decisions will shape tomorrow's outcomes. The students who will graduate from MCC in 2035 are in elementary school today. The faculty and staff who will serve them are beginning their careers or have not yet entered the profession. The industries that will employ these graduates are being reshaped by forces only beginning to unfold. This plan is written for them.

Methodology

The Education Futures Plan was developed through an extensive, participatory process designed to engage the full college community (students, faculty, classified professionals, administrators, and community partners) in envisioning and planning for the college's future.

Education Futures Planning Process		
Phase	Timeline	Activities
Input	August–November 2025	Synthesizing input through All-Staff Day, campus forums, and direct committee engagement into thematic areas
Input Validation	November–December 2025	Validating themes through open forums and constituent presentations, as well as a survey distributed to participants
Output	January–March 2026	Synthesizing inputs into 1) a full report, 2) data analysis, 3) college-wide planning insights, and 4) web artifacts
Output Validation	April–May 2026	Validating and securing approval for the final Education Futures plan through the college governance process
Integration	June 2026+	Integration of Education Futures insights into college operations and ongoing planning processes through 2035

The Educational Futures Planning Task Force

The planning process was guided by the [Education Futures Plan Task Force](#), a representative body charged with designing the methods of inquiry, input, feedback, and alignment for the plan. Beginning in November 2024, the Task Force established the planning framework, reviewed existing data on labor market trends, equity outcomes, and enrollment patterns, and designed the community engagement strategies that would drive the planning process.

All-Staff Day (August 2025)

During MCC's August 2025 All-Staff Day, the Task Force engaged approximately 350 faculty, staff, and administrators in scenario-based planning exercises. Participants analyzed each of the four future scenarios, examining their potential impacts on students, teaching and learning, support services, and institutional operations. Through facilitated small group discussions, participants developed "snapshots" of what MCC might look like in 2035 under each scenario, identifying both challenges to address and opportunities to pursue. This large-scale engagement exercise generated the initial observations that would be refined into the five strategic capability themes presented in this plan. These contributions, organized by theme and documented in the *Faculty and Staff Observations* report, are available on the [Education Futures website](#). They represent the collective wisdom of those who will ultimately bring this vision to life.

MiraCosta College 2035 Education Futures Plan

Campus-Wide Education Futures Forums (Fall 2025)

In fall 2025, the Task Force convened a series of [open forums](#) to deepen discussion of the emerging themes and gather additional input. Each forum focused on specific strategic capability themes and invited participants to respond to guiding questions including: *Who will our students be in 2035? How can we ensure we are creating just, equitable futures for our students? How will advancing technology impact our students and our work?* The forums generated both affirmation of the emerging themes and recommendations for refinement.

Governance Committee and Constituent Engagement Presentations (Fall 2025)

To ensure broad input across the institution, the Task Force delivered presentations to more than 25 governance committees, advisory groups, and stakeholder bodies:

Governance & Shared Decision-Making	Student & Community Engagement	Academic & Instructional Groups
Academic Senate, Classified Senate, College Council, Budget & Planning Committee, Long-Term Planning Committee, Administrative Committee, Institutional Program Review Committee, Diversity, Equity, & Cultural Competence Committee, and the Basic Needs Advisory	Associated Student Government (ASG), Foundation Board, San Elijo Advisory Groups, Fall 2025 Community Breakfast attendees	Academic Affairs Committee, Department Chairs, MiraCosta Online Educators, Technology Advisory Committee, Workforce Advisory Boards, Technology Career Institute, Community Learning Center, Student Services Leadership, Strong Workforce Advisory Group

Survey and Written Feedback

In addition to in-person engagement, the Task Force deployed an online feedback survey to gather written input from participants following forums and committee presentations. The survey asked respondents to describe the applicability of the Education Futures themes to their work, identify systemic inequities or "wicked problems" they wanted the plan to address, and recommend strategies for serving future students. Survey responses supplemented and reinforced themes emerging from in-person discussions.

Comprehensive Program Review Analysis

The Task Force also conducted systematic analysis of 100 Comprehensive Program Reviews spanning credit programs, noncredit programs, and division-level reviews across the college. Using AI-assisted extraction, the team processed nearly 6,000 text sections and catalogued approximately 7,000 performance metrics, over 3,200 equity and demographic data points, and nearly 3,000 partnership records documenting industry and community connections. This institutional data provided evidence-based insights into enrollment trends, student success rates, equity gaps, resource needs, and workforce alignment, grounding the Education Futures themes in the lived realities of MiraCosta's academic and support programs.

Centering Inclusion, Diversity, Equity, and Accessibility (IDEA) Throughout the Process

MiraCosta's commitment to creating a racially just campus climate is foundational to this plan. As a federally designated Hispanic-Serving Institution in a region where Latine students comprise 60% of the K-12 population, MCC holds particular responsibility to examine how institutional structures, policies, and practices either advance or impede equity for the students the college is called to serve. This responsibility extends beyond demographic representation to

MiraCosta College 2035 Education Futures Plan

encompass the transformation of systems that have historically produced disparate outcomes along lines of race, ethnicity, socioeconomic status, and other dimensions of identity.

Equity was not an afterthought in this planning process; it was operationalized at every stage. The Education Futures Task Force designed engagement activities to surface not only what MCC should do differently, but for whom current structures are not working and why. During All-Staff Day and subsequent forums, participants were invited to consider how each emerging theme advances MCC's commitment to removing barriers for disproportionately impacted groups, changing inequitable procedures and practices, creating environments where difference is honored, and ensuring all students experience belonging. This inquiry shaped both the strategic capabilities that emerged and the foundational values that accompany them.

Overview: Five Futures-Resilient Strategic Capabilities

In 2035 – a century after its founding – the college will continue to serve as a gateway to opportunity for the communities of North San Diego County, but the landscape of higher education, work, and community life will be fundamentally different than it is today. The forces of technological change, economic uncertainty, demographic shifts, and climate instability will reshape what students need and what institutions must provide. MiraCosta is committed to meeting that moment: an institution flexible in structure, human in connection, aligned with opportunity, integrated across disciplines, and anchored in community.

Five futures-resilient strategic capabilities will guide this transformation. These capabilities are not discrete silos; they reinforce and depend upon one another.

Strategic Capability Theme	Description
1. Develop Flexible, Responsive Educational Models	Transform how, when, and where education is delivered, removing the structural barriers that have historically excluded students from full participation
2. Center and Build Human Connection in the Era of Advanced Technology	Thoughtfully integrate emerging technologies to enhance the human relationships, mentorship, and guidance that define a quality and equitable education
3. Strengthen Industry Partnerships and Workforce Alignment	Create seamless pathways from education to economic opportunity, with intentional focus on connecting historically marginalized communities to sustainable careers
4. Foster Interdisciplinary and Human-Centered Skills Learning	Cultivate the critical thinking, creativity, and cross-disciplinary collaboration students need to thrive as humans, citizens, and workers in an automated economy
5. Expand Mission to Address Community Resilience and Student Wellbeing	Serve as a comprehensive community anchor that addresses the interconnected material conditions – food, housing, safety, and wellbeing – that make learning possible

Each capability is explored in depth in the following section, where they should be read through the equity lens that guided their development. Together, they represent not just a strategic framework but a vision for the institution MiraCosta aspires to become.

The Forces Shaping Our Future

The forces reshaping higher education are neither distant nor abstract; they are unfolding now, with implications that will intensify through 2035 and beyond. This section examines the social,

MiraCosta College 2035 Education Futures Plan

technological, economic, environmental, and political (STEEP) trends that informed MCC's scenario planning process and shaped the five strategic capabilities identified through campus-wide engagement. Each trend connects directly to the strategic capabilities MiraCosta will need to thrive in 2035 and beyond.

Social Trends

Demographic Shifts & Changing Student Populations

Nationally, community colleges face dramatic demographic shifts and changing student populations. High school graduates peaked in 2025, and experts project a decline by nearly half a million students by 2041.² The racial/ethnic composition is growing more diverse, with Latine and multiracial students increasing while other groups shrink. College-going rates have fallen from 66% in 2012 to 62% in 2022, marking the first sustained decline in decades. Meanwhile, the dual enrollment population has nearly doubled, now comprising 21.7% of total community college enrollment nationwide.

At MiraCosta: In line with national trends, MCC has experienced both declining enrollment and increasing diversity in both student demographics and in enrollment patterns over the last decade. Between 2016-2017 and 2024-2025, MCC's enrollment declined by 14.8% while enrollment among Latine students increased by 15.8%.

Today, more students are enrolling via dual enrollment and in noncredit courses: Between 2021-2022 and 2023-2024, the number of unduplicated students enrolled in MCC dual enrollment CTE courses grew by 158.3% from 84 to 217. In 2024-2025, unduplicated dual enrollments grew again by 57.6% over the previous year.

These trends are particularly significant for MCC, where Latine students comprise 60% of the K-12 population in the colleges service area.³

Mental health concerns have also emerged as a defining characteristic of today's students, with nearly one-third citing feeling "mentally burnt out" as their primary reason for not enrolling.⁴ Notably, 73% of students experienced challenges with food, housing, mental health, transportation, internet access, or childcare in 2023-24.⁵

Regional Context: Two out of every three students in California's community college system [report experiencing at least one basic needs insecurity](#) with students across the San Diego/Imperial region reporting significant food insecurity (42%), housing insecurity (57%), and homelessness (21%). Rates of basic needs insecurities are significantly higher among

These demographic realities underscore why MCC's first strategic capability, *developing flexible, responsive educational models*, must address the diverse needs of an increasingly varied student body.

Changing Learner Expectations

Today's students demand educational experiences fundamentally different from traditional models, with flexibility and career relevance as paramount priorities.⁶ While quality of education remains students' top consideration at 42%, flexible classes and online options rank second at 36%, and financial aid options third at 35%.⁷ Indeed, 52% of prospective students report they would consider enrolling in degree programs if universities offered flexible learning options such as on-demand, online, part-time, weekend, or accelerated formats.⁸

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Students increasingly prioritize practical outcomes over traditional credentials: spring 2024 saw nearly 10% growth in graduate certificate enrollments and nearly 4% growth in undergraduate certificates, reinforcing that learners are choosing credentials with high return-on-investment.⁹

These learner expectations align directly with MCC's scenario planning conversations, where [faculty and staff consistently envisioned](#) 2035 students as "freedom seeking," "career focused," and "wanting human connection" while also being "AI-savvy" and expecting clear return on their educational investment.

The Evolving Workforce Landscape

A persistent disconnect exists between educational institutions and employers; while 80% of educators believe their colleges produce graduates ready for work, only 62% of employers agree.¹⁰ Further, the nature of work itself is evolving, with 58% of the workforce needs new skills to perform their current jobs,¹¹ apprenticeships more than doubling from approximately 317,000 to 640,000 over the past decade,¹² and growing emphasis on skills like management, interpersonal communication, and emotional intelligence alongside technical competencies.¹³

In San Diego County, professional and business services, educational services, health care, and leisure and hospitality sectors are projected to drive 62% of all nonfarm job growth,¹⁴ the imperative is clear: institutions must forge stronger partnerships with local employers, continuously update curricula to reflect technological changes, and provide both technical training and the essential human skills that complement automation rather than compete with it. This imperative directly informed the college's third strategic capability: *strengthening industry partnerships and workforce alignment*.

Technological Trends

Artificial Intelligence & Advanced Technologies

Artificial intelligence is fundamentally reshaping community college instruction and operations, with profound implications for both efficiency and equity. AI represents an "industrial revolution moment" comparable to the introduction of the internet. According to the World Economic Forum, 94% of U.S. firms expect AI and information processing technologies to transform their operations between 2025-2030.¹⁵

What Students Are Saying About AI: San Diego State University [administered a survey on AI](#) to over 100,000 students, faculty, and staff across the country, finding that 57.5% of students expect AI to play a significant role in their future careers but 81.7% report significant concerns about AI's impact on their future job security.

The California Community Colleges Chancellor's Office established the Digital Center for Innovation, Transformation and Equity in 2024 to bring generative AI advances into the nation's largest higher education system while working to prevent an AI digital divide among the system's 2 million students.¹⁶

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MCC's Approach: MiraCosta began offering the state's first Associate of Science in Artificial Intelligence in academic year 2024-25, demonstrating the college's responsiveness to rapidly evolving workforce demands.

In May 2025, MCC's Academic Senate approved [a resolution on artificial intelligence in teaching and learning](#) (R 1-25). This resolution establishes the faculty's commitment to human-centered AI integration, asserting that technology should enhance rather than replace human agency, creativity, and learning while prioritizing equity, social justice, and environmental stewardship over efficiency and profit.

Currently, 86% of college students are already using AI in their academic work, yet 77% of higher education administrators, faculty, and trustees report their institutions are not ready for generative AI.¹⁷ This readiness gap explains why MCC's campus conversations consistently emphasized the need to "*center human connection in the era of advanced technology*" – the college's second strategic capability – while ensuring equitable access to AI tools and training.

Economic Trends

Funding Realities

California community colleges face a challenging funding environment. The 2025-26 Governor's Budget proposes \$14.8 billion in Proposition 98 funding for the system, representing a 6.1% increase over 2024-25.¹⁸ However, these increases follow years of budgetary instability to balance Proposition 98 obligations amid declining state revenues.¹⁹

Financial pressures are intensifying as federal stimulus has ended and state healthcare costs compete for education funding.²⁰ These fiscal realities informed MCC's scenario planning across all four futures where participants consistently identified the need for diversified funding models, stronger community partnerships, and operational efficiencies that protect core educational functions.

Local Innovation: MiraCosta's successful passage of Measure MM in 2016 demonstrates that local funding diversification can generate substantial community investment, a model that may become increasingly essential as state funding volatility continues.

Labor Market & Credentialing Shifts

Skills-based hiring is accelerating as employers question whether degrees reliably indicate workforce readiness.²¹ The World Economic Forum estimates 61% of U.S. workers will require upskilling or reskilling between 2025-2030.²² Nationally, certificate completions continue to rise while associate degree completions decline, signaling a sustained shift toward shorter, workforce-focused credentials.²³

In San Diego County, persistent equity gaps related to age, gender, and race/ethnicity emphasize the need for targeted interventions that connect disproportionately impacted communities to high-wage career pathways.²⁴ These dynamics reinforce why MCC's scenario planning participants emphasized *micro-credentials, competency-based education, and flexible pathways developed in partnership with industry partners* as essential components of the college's first and third strategic capabilities.

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Environmental Trends

Climate Change & Institutional Sustainability

The California Community Colleges Board of Governors has mandated ambitious decarbonization targets, requiring campuses to achieve 100% emissions elimination by 2035, a decade ahead of California's statewide 2045 carbon neutrality goal.²⁵ For MCC, these pressures intensify given California's projections of nearly one foot of sea level rise by 2050 will increase coastal flooding frequency and affect coastal infrastructure.^{26, 27}

Local Context: MiraCosta's San Elijo campus operates under California Coastal Commission permit conditions, adding a layer of regulatory complexity to climate adaptation planning that will intensify as coastal pressures mount.

MiraCosta's coastal location positions the college at the intersection of North County San Diego's emerging green and blue economies, encompassing clean energy, climate resilience, ocean science, and coastal industries. MCC's own Teal Jobs Report projects over 6,000 green job openings and over 1,500 blue job openings in the region through 2029, representing a significant opportunity to align workforce pathways with the sectors that will define the region's economic and environmental future.²⁸

These climate disruptions create both operational challenges and opportunities: community colleges are uniquely positioned to develop the climate-ready workforce needed for California's green economy transition. MiraCosta's fifth strategic capability, *expanding the college's mission to address community resilience*, recognizes that the institution's role as a community anchor extends to environmental stewardship and climate preparedness.

Political Trends

Policy Volatility

California community colleges operate within an increasingly volatile policy landscape. Community colleges now face "wide policy swings that take place with court rulings and changing administrations" on issues ranging from Title IX interpretation to student aid delivery, requiring "multiple rounds of significant changes in institutional policy and practice" just to maintain compliance.²⁹ The federal administration's actions in 2025 disrupted federal education oversight and program management functions, creating uncertainty about financial aid delivery and requiring unprecedented agility to respond in a constantly evolving landscape.

At the state level, California's budget volatility compounds these challenges, with the 2024-25 fiscal year addressing a \$38-68 billion shortfall.³⁰ Community college funding remains vulnerable to revenue volatility and competing K-12 priorities, particularly with proposals to reappropriation Transitional Kindergarten funding that could redirect \$492 million away from community colleges over three years.^{31, 32}

Privatization & Competition

The privatization of higher education functions has accelerated dramatically, creating new competitive pressures for community colleges. The pandemic catalyzed a shift toward reliance on private digital infrastructure, with the "vast majority of U.S. public colleges and universities that offer online education programs or courses now rely[ing] on external companies" including

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online program managers, learning management systems, and for-profit partnerships.³³ These arrangements frequently proceed without meaningful faculty oversight.

Beyond technological privatization, community colleges face intensifying competition from private credentialing providers, skills-based hiring platforms, and employer-sponsored training programs that bypass traditional educational pathways entirely. According to a 2024 study by the Institute for College Access and Success, approximately 62% of community college students who transfer to out-of-state institutions from California enroll in for-profit colleges.³⁴ These institutions often have significantly lower completion rates and higher student loan default rates compared to non-profit alternatives. The same study found that students who transfer to for-profit institutions accumulate, on average, 65% more student debt than those who transfer to non-profit institutions, while experiencing employment outcomes that are 23% less favorable in terms of job placement and starting salaries. This pattern represents not only a missed opportunity for MCC but also potentially harmful outcomes for students.

Social & Political Polarization

Higher education has become deeply embedded in America's culture wars, with trust in colleges and universities reaching historic lows. Recent polling reveals that 70% of U.S. adults believe colleges and universities are "generally going in the wrong direction." This figure is up sharply from 56% in 2020 and now represents a rare area of bipartisan concern with 77% of Republicans and 65% of Democrats expressing dissatisfaction, albeit for fundamentally different reasons.³⁵

Community colleges typically enjoy broader and more bipartisan support than four-year universities yet remain affected by the same cultural tensions.³⁶ Only 20% of registered voters express "a great deal" of trust in public colleges and universities.³⁷

Looking Ahead

The trends examined in this section are not isolated forces but instead interact and amplify one another in ways that defy simple prediction. Demographic shifts intersect with technological change; economic pressures compound political instability; environmental challenges reshape both operations and curriculum. This complexity is precisely why MCC adopted a scenarios-based approach to strategic planning, recognizing that building institutional resilience requires preparing for multiple possible futures rather than betting on a single forecast.

The five strategic capabilities that emerged from campus-wide engagement represent MCC's response to these converging pressures. Rather than predicting which future will materialize, these capabilities position MCC to thrive across the full range of possibilities, from growth to constraint, from transformation to collapse. The following section describes each capability in detail, grounded in the insights of faculty, staff, students, and community partners who will ultimately bring this vision to life.

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Long-Term, Futures Resilient Strategic Capabilities

The five strategic capabilities outlined in this section emerged consistently across all four future scenarios, suggesting their importance regardless of which future materializes. These capabilities are not discrete silos; they reinforce and depend upon one another. Each must be read through the equity lens that guided their development: advancing MCC's commitment to removing barriers, changing inequitable practices, creating inclusive environments, and ensuring that all students experience belonging.

Guiding Inclusion, Diversity, Equity, and Accessibility (IDEA) Principles

The following principles should guide implementation of all strategic commitments. They are grounded in MCC's established commitment to racial justice and reflect values articulated by faculty, staff, and students throughout the planning process.

- **Race-conscious analysis:** Policies and practices that appear neutral often reproduce existing inequities. Race-conscious analysis is not bias; it is a tool for seeing clearly, naming disparities honestly, and acting justly.
- **Structural transformation over individual accommodation:** Equity must be implemented at the institutional level through the systems, policies, and practices that shape every student's experience, rather than left to individuals to navigate on their own. When students struggle, the first question should be what barriers the institution has created, not what deficits students possess. Supporting each student as a whole person and transforming institutional structures are not competing priorities; both are essential, and this commitment must be reflected in how MCC prioritizes funding, staffing, and capacity for the systemic changes this plan calls for.
- **Outcomes understood broadly:** Good intentions are insufficient; progress must be assessed through both quantitative measures (disaggregated completion, employment, and earnings data) and qualitative dimensions of student experience, including belonging, identity affirmation, cultural connection, and students' own descriptions of their growth and transformation. Student narratives and qualitative evidence are not supplementary context for numbers, but should be considered primary evidence in institutional decision-making, honoring the ways of knowing of the communities we serve and recognizing that the most important dimensions of educational equity are often precisely those that resist reduction to a metric. What can be counted is not always what counts.
- **With, not for:** Students and communities most affected by inequity must be partners in designing solutions, not passive recipients of institutional decisions. Sharing power means more than inviting input; it means relinquishing decision-making authority to those who have historically been excluded from it, centering their expertise, and building structures where their voices carry real institutional weight. This includes how MCC collects and uses data: information about students and communities should not be used to label or sort, but to liberate, surfacing where the MCC has fallen short and directing resources toward justice.
- **Access as foundation, belonging as essential: every student welcomed, seen, and valued:** Equitable access to resources, technology, opportunity, and support is necessary but insufficient. Students bring rich cultural identities, languages, and ways of knowing that must be welcomed, seen, and valued in every aspect of institutional life. Students thrive when they belong; belonging must be actively cultivated, not assumed. The composition of MCC's faculty and staff is inseparable from this principle: who we hire, how we support employees from historically marginalized communities, and whether students see themselves reflected in the people who teach and serve them are not peripheral human resources concerns but are core equity commitments that shape student belonging, identity affirmation, and success.

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Theme 1: Develop Flexible, Responsive Educational Models

MiraCosta College will transform how, when, and where education is delivered, creating pathways that adapt to students' lives rather than demanding students adapt to institutional structures. Recognizing that rigid schedules and formats exclude many of the students community colleges are meant to serve, MCC will build the capacity to meet learners where they are. In practice, this may include reimagined course lengths and scheduling patterns, expanded recognition of learning that occurs outside traditional classrooms, streamlined pathways to credentials, and entry and exit points that accommodate the realities of working adults, parents, and caregivers. *Theme 1 Capability Areas include:*

- Deliver education through varied timeframes and formats that accommodate diverse student schedules and life circumstances
- Enable students to enter, pause, and resume their education based on their own timelines
- Validate knowledge and skills acquired outside traditional academic settings through culturally responsive assessment of prior learning, recognizing that diverse communities bring expertise and ways of knowing that traditional credentialing systems have historically failed to honor
- Respond nimbly to emerging workforce needs through streamlined curriculum processes
- Reduce time-to-completion through accelerated and alternative pathways

Equity Imperative: Pursuing greater flexibility is not about improving customer service or enhancing institutional convenience; it is instead about who higher education was designed for and who has been excluded as a result. Traditional structures such as the 16-week semester, the daytime schedule, and the assumption of full-time availability reflect the circumstances of students with financial stability and freedom from work and/or caregiving responsibilities. Working parents, students with disabilities, adult learners, students from low-income backgrounds, undocumented students, and other historically marginalized communities continue to encounter institutional structures designed without them in mind. MCC's mission demands more than acknowledging these gaps; it demands that the college dismantle these rigid structures. MCC's charge is to ensure that every structural transformation in how education is delivered expands genuine access and opportunity for the students whom rigid institutional design has historically left behind.

Theme 2: Center and Build Human Connection in the Era of Advanced Technology

MiraCosta College will thoughtfully integrate artificial intelligence and emerging technologies while strengthening the human relationships, mentorship, and guidance that define quality education. Technology will enhance rather than replace human connection, and all students will be prepared to thrive in an increasingly automated world. This work may involve building AI and digital literacy across the institution, leveraging technology to personalize support while preserving meaningful human guidance, developing frameworks to evaluate tools for bias and accessibility, and ensuring that technological advancement does not deepen existing divides. *Theme 2 Capability Areas include:*

- Build AI and digital literacy among faculty, staff, and students while developing frameworks for thoughtful integration
- Leverage technology to enhance personalization and support while preserving human guidance and mentorship

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- Develop sustainable infrastructure and funding models for emerging technologies that address the full range of access barriers students face, including device availability, broadband connectivity, and digital literacy, ensuring that technology adoption does not deepen existing inequities
- Embed accessibility-by-design principles into all technology adoption and digital learning environments, ensuring that tools, platforms, and content meet the needs of students with disabilities from the outset rather than as an afterthought
- Build institutional capacity to evaluate technologies for algorithmic bias, racial bias, and cultural relevance before adoption, ensuring AI systems do not replicate or amplify existing patterns of discrimination against historically marginalized communities
- Prepare students to critically evaluate information from any source, including AI-generated content, media, and digital platforms, developing the discernment needed to assess credibility, bias, and trustworthiness in an era of information abundance

Equity Imperative: The human relationships at the center of education are not amenities to be preserved despite technological change; they are the foundation of equitable education. For first-generation students, students of color, and others navigating institutions that were designed to exclude them and that continue to present structural barriers to their full participation, authentic connection with faculty and staff who recognize their potential can be transformative. These relationships communicate belonging in ways that no algorithm can replicate. Technology should be evaluated by whether it deepens the college's capacity for relationship or diminishes it. At the same time, the institution must attend to who has access: AI systems can perpetuate discrimination when deployed without scrutiny, and digital tools adopted without attention to access can create new divides along familiar lines of race, income, and geography. MCC's charge is to ensure that technological advancement expands opportunity and connection for those who have been historically marginalized.

Theme 3: Strengthen Industry Partnerships and Workforce Alignment

MiraCosta College will deepen engagement with employers to create seamless pathways from education to economic opportunity. As a Hispanic-Serving Institution, MCC will ensure that industry partnerships become vehicles for mobility and wealth-building in historically marginalized communities, preparing students for careers that provide family-sustaining wages and long-term stability. Strengthening these partnerships may include expanding work-based learning opportunities such as internships and apprenticeships, engaging industry professionals as instructors and mentors, developing systems to track graduate outcomes, and building supportive transitions from education to employment. ***Theme 3 Capability Areas include:***

- Deepen employer engagement in curriculum development and program design, moving toward co-leadership models in which industry partners serve as active contributors to shaping the knowledge, skills, and abilities graduates need, rather than passive reviewers of faculty-developed curriculum³⁸
- Expand work-based learning opportunities including paid internships, apprenticeships, and applied research
- Develop entrepreneurship pathways that prepare students to create economic opportunity for themselves and their communities, with particular attention to students from historically marginalized communities for whom self-employment and small business ownership can be powerful vehicles for wealth-building

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- Develop systems for tracking graduate employment outcomes, disaggregated to reveal and address disparities
- Create supportive transitions from education to employment or transfer, including professional network development
- Engage diverse industry professionals as instructors, mentors, and partners who reflect the communities MCC serves, prioritizing relationships with employers whose practices align with MCC's values of equity, inclusion, and economic dignity for all workers
- Design work-based learning opportunities with the full complexity of students' lives in mind, removing barriers related to scheduling, transportation, and caregiving responsibilities so that student parents and others with significant outside obligations are not systematically excluded from experiential learning
- Expand noncredit workforce pathways as accessible, low-barrier entry points to industry credentials, recognizing that short-term programs serve the real and immediate economic needs of students from disproportionately impacted communities and can function as both standalone outcomes and bridges to further education

Equity Imperative: Persistent gaps in employment outcomes and wealth accumulation along lines of race, gender, ability, and socioeconomic status reflect not individual deficits but systemic barriers to networks, mentorship, and opportunities that are often invisible to those outside privileged circles. MCC's industry partnerships must actively interrupt these patterns by connecting students from disproportionately impacted communities to sustainable careers across the full range of disciplines the college serves, recognizing that economic opportunity takes many forms and that every pathway deserves the same intentional investment and institutional support. This includes removing the full range of barriers that exclude students from work-based learning opportunities, including transportation, housing instability, technology access, unpaid labor, and inflexible schedules, and recognizing that these material conditions fall disproportionately on students of color, low-income students, and others navigating the compounding effects of structural inequity. As a Hispanic-Serving Institution, MCC commits to ensuring that industry pathways are genuinely accessible to undocumented students and others who face legal, financial, and systemic barriers. Serving these students with the same intentionality and institutional courage we bring to all others is not a peripheral commitment; it is central to what it means to be an HSI. MCC's charge is to ensure that every industry partnership becomes a vehicle for economic mobility, wealth-building, and dignity for students from historically marginalized communities.

Theme 4: Foster Interdisciplinary and Human-Centered Skills Learning

MiraCosta College will prepare students with the broad, collaborative capabilities that break down silos and integrate across disciplines. Grounded in MCC's Core Competencies and high-impact practices including common intellectual experiences and learning communities, MCC will cultivate critical thinking, creativity, and the ability to work across differences – skills technology will struggle to replicate. This capability may be realized through cross-disciplinary programs and learning experiences, problem-based curricula centered on complex community challenges, integration of humanistic perspectives throughout workforce programs, robust co-curricular programming that extends interdisciplinary learning beyond the classroom, and structures that elevate student voice in shaping their education. ***Theme 4 Capability Areas include:***

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- Center problem-based learning on complex challenges facing communities, including issues of racial, economic, and environmental justice
- Develop cross-disciplinary programs and learning experiences that span traditional departmental boundaries
- Partner with community organizations, cultural institutions, and local movements to create interdisciplinary learning experiences rooted in the lived realities of North San Diego County, positioning students as active contributors to community problem-solving rather than passive recipients of instruction
- Cultivate human-centered skills including critical thinking, creativity, collaboration, and communication in ways that are culturally humble and affirming, ensuring that students of color, students with disabilities, adult learners, English language learners, and other historically marginalized communities see their identities, experiences, and ways of knowing reflected and valued in how these skills are taught and assessed
- Expand co-curricular learning as an intentional site of interdisciplinary and human-centered skills development, recognizing that student clubs, cultural programming, campus events, service learning, and student leadership opportunities are not supplementary to education but are often where students develop their deepest capacities for collaboration, civic engagement, and identity affirmation

Equity Imperative: As technology reshapes the economy, narrowing education to immediately marketable technical skills undermines MCC's Core Competencies and the broad foundation of learning every student deserves regardless of pathway. The historical separation of "academic" from "vocational" education has tracked students along lines of race and class, disproportionately limiting Black, Latine, and other historically marginalized communities to technical training while reserving a liberatory education for those already privileged by the system. The stakes of this division are not equal for all students. MCC students bring a wealth of knowledge, lived experience, and ways of knowing that are central to their education. This approach creates the conditions for that knowledge to be recognized and built upon. When students engage with complex, real-world challenges across disciplines, their cultural perspectives, community histories, and diverse ways of reasoning become intellectual strengths that enrich the learning of everyone in the room. A college that narrows its curriculum to technical training alone sends an unmistakable message about whose full humanity it is prepared to honor. MCC's charge is to ensure that every student, regardless of pathway, receives an education that honors their full humanity, affirms their identity, and prepares them to thrive as workers, citizens, and people.

Theme 5: Expand Mission to Address Community Resilience and Student Wellbeing

MiraCosta College will serve as a comprehensive community anchor, recognizing that educational equity cannot be achieved when students lack food, housing, healthcare, and safety. MCC will address the interconnected challenges facing students and the broader community, recognizing that hunger, housing insecurity, and financial instability are not individual circumstances but the consequences of systemic inequities that higher education must actively work to counter. Expanding this capacity may involve deepening partnerships with community organizations, strengthening institutional support for students' basic needs, developing family and inter/multi-generational learning models, and exploring funding approaches that reduce barriers to access. ***Theme 5 Capability Areas include:***

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- Strengthen partnerships with community organizations, particularly those serving marginalized populations, following the lead of those already trusted by communities
- Expand institutional capacity to support students' basic needs, including food security, housing stability, childcare, mental health, and transportation, understanding that meeting these needs is not supplemental to the educational mission but is foundational to student retention, persistence, and completion – particularly for students from historically marginalized communities
- Position MCC as a community resource and refuge, particularly during times of crisis
- Develop family and inter/multi-generational learning models that honor cultural values prioritizing community and intergenerational connection
- Advance campus sustainability and environmental stewardship as dimensions of community resilience, developing curriculum and partnerships that prepare students for careers in California's green and blue economies
- Pursue diversified and sustainable funding for basic needs support, and advocate at the local, state, and federal levels for policies that address the root causes of student economic insecurity, recognizing that MCC's commitment to equity requires both meeting immediate needs and working toward the systemic conditions in which those needs are less pervasive

Equity Imperative: Basic needs insecurity is a structural barrier rooted in systemic racism, economic inequality, immigration policy, housing discrimination, and historic underinvestment in marginalized communities. It falls disproportionately on students of color, undocumented students, justice-impacted students, and other historically marginalized communities MCC is committed to serving. When students are hungry, housing insecure, or unable to afford childcare, they cannot fully engage in their education – not because they lack motivation, but because survival demands their attention. MCC takes institutional responsibility for addressing these conditions as preconditions for learning, retention, and completion. This work requires authentic partnership with community organizations already trusted by marginalized communities, recognizing that the college cannot and should not attempt to meet every need alone. MCC's charge is to ensure that no student's ability to learn is compromised by unmet basic needs, and that the college's resources, partnerships, and advocacy are consistently directed toward the structural conditions that make equitable education genuinely possible.

Areas of Impact: Building Just, Equitable, and Sustainable Futures

As MiraCosta College approaches its centennial in 2035, the strategic capabilities outlined in this plan point toward five interconnected areas of impact – dimensions of institutional life where transformation will be felt most directly by students, employees, and the communities MCC serves. These areas of impact are not defined by metrics alone, but by the quality of experience we create for every person who encounters our college. MiraCosta's commitment to racial justice is inseparable from this futures work; we cannot build a resilient institution without also building a racially just one. The strategic capabilities outlined in this plan are not ends in themselves; they are means toward building an institution where students, employees, and community members thrive.

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Areas of Impact

An Institution of Radical Welcome. We envision a college where every learner, regardless of age, circumstance, or background, finds entry points that adapt to meet them rather than demanding they adapt to meet the institution. Students experience education that adapts to meet them rather than demanding they adapt to meet the institution. Working parents, returning adults, first-generation students, dual enrollment learners, students with disabilities, and others who have been structurally excluded from traditional academic models encounter pathways designed with their lives in mind and that honor their time, validate their prior knowledge through culturally responsive assessment, and accommodate their responsibilities. Our commitment to serving as a Hispanic-Serving Institution is reflected not only in who we enroll, but in how deeply students see themselves in our curriculum, our spaces, and our people.

A Culture of Meaningful Connection. We envision a college where technology amplifies rather than replaces human relationships. Students experience mentorship, guidance, and authentic care from faculty and staff who know them as whole people. Every student experiences a sense of belonging and the freedom to express themselves, with their identities and lived experiences recognized and valued. Employees collaborate across traditional boundaries, finding purpose in shared work toward student success. Even as AI transforms how we teach, learn, and operate, human connection remains the foundation of our educational mission – the irreplaceable element that distinguishes a MiraCosta education. We will remain vigilant against algorithmic bias and digital inequity in all its forms – from the racism embedded in AI systems to the material barriers of devices and broadband access – and will apply accessibility-by-design principles across all technology adoption to ensure that advancement expands rather than restricts opportunity for historically excluded communities.

A Community of Continuous Learning. We envision a college where curiosity drives innovation and where the institution models the lifelong learning it cultivates in students. Faculty and staff engage in ongoing professional growth, experimenting with new pedagogies and technologies and deepening cultural competence, equity-minded practice, and anti-racist pedagogy. Curriculum evolves responsively as workforce needs shift, and interdisciplinary collaboration becomes the norm rather than the exception. Students develop not just disciplinary knowledge, but the adaptability, critical thinking, and creativity necessary to navigate careers that do not yet exist.

A Pathway to Economic Dignity. We envision a college where education translates directly into economic mobility and wealth-building for students and their families. Industry partnerships create seamless transitions from classroom to career, with particular attention to connecting historically marginalized communities to high-wage fields and the tools to build lasting wealth on their own terms. Students graduate not only with credentials, but with professional networks, work experience, and the financial literacy to build lasting security. The college measures its success not by completion rates alone, but by the economic trajectories of its graduates and the achievement of employment and pay equity for all graduates.

An Anchor of Community Resilience. We envision a college that serves as a stabilizing force for the region through whatever future emerges. When crises arise, MCC stands ready as a resource and refuge for the community. Students' basic needs are addressed as a precondition for learning, not an afterthought. MiraCosta holds itself responsible for the material conditions that

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make learning possible, from food and housing to childcare and safety, because these conditions disproportionately affect the communities we are called to serve. We envision a campus that models environmental stewardship, reducing its own footprint while preparing students for careers in California's growing green and blue economies. As climate instability intensifies, MCC will serve as a regional resource for climate preparedness, connecting sustainability education to the communities most vulnerable to its impacts. As a Hispanic-Serving Institution, we will challenge and work to dismantle systems of oppression while building the infrastructure for community wellbeing and we will use our voice as a public institution to advocate for the local, state, and federal policies that make equitable education genuinely possible.

Our Path Forward

Education Futures is not an endpoint but a beginning. This plan establishes strategic direction; the work of implementation belongs to the MiraCosta community in the years ahead.

Beginning in 2026, the college will convene communities of practice around each of the five strategic capabilities. These working groups will bring together faculty, classified professionals, administrators, students, and community partners to translate strategic direction into concrete initiatives, pilot new approaches, assess what works, and share learning across the institution. Communities of practice will operate with the same participatory ethos that shaped this plan, honoring the expertise of those closest to the work while maintaining accountability to the equity foundations that guide each capability. While each community of practice is organized around a specific strategic capability, the five themes are not intended to operate in isolation. Alignment across themes is essential, and communities of practice will be expected to identify connections, share learning, and collaborate where their work intersects.

Progress will be documented and shared through the [Education Futures website](#). The website will house implementation updates and opportunities for ongoing engagement. Transparency is not incidental to this work; it is essential. The MiraCosta community deserves to see how strategic commitments translate into action and to hold the institution accountable when they do not.

The forces shaping higher education will continue to evolve in ways both foreseeable and not. New technologies will emerge. Economic conditions will shift. Political landscapes will change. This plan does not presume to have anticipated every challenge or opportunity the next decade will bring. What it offers instead is a framework for navigating uncertainty together, grounded in equity, guided by community voice, and resilient by design. Together, we will continue building a college worthy of serving our community for the next century.

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*Academic Senate Faculty Leaders
Recognition Ceremony*

Friday, May 15 - 2026

11:45 am - 1:00 pm

*Oceanside Campus
Media Arts Hub Patio*

