



ACADEMIC SENATE

Regular Meeting – October 17, 2025

Time – 9:00AM - 11:00AM

Hyflex Meeting – Room OC1068 and Via Zoom in
accordance with AB2449: Information below
1 Barnard Drive, Oceanside, CA 92056

Join Zoom Meeting: <https://miracosta-edu.zoom.us/j/85429414044?jst=1>

Meeting ID: [854 2941 4044](https://miracosta-edu.zoom.us/j/85429414044?jst=1)

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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. Remote Member Attendance
Description: Academic Senate will consider remote participation of members under the provisions of AB2449, if any.
- III. Roll Call
- IV. 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.
- V. Changes to Agenda Order
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of October 3, 2025
 - B. Recommended Ranking of Full-time Faculty Hiring Requests
- VII. 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 4220 Standards of Scholarship - Ante-Contreras [9:20; 1 minute]
Description: Minor edit to align with Title V.
 - B. AP 4220 Standards of Scholarship - Ante-Contreras [9:21; 2 minutes]
Description: Updated language to align with Title V.
 - C. AP 3710 Securing of Copyright - Ante-Contreras [9:23; 1 minutes] *Description: Added "AP 3715 - Intellectual Property" under References*
 - D. AP 4222 Developmental Coursework - Fallstrom [9:24; 2 minutes] *Description: Updates language to reflect Community College League of California recommendations; some minor edits also applied*
- VIII. Discussion/Information
 - A. CPC Update: New Curriculum Approval Timeline - Fallstrom [9:25:10 minutes]
Description: The Courses and Programs Committee votes to approve adjustments to the curriculum approval timeline to account for the implementation of a new

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.

curriculum management system; CPC is also developing a proposal for a new curriculum review cycle to help regulate the quantity of courses submitted each year.

B. [Building Better Online Learning Experiences - Julius](#) [9:35; 40 minutes]

Description: Faculty Coordinator of Online Education, Jim Julius, will engage the senate in a discussion about what our students say makes online classes effective and what key barriers students face. The goal will be to reflect on how faculty can create more accessible, engaging, and equitable online learning environments. This is part of the Academic Senate's knowledge-building series focused on areas of student access, learning, and success in scheduled classes.

C. Adult High School WASC Accreditation - Duran [10:15; 15 minutes]

Description: AHS faculty will share results of the Spring 2025 WASC Accreditation visit to engage Senators in discussion about the value of the AHS here at MiraCosta so they can inform their own constituents and students

D. Conversation with the Joyful Teacher - Duran [10:30; 20 minutes]

Description: The Joyful Teacher, Erica Duran, will engage the Senate in a discussion of what ought to be cultivated, celebrated, and connected for teachers to teach joyfully right now.

IX. Reports (Written, Included Via Links Below)

A. Academic Senate President – *mittell* ([access report](#))

B. College Superintendent/President – *Cooke* ([access report](#))

C. Classified Senate – *Streagle* ([access report](#))

D. Associate Student Government – *James* ([access report](#))

E. Senator Reports – ([access report](#))

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

X. Adjournment

On September 13, 2022, California Governor Gavin Newsom signed California Assembly Bill 2449 (AB 2449) into law. This bill changes remote attendance rules under Ralph M. Brown Act's opening meeting laws. With an effective date of January 1, 2023, AB 2449 imposes four periods of differing rules on remote access to, and member attendance of, local agency public meetings under the Ralph M. Brown Act (Brown Act). Further, a state of emergency is no longer in effect and so governing bodies will now meet in person with the possibility of approved remote attendance. The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (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

Audio recordings of AS meetings may be available and requested for up to 30 days. Please contact the MiraCosta College AS President's Office 760-757-2121 x6213 or email Arielle Locke, Administrative Assistant to the Academic Senate at alocke@miracosta.edu.



ACADEMIC SENATE

Regular Meeting – October 3,
2025 Time – 9:00AM -
11:00AM

Hyflex Meeting – Room OC1068 and Via Zoom
in accordance with AB2449: Information
below 1 Barnard Drive, Oceanside, CA
92056

UNOFFICIAL MINUTES

Acronyms used in minute-keeping:

ASP [Academic Senate President]

M [Motion], S [Seconded],

U [Unanimously approved], P [Passed by majority], F [Failed by majority]

- I. Senate meeting called to order at 9:03am.
- II. Remote Member Attendance
None
- III. Roll Call
Members present: curry mitchell (ASP), Jim Sullivan (President-elect), Robin Allyn (CO), Ghada Osman, Leigh Coitnor, Katrina Tamura, Brian Page, Jeff Murico, Kristine Arquero, Sean Davis, Alexis Tucker Sade, Julie Graboi, Krista Warren, Sarah Gross, Afifa Zaman.
Members absent: None
Others present: Daniel Ante-Contreras, Scott Fallstrom, Annie Ngo, Denee Pescarmona, Erica Duran, Angela Senigaglia, Danielle Lauria, Israwel Pastrana, Jennifer Paris, Lauren Halsted, Leola, Molly Kendall, Scott Fallstrom, Stacey Hull, Zach Gardiner, Zhenya Lindstrom.
- IV. Persons Wishing to Address the Senate
Public Comment: Senator Arquero shared Pilipinix American History Month is celebrated in October each year to honor the contributions and achievements of Filipino Americans in the United States. An engaging series begins October 8th and runs through the 28th. Check out the office of IDEA's website under cultural and heritage celebrations for more information.
Public Comment: Senator Tucker Sade commended governance committees for their collaborative efforts in developing the calendar despite the chancellor's office decision to reject it as proposed not to approve it as proposed.
- V. Changes to Agenda Order
mittchell proposed moving information Item A) ahead of Action Item E). No objections.
- VI. Consent Calendar
 - A. Approve Minutes of the Regular Meeting of September 19, 2025
 - B. Approve Minutes of the Senate Retreat of August 8th, 2025
 - C. Salary Advancement Committee Handbook
 - D. Ratify Faculty Committee Assignment**Items A, B & D approved by unanimous consent**
mittchell pulled Item C)
MSU (Tucker Sade/Warren) to approve item C, Salary Advancement Committee Handbook.
Angela Senigaglia was present to speak to changes and form updates.
- VII. Action Item, Second Read

A. BP 4070 Course Auditing and Auditing Fees - *Fallstrom* [9:20; 3 minutes]

Description: CPC has collaborated with institutional partners to further develop AP/BP 4070 which draft policy and procedures to allow for course auditing. These draft AP/BP are routed to the Academic Senate for review, comment, and approval.

MSU (Page/Osman) to approve BP 4070 Course Auditing and Auditing Fees.

B. AP 4070 Course Auditing and Auditing Fees - *Fallstrom* [9:23; 5 minutes]

Description: CPC has collaborated with institutional partners to further develop AP/BP 4070 which draft policy and procedures to allow for course auditing. These draft AP/BP are routed to the Academic Senate for review, comment, and approval.

MSU (Cotnoir/Arquero) to approve AP 4070 Course Auditing and Auditing Fees.

Clarification provided on questions that arose from the Science Department in defining auditor participation in Science Labs vs. labs or activities in a science class, auditor participation on field trips, and auditor use of equipment i.e. computers, 3D print machines, hand tools. Fallstrom concluded that the main goal of the revision is to ensure faculty who accept auditors have agency and protection in their classes given a departments' Course Outline of Record [COR].

C. AP 4020 Program and Curriculum Development - *Fallstrom* [9:28; 2 minutes]

Description: CCLC language required update.

MSU (Tucker Sade/Graboi) to approve AP 4020 Program and Curriculum Development

The Curriculum Packet will look different when Senate votes to approve it in November 2025. Senators will approve a group of courses vs. individual classes.

VIII. 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 4222 Developmental Coursework - *Fallstrom* [9:30; 5 minutes]

Description: The AP added in the references elaborates on the policy and the committee found it to be an important resource; Reference to AP 3715 - Intellectual Property added

No objections to seeing this for a vote next agenda

CPC voted on this, it was a hold over from Spring 2025. No changes were made outside of the recommendations from CCLC.

B. AP 4220 Standards of Scholarship - *Ante-Contreras* [9:35; 2 minutes]

Description: Minor edit to align with Title V.

No objections to seeing this for a vote next agenda

This AP is lingering from last semester, the only change is to align the language in Title V, specifically practices and policies.

C. BP 4220 Standards of Scholarship - *Ante-Contreras* [9:37; 3 minutes]

Description: Updated language to align with Title V.

No objections to seeing this for a vote next meeting

This AP was updated to align the language in Title V. Practices and policies change.

D. AP 3710 Securing of Copyright - *Ante-Contreras* [9:40; 3 minutes]

Description: Added "AP 3715 - Intellectual Property" under References

No objections to seeing this for a vote on the next agenda

AAC added language to AP 3710 from AP 3715 regarding Intellectual Property, connecting these two administrative procedures was the only change.

IX. Information

A. VP of Administrative Services - Annual Facilities Plan Update [9:45; 30 minutes]

Description: The Vice President of Administrative Services will provide an annual Facilities Plan Update.

updated presentation: <https://docs.google.com/presentation/d/1Vmdf59aFYQhiyb1ajLHdfDyKxEzTyHR>

VP Elba Gomez and **Kitchell Construction** provided an update on capital improvements, noting that final parts of the plan are on hold until the Educational Plan is finalized in January 2026 to best align the college's needs. Of the \$467 million bond, \$425 million has been accounted for; additional funding will be required to complete remaining projects. Key updates included solar shade structures installed at all three campus locations to take advantage of sunseting state and federal credits, new student and governance spaces at San Elijo, ongoing work on OC4500 and OC4700 under Department of Structural Architecture [DSA] review, and upcoming wayfinding/signage improvements across campus. Senators raised several points of clarification:

Graboi - asked about revenue from lease revenue bonds and expressed appreciation for the new solar grids.

Sunny clarified that lease revenue bonds function as loans repaid over time, not as revenue streams. **Page** -

asked about planned color-coding of parking lots, follow-up was noted. **Zaman** - inquired about maintenance planning; specifically job classifications in building & maintenance. Sunny confirmed that total cost of ownership, including custodial and IT needs, is factored into projects, though recent positions did not meet the 50% law requirement.

Two follow-up areas were noted: (1) clarification of lease revenue bonds, and (2) faculty awareness of long-term classroom and maintenance planning.

E. 2026-2027 Academic Calendar Adjusted to Meet CCCCCO Approval - [10:15; 30 minutes]

Description: After the Academic Senate approved Option 1 on August 22nd and the Board of Trustees approved Option 1 on September 11th, the California Community College Chancellor's Office (CCCCO) has taken issue with the FLEX days scheduled on September 8th in the fall and April 29th in the spring and requires further changes to the FLEX schedule prior to their approval.

mittchell - shared context for this item. On September 26th, the Chancellor's Office informed the Office of Instruction that they would not approve the proposed calendar. They said that a compressed calendar does not allow FLEX days to be scheduled within the semester because doing so will reduce the number of total weeks for the year below the minimum 32 weeks required by Title V Sections 58004, and Section 55701. To meet next board agenda in October, Senate has to approve a calendar today. In working with administration, Sullivan and mittchell made adjustments to the calendar by make these changes: September 8th FLEX day moved to August 10th in the fall and April 29th FLEX day moved to January 25th in the spring. Today's vote is to approve the proposed calendar and approve a motion to suspend Academic Senate rules to hear this item as a final vote and move it to the Board.

MSU (Warren/Zaman) to suspend Academic Senate rules for two reads passed

MSP (Cotnoir/Page) Vote: 10 in favor/ 2 opposed/ 1 abstention to approve item E, 2026-2027 Academic Calendar Adjusted to Meet CCCCCO Approval

Chairs of PDP, AAC and DEqCC shared how the adjusted calendar will shape programming and development within their committees. **VPI Pescarmona** provided context for the state's decision, explaining that if the calendar configuration risks lowering the college's state funding (apportionment), or places FLEX/non-instructional days in a way that disrupts how apportionment is calculated, the state won't approve it. **President Cooke** stated that CA Community Colleges are highly regulated and yet expected to remain innovative within these constraints. **Krista Warren, President of the MiraCosta College Academic Associate Faculty union**, expressed concern about FLEX days scheduled when associate faculty are off contract. **Mary Gross, President of the Faculty Assembly**, noted that there is overlap between Academic Senate and the FA in this issue and thanked those who worked quickly to address the issue and bring it forward to ensure timely submission to the Board.

X. Reports

A. Academic Senate President – mittchell ([access report](#))

ASP mittchell acknowledged that there is a full team of Senators that will attend Fall Plenary on November 6-8th

in San Diego.

B. College Superintendent/President – *Cooke* ([access report](#))

Sunny elaborated on her announced retirement, noting that she wanted to provide the Board sufficient time to begin the search process. She recommended that the Board provide ongoing public updates at each meeting. She also stated that the search will be conducted nationally and that the Board of Trustees will make the final appointment.

C. Classified Senate – *Streagle* ([access report](#))

No report given.

D. Associate Student Government – *James* ([access report](#))

No report given.

E. Senator Reports – ([access report](#))

No report given.

XI. The meeting adjourned at 10:48am.

RECOMMENDED RANKINGS OF FULL-TIME FACULTY REQUESTS

Academic Affairs Hiring Taskforce

September 26, 2025

In this hiring cycle, 14 departments requested a total of 22 full-time faculty positions. Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC hiring subcommittee read each full-time faculty hire plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration detailed in the AAC Hiring Guide provided to plan authors. On September 19 and September 26, 2025, the taskforce met and shared their request ranking order, engaged in robust discussion of the justifications provided by the plan authors, and the potential for each request to positively impact the campus community. The taskforce's rationales for ranking the number we were suggested to justify are provided. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

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

Shawn Firouzian, Math	Kris Peck, Student Accessibility Services
Daniel Ante-Contreras, Letters	Lauren McFall, Library
Christopher Sleeper, History	Giana Carey, Nursing
Denée Pescarmona, VP Instruction	Tracy Williams, Theater Arts
Tyrone Nagai, Letters	Kristi Reyes, Non-Credit ESL
Tina Walker, Biology	Alketa Wojcik, VP Student Services
Kyle Arriola, Chemistry	Shafin Ali, Economics

1. Articulation Officer: Replacement

An articulation officer (AO) comprises one of the established minimum conditions for a California Community College under Title 5, Section 51000 (see 51027 Transfer Centers). The California Intersegmental Articulation Council (CIAC) defines the articulation officer's crucial role in CA higher education landscape as one that ensure that the continuously and evolving curriculum of an institution meaningfully aligns with curricular and legislative changes at other colleges and universities. The articulation officer works with all faculty across all disciplines to ensure curricular quality and alignment for transfer within the regulations and standards of all systems partners (CSU, UC, CCC, as well as independent and out of state colleges and universities). The work of an articulation officer requires knowledge of counseling and transfer

patterns as well as best practices in integrated curricular design. An articulation officer may have knowledge and experience as a counselor, but many system articulation officers also have experience in other academic backgrounds. The AO ensures optimal transfer of units for students across systems, acting as a compliance officer for the college by interpreting and navigating a complex language of regulations, policies and processes. The AO plays a critical role in meeting accreditation standards by maintaining a multitude of articulation agreements required for student transfer of credit and time to completion (ACCJC Standard 2.2 and 2.3). As a requirement for meeting the minimum conditions under Title 5 and for accreditation, MiraCosta College must have a designated individual serving as the Articulation Officer; not having an AO risks the college ability to transfer student units and maintain accreditation. As such, not funding this request will result in having to hire classified staff or an administrator to serve as AO. While staff and administrators can serve as AO, the system best practice and the recommendation from the Statewide Academic Senate (ASCCC) is that a faculty member serve in this role as it directly relates to faculty purview of curriculum under the 10+1.

This request is a replacement for Joanne Benschop, long-time Articulation Officer. Benschop was hired in 2015, so there has been 10 years of stability in the position. There is currently an interim in the role, but there is a continuing need for the position. As stated above, an articulation officer is a requirement for all community colleges and for maintaining accreditation. If a fulltime faculty position is not prioritized, then the Office of Instruction will need to go through the resource allocation process to secure funding for either a classified professional or administrator to serve as AO. The College cannot go without an AO.

2. Accounting – Tax Focus: Replacement

This hire request seeks a full time REPLACEMENT position for an unplanned retirement effective Fall 2025. This Accounting faculty member was lead faculty for our tax courses as well as industry outreach and programs focused on the tax profession. The impact of this hire request not being funded is we will be unable to continue running the tax program and courses effectively in the future as we do not have a tax specialist in the department. The Certificate of Achievement in Accounting has consistently been in the top five certificates received by students for many years. We are also involved with the VITA program. VITA is the Volunteer Income Tax Assistance Program. We have a course (ACCT 149: IRS Volunteer Preparation) that works with VITA and FSA (Facilitated Self Assistance) to offer accounting and business majors the opportunity to learn the valuable skill of tax preparation in a real world setting. 71.4% are taught by PT faculty; 28.6 by FT faculty. If the REPLACEMENT position is hired, FT faculty ratio will return to 42.8% and PT ratio will return to 57.2%.

The maintenance of our certifications, tax compliance (CTEC), and transfer program are also in the institution's best interest. Our department full-time faculty are active on campus and serve in many roles including Academic Senate, FA, Honors Coordinator, San Elijo liaison (helping to create cohort programs), Dual Enrollment management, and many other roles and responsibilities. According to the U.S. Department of Labor Statistics, the Occupational Outlook Handbook shows that the 2024 median pay for accountants and auditors is \$81,680 per year (\$39.27 per hour). This would be higher for the San Diego area as jobs for accountants are typically higher by 23% than the national average.

3. Letters: Growth

The Letters Department is in immediate need of the new full-time faculty member. We are the largest department on campus serving the majority of our students, primarily through our GE composition courses. Our department also collaborates with Student Equity to provide culturally sustaining curriculum for historically underserved students in Academic Success and Equity (ASE) Programs: Puente, Mana, Umoja, and Transitions. However, our current full-time faculty is overextended. The majority of our full-timers hold institutional leadership positions. If our hiring request is not funded, it will become increasingly difficult to sustain our participation and contribution to programmatic and institutional projects. Departmentally, it has already become a great challenge to balance scheduling full-timers in on-ground classrooms, and we have had to hire five new associate faculty last year to staff courses.

Since our previous hiring request last year, our department has worked on updating our outcomes assessment and have engaged in departmental dialogue about how the addition of a new full-time faculty member would offer invaluable input to our curricular updates and assessment processes. Our hiring request for a full-time generalist Letters faculty aligns with programmatic and departmental goals to (1) ensure sustainability of equity-focused programs; 2) increase full-time faculty who teach, and lead professional development in, Highly Supportive English (HSE) co-requisite composition courses; 3) continue AB1705 work with Growth Portfolio curriculum development and support for our Highly Supportive English community of practice; 4) develop curriculum to maintain currency and offer regular availability of Literature and Creative Writing course; 5) create additional interdisciplinary partnerships (such as our new cohort classes for student athletes, Psych ADT and Business ADT students) for integrated learning

Our department submitted two unsuccessful hiring requests in 2024. It is also important to note that, in the past five years, two of our full-timers have retired: Teresa Guinon in Fall 2021 and Jane Mushinsky in Spring 2022. Notably, Teresa was a pre-transfer hire whose primarily teaching load was devoted to students impacted by the legislative changes of AB705 and AB1705. While we increased conferral of English AA degrees from 14 (AY22-23) to 21 (AY23-24), that number dropped back down to 14 last year (AY24-25), possibly due to the low enrollment cancellations and thus lack of consistency in Lit course offerings for students to fill the English ADT. In regard to successful course completion, while English Transfer data from AY 21-22 was at 56% versus a 70% pre-pandemic success rate, AY22-23 data reflects improvement to 61% for English C1000 and to a 61% overall subject success rate in English Transfer versus a 70% collegewide success rate. Our continued efforts to increase course and subject success rates involves our Growth Portfolio process not only for SLO assessment, but also to support students through Highly Supportive English (HSE).

4. RN Program – Psychiatric Mental Health: Replacement

The demand for psychiatric mental health services has risen sharply in recent years, with increasing numbers of individuals and families seeking care across inpatient, outpatient, and community-based settings. This growing need underscores the importance of preparing nursing graduates who are competent, compassionate, and practice-ready to serve patients with diverse mental health needs. Psychiatric Mental Health Nursing (PMHN) is a critical specialty within nursing education that equips students with the knowledge, skills, and clinical judgment necessary to address this

rising demand. To ensure that our students are fully prepared to meet workforce and community needs, it is essential that MiraCosta College (MCC) maintains strong faculty leadership in this area.

As we approach our upcoming Board of Registered Nursing (BRN) and initial Accreditation Commission of Education in Nursing (ACEN) Accreditation visits, to review and accredit our nursing program, it is paramount that we have a plan for the specialty area of Psychiatric Mental Health Nursing, where our current full-time faculty member will be retiring. Ensuring stable full time faculty coverage across all specialty areas is necessary to continue meeting BRN and Accreditation requirements and in supporting student success. With the impending vacancy in Psychiatric Mental Health Nursing, it is imperative to fill this faculty position to maintain program integrity and compliance with accreditation standards.

Nursing is a unique profession in that there are numerous specialty areas, and not all faculty are qualified to teach in every discipline. Psychiatric Mental Health Nursing is one such specialty, and it is a required component of our program regulated by the BRN. Without a qualified faculty member in this area, the program cannot meet its requirements and risks compromising its ability to operate.

Psychiatric Mental Health Nursing is a cornerstone of our curriculum and prepares students to meet the growing demand for safe, evidence-based mental health care. Without a dedicated full-time faculty presence, students risk losing valuable clinical experiences, and the program risks falling short of state requirements. Faculty members in this specialty must hold an advanced degree, specialized certifications and preparation, and ongoing continuing education in order to fulfill this role.

5. Library – Online Learning Librarian: Replacement

A dedicated full-time faculty member will provide the continuity and long-term vision needed to advance student learning and equitable access to online resources. This position will lead the design, development, and delivery of a robust online information literacy program grounded in accessibility, critical pedagogy, and best practices in digital learning. The hire will also serve as a key contributor to digital pedagogy efforts, integrating emerging tools and technologies, including guidance on ethical and effective use of AI in research and academic work. In addition to providing course-integrated and one-on-one instruction, this faculty member will support faculty in adopting open educational resources (OER), collaborating across departments to promote curricular innovation, affordability, and access.

Soma of the Ways the Hire Could Enhance Online Instruction Efforts: Design, develop, and deliver effective, inclusive, and accessible online instructional program for the library; Contributes to library instructional design efforts by exploring and integrating digital techniques and tools, including online tutorials, multi-media, and other digital projects; Acts as a leader in teaching students how to navigate Artificial Intelligence (AI) and to use it ethically and effectively for research and information sharing; Participate in teaching in-person information literacy instruction

6. Anthropology: Growth

While Anthropology is considered a growth position, it's important to remember there was an unexpected FT retirement within the department over the Summer of 2024. The sole faculty member in that department needed the time to make a clear and evidence-based decision about the future of the program and the hiring request itself. Anthropology continues to be a popular program based on enrollment with coursework that satisfies CalGETC requirements for transfer in both Area 4 (Social and Behavioral Sciences) and Area 5 (Biological Science, which also includes a lab). This position will help build the Anthropology's success with online education, dual enrollment, and engagement. Anthropology is also experiencing a growth through the Global Health COA.

7. Sociology: Replacement

The Sociology Department respectfully requests to replace the full-time employee who recently resigned. Not granting us a new hire would severely limit our second action plan, build relationships with student support programs, because our current full-timers are stretched thin. Thao is working with the Transitions program, Sean is involved in the Academic Senate, and Bruce is department chair and is supporting the Ethnic Studies department. Many of the duties that Bruce is performing in support of the Ethnic Studies department are a direct result of the aforementioned resignation.

Our department has goals that a new hire would be able to support:

1) Lead Statistics and Research Methods - The statistics and research methods classes no longer have a full-time lead. Bruce had to move away from teaching these classes to help the college manage the exponential growth in student demand for Ethnic Studies. Bruce now teaches four classes in that area per semester, and the department has a total of 33 sections that meet the Ethnic Studies requirement. 2) Assist with differentially impacted groups - Our most impacted students are Hispanic (8 of 8), Economically-Disadvantaged (8 of 8), First Generation (8 of 8), Males (6 of 8), and Black (5 of 8) students. We will be looking for someone with experience in working with at least one of these groups to help us close these gaps. 3) Support our Hispanic-serving institution - Our department needs to develop a stronger connection to Hispanic students to help close equity gaps. With our new hire, we will be looking for someone willing to work with this demographic and support our college's efforts as a Hispanic-serving institution.

Goals 2 and 3 directly align with institutional goals; however, granting us this hire would also allow us to continue to support the Ethnic Studies Department at our current level.

We have spoken about this position for the last year at multiple department meetings and have had lengthy discussions during one-on-one meetings.

8. Chemistry: Growth

Chemistry is requesting a growth position based on student need – simply put, being able to provide more sections will mean more enrollment. The Chemistry department is launching a dual enrollment program that will support the Biomanufacturing pathway as well as an AS degree for Research Library Technician. In addition to these programmatic changes, Chemistry is already a requirement for Nursing, Nutrition, and every other Science degree program in the district. It is clear the program is working hard to address equity gaps and has started to see improvements.

9. Horticulture – Plants: Growth

The MiraCosta Horticulture Program (HORT), currently with only one FT faculty member, has a crucial departmental need for another FT faculty member. The department previously requested a FT hire replacement for a retirement in 2019 but was not granted the replacement at that time. Evidence from program review data and 2023 labor market analysis confirm strong demand, decent wages, and a supply gap in horticulture occupations. San Diego County's \$1.17 billion nursery and cut flowers industry also demonstrate the need for a program that prepares skilled graduates for local jobs. Without a dedicated full-time faculty expert in plants to complement the existing FT faculty member and assist with the many duties of running a department, Horticulture jeopardizes student success, workforce readiness, and MiraCosta's investment in its 10-acre living lab. The position will help Horticulture ensure that it meets community and industry needs, honors stakeholder input, and secures the program's long-term relevance, as it serves as the only program of its kind in North San Diego County.

10. Psychology: Growth

The Psychology department offers more than 100 sections per academic year, employing approximately 20 part-time faculty members per semester. Because of the number of sections we offer and the dearth of full-time faculty, many of our part-time faculty teach at their LHE maximum per semester. In addition to this limited access to full-time instructors for our students in teaching, we also struggle to be fully informed and up-to-date on the work of the college's committees, initiatives, programs, services, and technology changes because we are stretched so thin. In the unfortunate case that we don't get new hires, we don't know how long we can continue to offer as many sections as we do.

Three of our courses are among the most highly enrolled college wide: PSYC C1000 is 4th, PSYC104 is 9th, and PSYC100 is 32nd in total enrollment. In addition, of the 1292 degrees that MiraCosta College awarded in 2024-2025, the Psychology Department awarded 145 of them. While this hiring request is aimed at promoting the underlying stability of our course offerings, it is also possible to promote innovation within our department by hiring new faculty members. Potential examples of this include hiring faculty members who have unique skills, experiences with, and interest in offering HyFLEX teaching. Hiring faculty members who are interested in developing courses that promote our new Ethnic Studies area. And/or hiring faculty members who are interested in participating in programs that support our disproportionately impacted students. During the latest academic year, student success in the Psychology Program increased to 77%, with gradual improvement over the last couple of years.

11. Counseling – Retention Counselor: Growth

The objective of this action plan is to secure one full-time ASE/Retention counselor who will provide dedicated counseling support to one equity-focused ASE program (e.g., MANA, Puente—second cohort, MESA, AMEND, UPRISE, or Transitions) and allocate 50% of their time toward broader student retention initiatives. This position will address a critical service gap for disproportionately impacted (DI) student populations, including Pacific Islander, Hispanic/Latino, and Black/African American students—groups that continue to experience persistent equity gaps in both success and retention. As outlined in the 2023–2024 Program

Review, none of these high-impact ASE programs currently have a full-time, embedded counselor. This limits their capacity to deliver coordinated academic planning, proactive support, and culturally responsive guidance. Institutional data from 2023–2024 confirms that DI student populations remain disproportionately impacted in success and retention outcomes. Additionally, the general counseling team has reported an increased demand for services, including a 15% rise in students with verified disabilities and mounting compliance-related responsibilities, such as SAP and CPOS interventions. By securing a counselor with dual responsibilities, the department aims to increase targeted support, reduce structural barriers, and implement retention strategies that fall within the counseling faculty scope—ensuring sustained, equity-centered student engagement and success. (information from: Annual Program review Update- supported by connection)

12. Dance: Replacement

Restoring this second full-time position addresses a documented inequity between Dance and comparable departments and is essential to sustaining recovery and growth responsibly. Without this hire, the department will continue to rely on associate faculty at 76.2%, more than triple the AB 1725 goal of 25%, leaving students with limited access to consistent mentorship and faculty leadership. High part-time ratios negatively affect student equity by reducing access to sustained mentorship, academic guidance, and co-curricular support. Students who need the most resources and consistent faculty engagement are instead taught by faculty who often teach at multiple institutions and have limited capacity to provide the kind of long-term guidance that builds retention and completion. A full-time hire is essential to bring Dance closer to compliance with AB1725 and to ensure that students have equitable access to consistent instruction and mentorship. If this position is not filled, the Career Education program and Dance Instructor Certificate will remain unmanned, leaving students without a critical workforce pathway. Recruitment pipelines with feeder high schools and community partners will weaken, enrollment growth will slow, and productions that showcase student achievement will be harder to sustain.

Dance education has changed significantly since 2004, when the last full-time faculty member was hired. A new hire is expected to bring this contemporary expertise along with a student-centered teaching philosophy, while also providing the leadership to invigorate programs such as student choreography, Pilates, and Career Education. Dance instruction also carries significant responsibilities that extend far beyond the contact hours represented in WSCH/FTEF calculations. Faculty must prepare music, equipment, and studio space, coordinate rehearsals, oversee costumes and technical needs, and manage concert production logistics. Instructors also act as coaches and mentors, providing individualized feedback and emotional support that are central to student success, retention, and persistence. These additional responsibilities are vital to sustaining high-quality instruction and ensuring students are prepared for transfer and professional opportunities, yet they are not reflected in traditional efficiency metrics. This hire would also provide consistent leadership to design culturally responsive curriculum and build new pathways that ensure disproportionately impacted students not only persist but thrive in the program. Aligning with MiraCosta's commitment to futures thinking and innovation, this position will enable the program to anticipate emerging trends, expand collaborations across departments and with community partners, and ensure that Dance remains proactive, resilient, and future-ready in advancing equity-driven student success.

13. RN Program – LVN to RN: Growth

The Nursing and Allied Health Department (NAAH) has recently secured grant funding to establish and expand an LVN–RN Apprenticeship Program. This initiative is designed to create a clear and supported pathway for Licensed Vocational Nurses (LVNs) to advance their education and practice as Registered Nurses (RNs), addressing both workforce shortages and community healthcare needs. Currently, LVN–RN students matriculate directly into the third semester of the RN program and complete semesters three and four alongside traditional RN students.

Data analysis has revealed a significant disparity in attrition rates between these student populations. While traditional RN students experience an attrition rate of approximately 4%, the attrition rate for LVN–RN students is closer to 20%. This discrepancy is attributed to a few different factors; these students have been out of school for a long time and have very different support needs than traditional RN students and the fact that many LVN–RN students are already employed in healthcare settings, often balancing part-time or full-time work while pursuing their degree. These competing demands highlight the need for additional academic and clinical support tailored specifically to this student population.

To ensure the success of this apprenticeship program, decrease the LVN - RN attrition rates, and meet the needs of both students and the community, the Nursing and Allied Health Department is requesting a full-time faculty growth position dedicated to the LVN–RN pathway. A faculty member in this role will provide specialized instruction, mentorship, and program coordination to reduce attrition, foster student success, and strengthen partnerships with healthcare employers supporting the apprenticeship model. This faculty member will not only support the LVN-RN Apprenticeship program, but will support all LVN - RN students and their unique needs.

This investment in faculty is critical not only to the sustainability of the LVN–RN Apprenticeship Program but also to the long-term impact on the local workforce. By providing targeted support for LVN–RN students, we can ensure more graduates successfully transition into RN practice, ultimately expanding educational access, addressing local and widespread workforce shortages and preparing practice-ready RN's to deliver high-quality nursing care across our community while earning a wage well above a living wage, the median wage increases by almost \$30/hr from an LVN to an RN.

14. Music – MTEC: Replacement

With the sudden retirement of one of the MTEC department's founders in May, a significant need for a full-time hire exists in the department. In addition, I am approaching the end of my teaching career, making the need for a replacement even more critical. As the remaining sole full-time faculty member in the MTEC department, I worry that the program which has taken decades to build will lose direction unless we can hire an experienced and qualified specialist and educator.

An important aspect of our program is that the majority of our students are not transferring to four-year programs to get bachelor's degrees. Typically, most students will attempt to move into the job market with an AA degree, or a COA. This semester (Fall 2025) we have 11 sections

being offered. Of those sections, 73% are taught by associate faculty, which reinforces the need for a full-time faculty hire. Our enrollment numbers are strong. MTEC students are here because they want to be, and course learning outcomes are at 100%. In the last three years, 21 students were awarded Associate of Arts degrees, and 37 students earned Certificates of Achievement.

Many of our most outstanding, capable, and employable students are female, and many are Latinx. Current enrollment (Fall 2025) which has been consistent from semester to semester for several years, is at 230. Fill rates = 79%, and there is an average of 20.7 students per section. Weekly student contact hours = 1440, and weekly student contact hours per full-time equivalent faculty = 331. The Music Technology ACP includes Music Production, Live Sound, Audio Technology, Media Arts, Broadcasting, Sound Design, Radio and Television, and Communications. We have many cross-discipline courses included in our certificate and degree and this allows us to integrate our program with other college departments. According to the San Diego and Imperial Counties Labor Market Analysis from November, 2024, employers in San Diego County will need to hire 354 workers annually, to fill new jobs and backfill jobs in commercial music occupations due to attrition caused by turnover and retirement.

15. Computer Sciences: Growth

The purpose of this request is to hire a full time computer science faculty member to continue the revolutionary work our department has engaged in for over 5 years. This new hire would be a specialist who could help with the revision of our C++ courses. Through our ZTC grant project work we've identified some key curricular changes to our CS150 and CS151 course, mainly embedding microcontroller technology and skills to provide technical workplace skills earlier in the pathway.

This new hire would continue the work from the Zero Textbook Cost grant project for CS150 and CS151 to use open educational resources as well as integrate culturally sustaining content and practices. The new faculty member would integrate embedded systems concepts and projects to address a workforce development need our industry advisory board identified, as well as teach additional courses core to the CS transfer pathways. In this way the hire request directly relates to the institution's goal of increasing transfers, career education workforce development, and the student equity plan through culturally responsive/sustaining pedagogy (CRP/CSP).

Our department was in talks about continuing workshops for Fall 2025 but we were not able to run it this semester. The proposed new hire would take on this initiative, whether it crystallizes as a club or part of the MESA program will be determined by what serves our women/nonbinary students best and is sustainable for our programs.

16. Letters: Growth

17. Nursing – Psychiatric Technician Program Director: Growth

18. Psychology: Growth

19. Accounting – General: Growth

20. Equity and Student Engagement Librarian: Growth

21. Counseling: ASE Counselor: Growth

22. Horticulture – Pathways: Growth

The vice president, Instructional Services, shall be responsible for securing district copyright protection. Any royalties or revenue from said copyrights are to be for the benefit of the district. The district may use, sell, give, or exchange published materials and may license materials prepared by the district in connection with its curricular and special services. The vice president, Instructional Services, shall safeguard the district's rights to use, sell, give, exchange, or license such copyrighted materials.

Matters identified by Title 5 as standards of scholarship are grading **policies, pass/no pass options**, credit for prior learning, standards for academic and progress notice and **separation, academic record** symbols, grade changes, course repetition, **and** academic **renewal**. Authority and responsibility is delegated to the assistant superintendent/vice president, Instructional Services, and the Academic Senate as described in the policies and procedures on Collegial Governance and Participation in Local Decision Making (see Board Policy and Administrative Procedure 2510).

The superintendent/president shall establish procedures that establish standards of scholarship consistent with the provisions of title 5 sections 51002, 55020 et seq., 55030 et seq., 55040 et seq., 55050, et seq, and board policy.

These procedures shall address: grading **policies**, academic record symbols, grade point average, credit for prior learning, academic and progress notice, academic and progress separation, academic renewal, course repetition, limits on remedial coursework, and grade changes.

The procedures shall be described in the MiraCosta College catalog.

Developmental coursework consists of non-degree-applicable basic skills courses.

A student's need for developmental coursework shall be determined using appropriate assessment methods or procedures.

No student shall receive more than 30 semester units for developmental coursework, subject to the following exceptions:

- A. A student who is enrolled in one or more courses of English as a Second Language is exempt from this unit limitation.
- B. A student who has been officially identified by the college as having a learning disability is exempt from this unit limitation.

Students who need more than 30 units to develop college-level basic skills will be restricted to taking only noncredit courses, non-degree-applicable courses that do not involve remediation, and those degree-applicable credit courses that do not have basic skills prerequisites or advisories on recommended preparation.

The district shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year time frame of the student's initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the English and mathematics course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year time frame of their initial attempt in the discipline.

The district shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless the student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework and the enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year time frame or, for credit English as a Second Language course students, completing transfer-level coursework in English within a three-year time frame.

The district shall use, in the placement and enrollment of students into English and mathematics courses, one or more of the following measures: high school coursework, high school grades, and high school grade point average. **High school transcript data shall be used as the primary means for determining placement in English and mathematics courses. For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, the**

District may use guided placement or self-placement. When using multiple measures, the district shall apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur:

- A. Low performance on one measure shall be offset by a higher performance on another measure.
- B. Multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it.
- C. Any one measure may demonstrate a student's preparedness for transfer-level coursework.
- D. The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning.
- E. The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

If the district places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the college shall determine the following:

- A. The student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major based on their high school grade point average and coursework.
- B. The enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year time frame.

The district may recommend ~~require~~ a student to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same term that they take a transfer-level English or mathematics course, but only if the college determines the support will increase their likelihood of passing the transfer-level English or mathematics course.

If the district places and enrolls students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, the college shall determine the following:

- A. The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.

- B. The enrollment will improve the student's probability of completing the first STEM calculus course.
- C. The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

The following are exceptions to transfer-level placement and enrollment into mathematics and English coursework, as described in this procedure:

- A. Students who have not graduated from a United States high school or been issued a high school equivalency certificate.
- B. Students enrolled in a certificate program without English or mathematics requirements.
- C. Students enrolled in a noncredit English as a Second Language course who have not graduated from a United States high school or been issued a high school equivalency certificate.
- D. Students with documented disabilities in educational assistance classes who are otherwise not able to benefit from general college classes.
- E. Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate.
- F. Students enrolled in adult education programs who are enrolled in coursework other than mathematics or English.
- G. Current high school students in dual enrollment or taking courses not available in their local high school.

A student who demonstrates significant, measurable progress toward the development of skills appropriate to enrollment in college-level courses may request a waiver of the limitations of this procedure. Such a waiver, if granted, will be given for specified periods of time or for specified units pursuant to standards approved by the MiraCosta College Board of Trustees.

If a student who has been **placed on academic or progress separation** ~~dismissed~~ due to lack of progress or substandard grades (see Board Policy/Administrative Procedure 4250 and Administrative Procedure 4255) successfully completes developmental coursework or demonstrates skill levels that assure success in college-level courses, they may petition the Committee on Exceptions for reinstatement to proceed with college-level coursework.

The MiraCosta College catalog shall include a clear statement of the limited applicability of developmental coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

MiraCosta Community College District

Page 3 of 3

Effective Date: 6/15/10, 5/16/19, 6/8/23

Periodic Review: 4/14/15, 3/18/16, 4/21/22

Reference Update: 4/15

References: Ed Code §§78212.5, 78213

Title 5, §§55035

Accrediting Commission for Community and Junior Colleges

CCLC Update:
Steering:

Accreditation Standard ~~II.A.4~~ **2**
#14, 2/08; #26, 4/15; #33, 10/18; **#44, 4/24**
CPC/AS

DRAFT

Building Better Online Learning Experiences

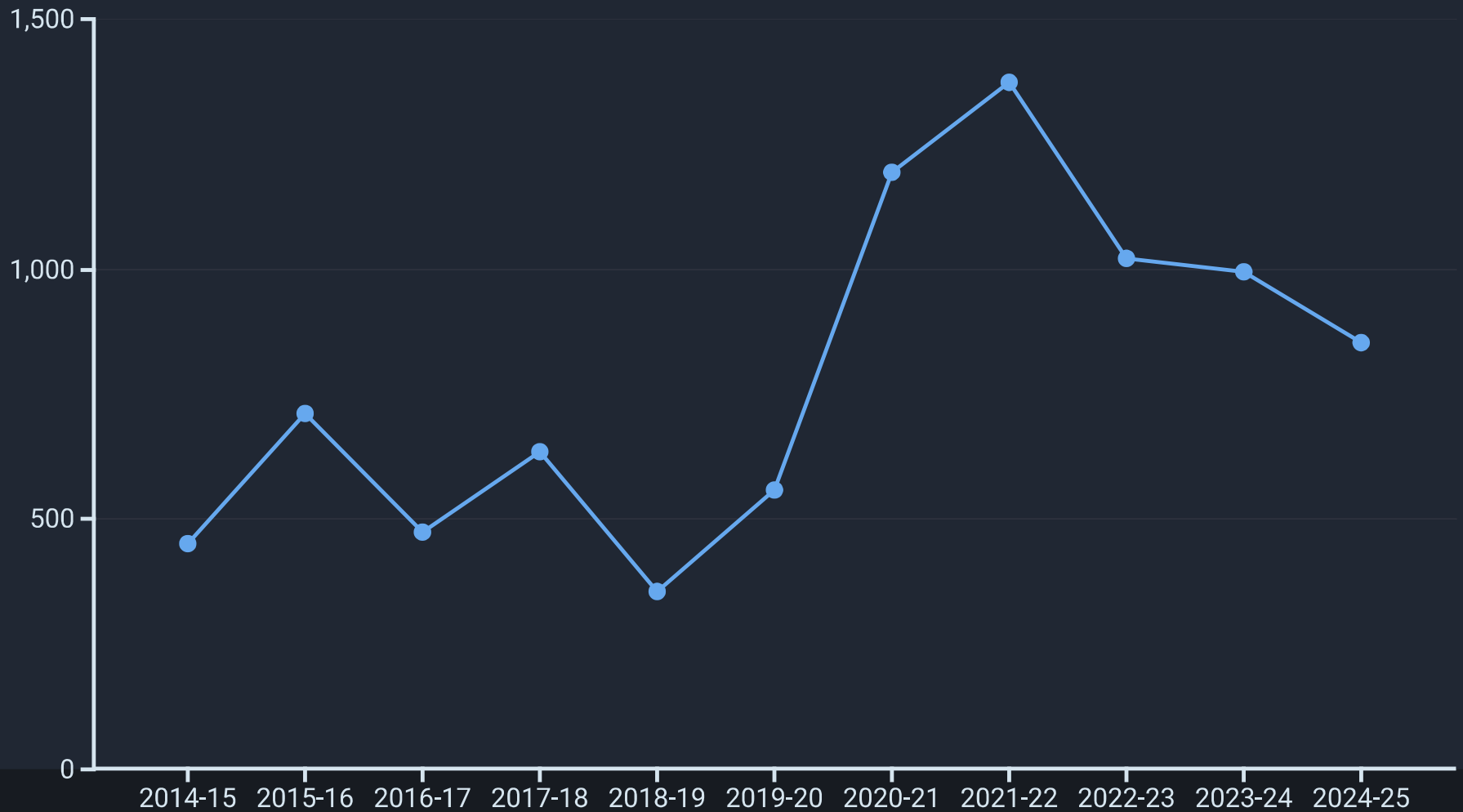
A student-centered approach to course design and teaching

Based on extensive student feedback, this presentation explores what makes online classes effective and identifies key barriers students face. Our goal: creating more accessible, engaging, and equitable online learning environments.

AI usage: NotebookLM was used to help analyze data, identify quotes, and develop a presentation structure; gamma.app was used to create the first draft of the presentation.



Student Participation in the Student Online Academic Readiness workshop

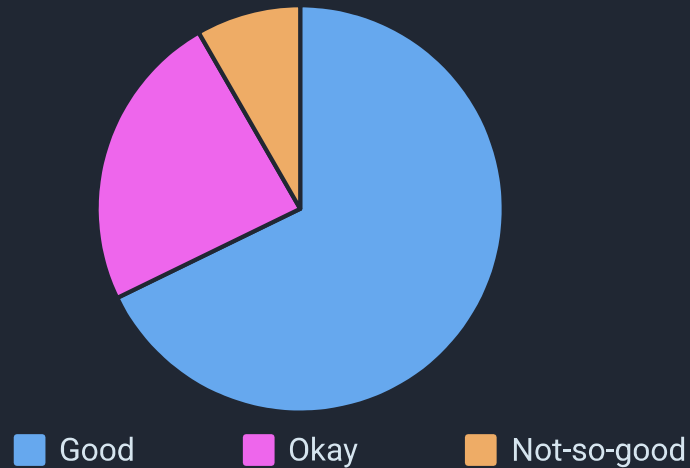


MiraCosta Students' Prior Online Learning Experience

Of the **1013** students surveyed so far in 2025 when signing up for the *Student Online Academic Readiness (SOAR)* workshop:

31.6% (320 students) report having **no prior experience** with online learning.

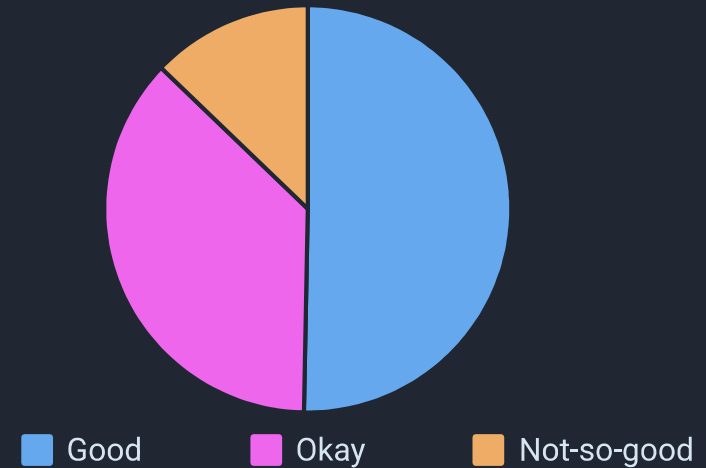
Experience with MiraCosta Online Classes (n=606 responses)



The majority of students with prior MiraCosta online experience report positive outcomes, highlighting successful elements within our existing programs.

These findings underscore the importance of effective online course design and support, especially for students new to the online environment and those with less favorable prior experiences.

Experience with Online Classes Elsewhere (n=336 responses)



Experiences from other institutions are less consistently positive, suggesting areas where MiraCosta can differentiate and excel in online learning quality.

Agenda

What Makes an Online Class "Good"?

Student-identified practices and preferences for effective online learning

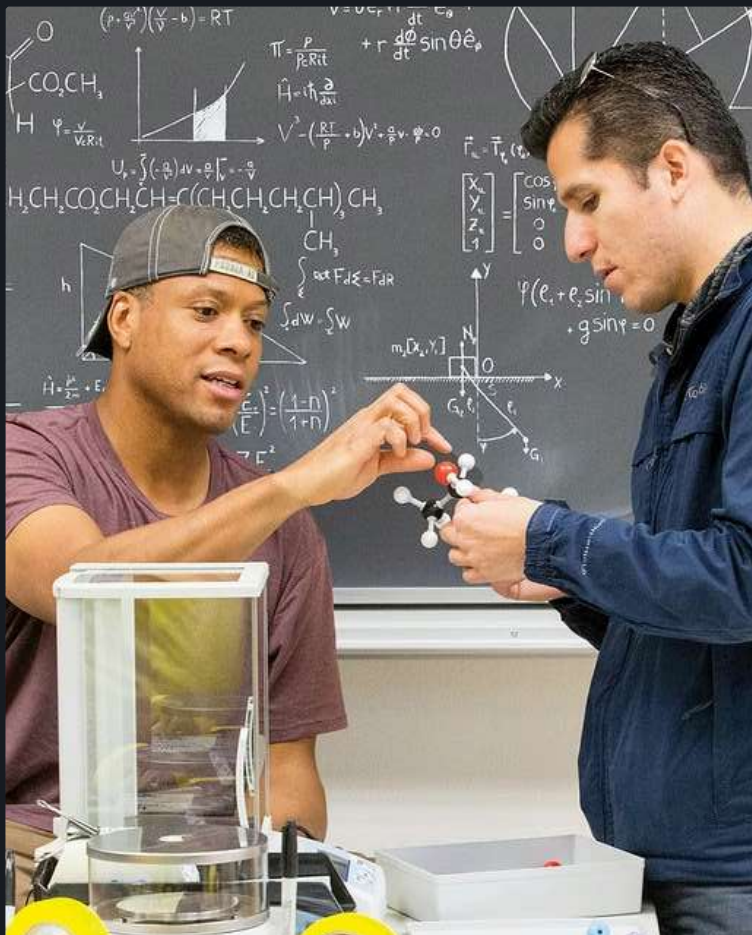
Key Challenges & Barriers

Understanding the obstacles students face when learning online

Actionable Recommendations

Practical strategies for implementing student-centered improvements

"Good online classes are clear, engaging, and supportive, with organized lessons, active instructor presence, and timely feedback. Poor ones, by contrast, are confusing, isolating, and rigid, leaving students disengaged and without guidance."



The Voice of Our Students

Throughout this presentation, you'll hear directly from students through their own words. These authentic voices reveal both what works and what doesn't in online learning environments.

Students are telling us exactly what they need to succeed. Our job is to listen and respond effectively to these needs.

Note: All quotes come directly from the responses provided through the Student Online Academic Readiness workshop sign-up form. They have been anonymized but otherwise preserved exactly as written.

What Makes an Online Class "Good"?



Clear Communication



Organized Structure



Engaged Instructors

Prompt responses, clear instructions, regular announcements, and accessible instructors Logical layout, clear modules, and easily accessible materials Active involvement, personalized video lectures, robust explanations

instructors

"Professor engagement really makes a class go from good to great, in my opinion."

"The layout of the class is very important. Having to navigate to a bunch of different sections can be confusing."

Students consistently identify these elements as critical to their success in online environments. Each component addresses different aspects of the learning experience.

More Elements of Effective Online Courses

Resource Availability

- Detailed outlines and assignment materials
- Valid, working links to supplementary resources
- Clear information about support services
- Comprehensive, accessible content

"Good: Professor provides a detailed outline and all assignment materials/resources/links. Bad: Only basic class information/assignments provided, few to no resources/valid links to help online students."



Interaction Opportunities

- Meaningful discussion forums
- Group activities and projects
- Peer engagement channels
- Community-building elements



Flexibility: Balancing Structure with Adaptability

While students value organization and clarity, they also appreciate courses that accommodate their complex lives.

Asynchronous Access

"Good classes have pre-recorded videos so you can access them anytime."

Self-Paced Components

"Being able to work on things on my time allows me the opportunity to understand topics better."

Reasonable Deadlines

"I appreciate when instructors post all assignments at the beginning of the semester and offer some flexibility with due dates."

This flexibility doesn't mean sacrificing rigor—it means acknowledging the realities of students' lives while maintaining clear expectations.

Key Challenges & Barriers to Online Learning



Additional Barriers Students Face



Anxiety & Stress

"The main challenge for me is my anxiety of not having been in school for 30 years and trying to make sure I'm keeping up."



Language Barriers

"Vocabulary im bilingual but professionally words scare me since i don't know the pronunciation or meaning."



Focus Issues

"I get distracted easily but when I do the work I am able to do so."



Important context: Many students report having conditions like ADHD, autism, TBI, or chronic illness that create additional challenges in the online environment. These aren't excuses—they're realities that require thoughtful accommodation.

Understanding these barriers is the first step toward addressing them. Students aren't asking for easier courses—they're asking for courses designed with awareness of the challenges they face.

Actionable Recommendations

Course Design & Structure

- Implement standardized Canvas organization
- Create consistent navigation patterns
- Develop clear module structures
- Provide comprehensive syllabi with explicit expectations

Instructor Presence

- Record personalized video lectures
- Establish communication patterns and response timeframes
- Offer multiple ways to connect (email, office hours, chat)

Community & Interaction

- Design meaningful discussion activities
- Create structured group projects
- Establish student connection channels
- Model active participation

Support & Accessibility

- Embed links to academic support services
- Design with universal accessibility in mind
- Offer flexibility where possible
- Connect students to disability services proactively

- Provide timely, substantive feedback

Creating Student-Centered Online Learning

Listen. Design. Support. Adapt.

When we truly listen to student voices, we can design online learning experiences that meet their needs while maintaining academic rigor. This requires ongoing commitment to:

Empathy

Understand the complex realities students navigate alongside their coursework

Intentionality

Design every element of the course with clear purpose and student needs in mind

Responsiveness

Continually adjust approaches based on student feedback and changing circumstances

"A good online class offers accessible resources, an active teacher, and a flexible system."

What changes will you implement in your next online course?

MiraCosta College Adult High School
2024-2025 Self Study



Governance Review
Fall 2024 and Spring 2025

What is WASC Accreditation?

- Assures a school community that the school's purposes are appropriate and being accomplished
- Validates the integrity of the school's program and transcripts.
- Facilitates transfer of credits to other English-speaking schools
- Provides a process for regularly examining programs, processes, and data
- Builds a professional culture to support the schoolwide action plan
- Fosters the continuous improvement of the school's programs and operations
- Provides valuable insight from fellow educators visiting the school



Self-Study Research and Writing Team

- John Makevich, Dean of Continuing and Community Education
- Christopher Tarman, Dean of Institutional Research and Planning
- Bea Aguilar, Executive Director of Continuing Education
- Cheryl Harris, Research, Planning and Institutional Effectiveness
- Julie Cord, Adult High School faculty
- Erica Duran, Adult High School faculty
- Jose Sanchez, Adult High School faculty
- Angela Senigaglia, Adult High School faculty
- Cynthia Vasquez Gonzales, Noncredit Counselor
- Mitra De Souza, Director of Students Services for the CLC
- Cynthia Dudley, Accreditation Analyst, Instructional Services



Chapter 1: Introduction

Since the last WASC self-study in 2018, MiraCosta College Adult High School (AHS) has undergone several significant developments, all of which are summarized in this chapter.

Revised diploma requirements with more career-focus

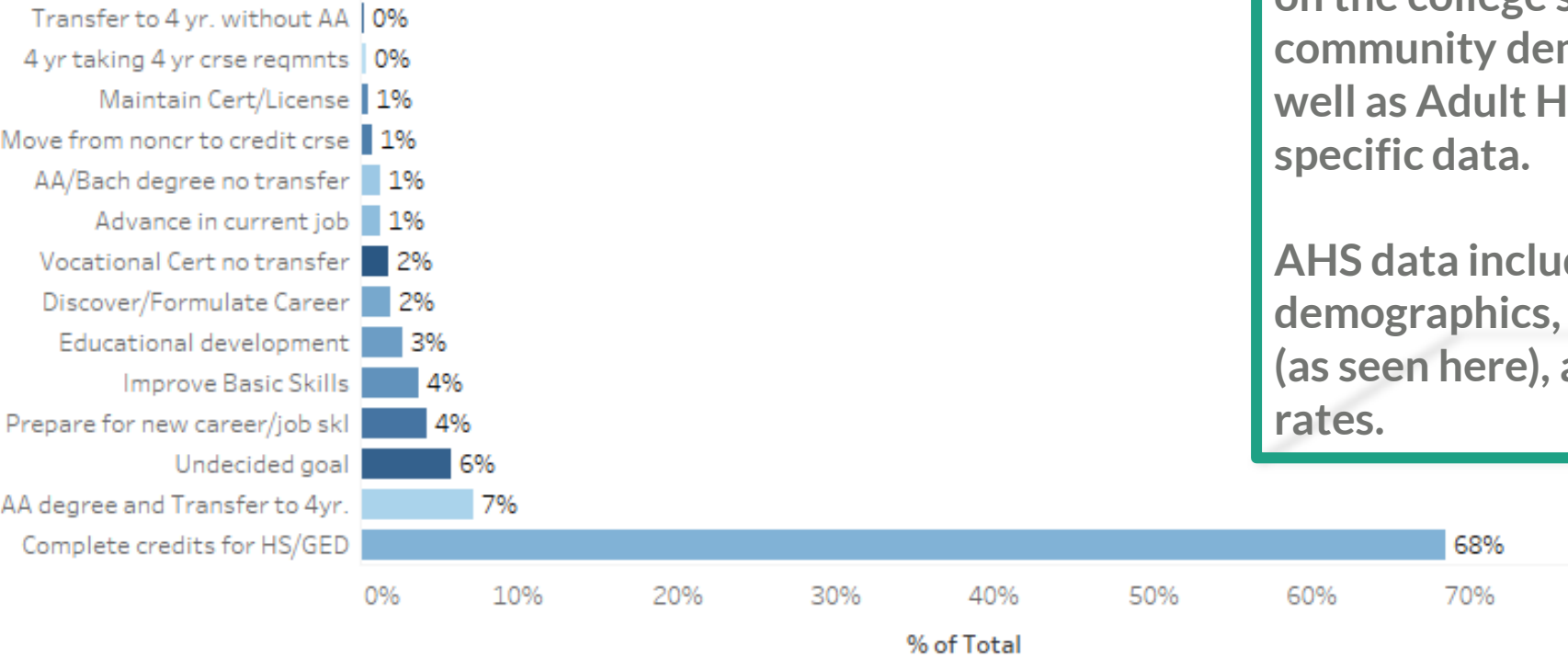
Transition to online, hybrid, and HyFlex teaching

New curriculum (Ethnic Studies and Mentorship classes) and revised curriculum

Launched Embedded Counseling Initiative to enhance support for students in distance education.

Chapter 2: School Profile

Educational Goal: AHS Students (declared at time of application)



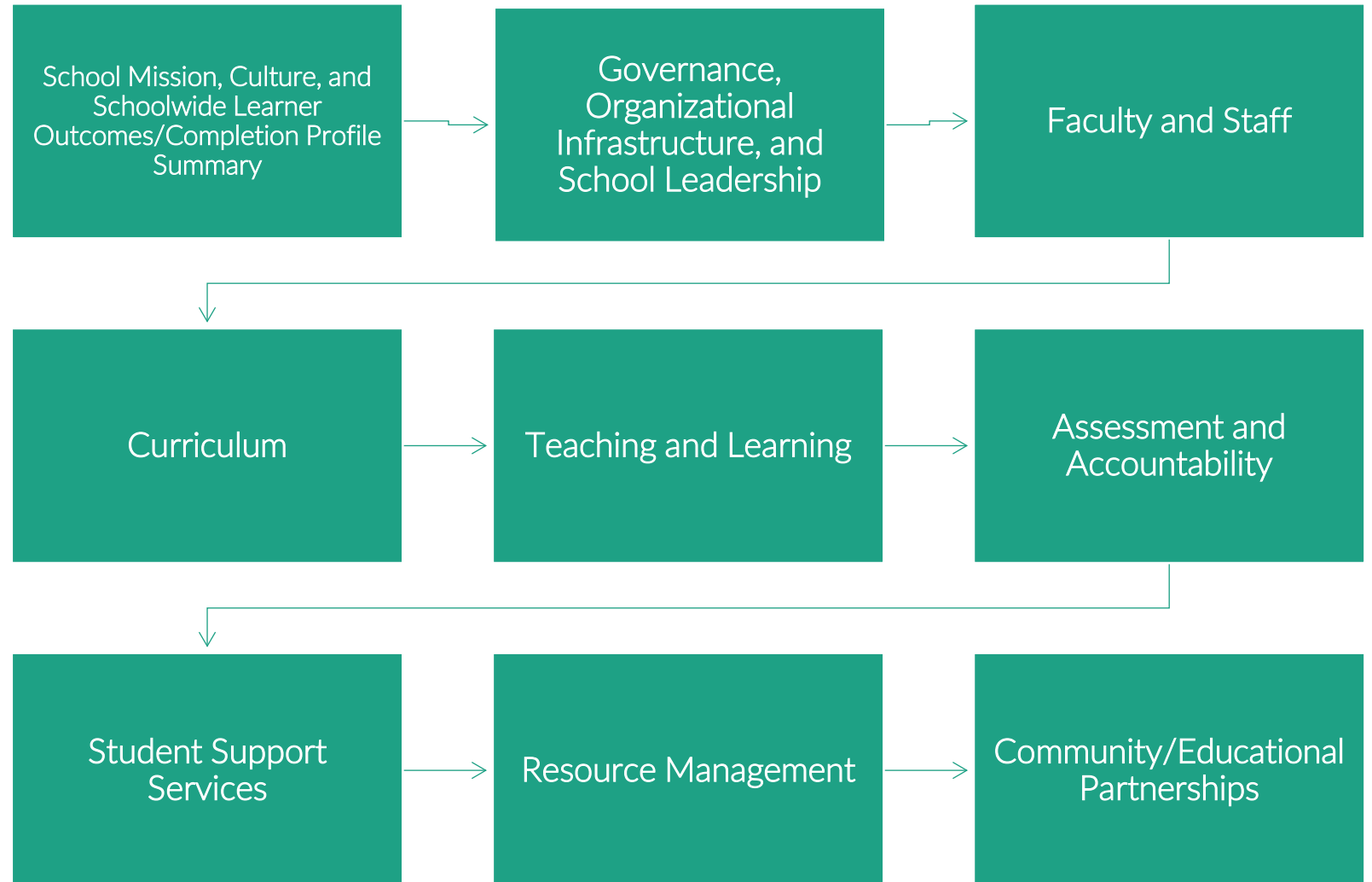
Chapter 2 included information on the college’s region and community demographics, as well as Adult High School-specific data.

AHS data included student demographics, academic goals (as seen here), and success rates.

Chapter 3: Self-Study Findings

This is the longest chapter, and it requires extensive analysis and reflection on of school data .

The chapter is broken up into nine criterion, each with multiple indicators.





Evidence examples from Chapter 3 included syllabi, CORs, student survey results, FLEX transcripts, sample assignments, SLO assessments, sample student submissions, and more.

Chapter 4 : Schoolwide Strengths

Robust data systems facilitates analysis and action to support success.

Proactive assessments of student learning outcomes

Principles of inclusion, diversity, equity, and accessibility guide program decisions.

Diverse class options, including in-person, online, hybrid, and HyFlex formats.

Extensive professional development aligned with the College's mission

Robust student support services,

Chapter 4 : Schoolwide Areas of Growth

Evaluate course relevance and effectiveness to enhance student participation and success.

Improve access and participation in student support services to address under-utilization.

Strengthen community partnerships to expand work-based learning opportunities.

Collaborate in professional development, community-building events, and engage students for feedback.

Improve communication with students and collaboration with stakeholders.

Expand effective data use for program improvement.

Chapter 5: Schoolwide Action Plan

Chapter 5 requires AHS to focus on closing achievement gaps by implementing targeted strategies within the schoolwide action plan.

It also mandates a structured process for monitoring student learning, centered on key learner needs, schoolwide goals, academic standards, and tracking progress in each area outlined in the action plan.



Chapter 5: Schoolwide Action Plan

Key Issue One: The AHS recognizes the need to evaluate and analyze the currency, relevance, and effectiveness of specific courses and assessments to improve student participation and success.

Strategic Activities	Responsible Party	Resources	Means to Assess	Status
Evaluate English and math curriculum for success rates.	AHS full-time faculty; Research, Planning, and Institutional Effectiveness (RPIE) office staff.	RPIE data.	Program review reflections on these analyses.	New goal. Not yet started.

- Each Area of Growth became a Key Issue to work toward.
- Each Key Issue included several strategic activities to help AHS accomplish the goal.
- All strategic activities have accountability measures, including responsible parties, ability to assess the activity, and a status update.

What's Next?

1

Associate Faculty Meetings with
Full-Time Faculty to Get
Feedback

Fall 2024

2

Governance Visits by the
Writing and Research Team

November 2024-February 2025

3

AHS Submits Self Study to
WASC Portal

March 25th, 2025

4

Student Events to Bring
Awareness of
Accreditation Process
Spring 2025

5

WASC Visiting Team
at the CLC

May 5-8, 2025

MiraCosta College Adult High School Accreditation

Questions?
Comments?
Joy?