MiraCosta College | ACADEMIC SENATE

Regular Meeting – November 15, 2024
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/717046932
Meeting ID: 717 046 932
Find your local one tap mobile number: https://miracostaedu.zoom.us/u/ad9liYSZ6Y
Join by Skype for Business: https://miracosta-edu.zoom.us/skype/717046932

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 **[Time 9:05; 15 minutes]**
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.

V. Changes to Agenda Order

VI. Consent Calendar
A. Approve Minutes of the Regular Meeting of November 1, 2024
B. Equivalencies – *Davis*
Description: *Approve two equivalency requests for Accounting.*
C. Applications for Advancement on the Salary Schedule – *Munshower*
Description: *Seven (7) faculty members, both full-time and associate, have submitted ten (10) applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule, based on their continued professional development. The Salary Advancement Committee (SAC) has reviewed the applications, and they now come to Academic Senate for approval.*

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. Sabbatical Leave Reports – *Paris* **[Time 9:20; 2 minutes]**
Description: *Eight (8) sabbatical leave reports come to Academic Senate for a first read for returning faculty members Delores Loedel, Kent McCorkle, Jeff Murico, Shannon Myers, Beth Powell, Steve Torok, Lauren McFall, and Afifa Zaman. Sabbatical leave reports are reviewed to meet the following standards: (1) comprehensive, professional*

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.

quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (d) minimum number of hours met, and writing reflects standard of profession. Sabbatical leave reports are forwarded to the President/Superintendent for approval.

B. Sabbatical Leave Applications – *Paris* **[Time 9:22; 2 minutes]**

Description: *Based on the Faculty Assembly contract, the number of sabbaticals is 8% of full-time faculty in an academic year. A total of seventeen (16 + 1 alternate) sabbatical leave applications were submitted to the Sabbatical Leave Committee for the 2025-2026 academic year. They come to Academic Senate for a first read for the following faculty members: Lesley Doig, Kaitlin Fisher, Yaya Gardiner, Lauren Greenwald, Thao Ha, Tricia Hoste, Christina Johnson, Luke Lambert, Richard Ma, Donny Munshower, Annie Ngo, Anthony Ongyod, Andrea Petri, Eric Robertson, Christopher Sleeper, Catherine Walker (alternate), and Magdalena Zepeda. Sabbatical Leave applications will be forwarded to the President/Superintendent and the Board of Trustees for final approval.*

VIII. Action Item, First 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. WASC AHS Accreditation Report – *Duran, Cord* **[Time 9:25; 20 minutes]**

Description: *The WASC (Western Association of Schools and Colleges) AHS (Adult High School) Accreditation Report comes to Senate for a first read and then for approval in January. It will then go to the Board of Trustees. The report is due by March 25, 2025.*

IX. Information / Discussion

A. Honors Program Updates – *Loedel* **[Time 9:45, 20 minutes]**

Description: *An update on the new Honors Contract process for Fall 2025 will be presented (the new process is currently in the works). Additionally, an update on the standalone Honors Class schedule beginning in the Fall of 2025 will be presented. This will be a rotational schedule. This is a draft schedule that has been reviewed with multiple parties including the Honors Advisory Committee.*

B. Updates on CCN Implementation – *mitchell* **[Time 10:05; 20 minutes]**

Description: *Hear updates from Senate leadership about Resolutions passed at ASCCC's Fall Plenary regarding phased implementation of AB 1111, Common Course Numbering.*

X. Reports (Written, Included Via Links Below)

A. Academic Senate President – *mitchell* (access report)

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

C. Classified Senate – *Banks* (access report)

D. Associate Student Government – *Tarman* (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.

XI. 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 Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at dadler@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 Debby Adler, Administrative Assistant to the Academic Senate at dadler@miracosta.edu.

MiraCosta College | ACADEMIC SENATE

Regular Meeting – November 1, 2024
9:00am – 11:00am
Hyflex Meeting – Room OC1068 and Via Zoom
in accordance with AB2449
1 Barnard Drive, Oceanside, CA 92056

UNOFFICIAL MINUTES

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 – The meeting was called to order at 9:01am.

II. Remote Member Attendance
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*

Jeff Murico requested remote participation under the Just Cause provision of AB2449. Murico attended the meeting under the Just Cause provision of AB2449 via unanimous consent.

III. Roll Call
Members present: curry mitchell (President), Rogin Allyn, Daniel Ante-Contreras, Leigh Cotnoir, Sean Davis (Vice President), Erica Duran, Julie Graboi, Sarah Gross, Jim Julius (Coordinating Officer), Ghada Osman, Nate Scharf, Alexis Tucker Sade, Krista Warren, Afifa Zaman
Members absent: Brian Page, Sunny Cooke (ex-officio),
Members attending via AB2449, Just Cause: Jeff Murico
Others present: Amena Coronado, Ashley Davis, Donna Davis, Scott Fallstrom, Kimberly Holmes, Stacey Hull, Jennifer Paris, Denée Pescarmona

IV. Persons Wishing to Address the Senate – None.

V. Changes to Agenda Order – None.

VI. 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. Sabbatical Leave Reports – *Jennifer Paris*
Description: *Eight (8) sabbatical leave reports come to Academic Senate for a first read for returning faculty members Delores Loedel, Kent McCorkle, Jeff Murico, Shannon Myers, Beth Powell, Steve Torok, Lauren McFall, and Afifa Zaman. Sabbatical leave reports are reviewed to meet the following standards: (1) comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, © adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical leave reports are forwarded to the President/Superintendent for approval.*
The Sabbatical Leave Committee read all the reports, and a taskforce reviewed documentation that was not to be made public. These will come back to the next meeting for approval.
Senators may recommend one or two reports to be presented to the Board of Trustees.

B. Sabbatical Leave Applications – *Jennifer Paris*
Description: *Based on the Faculty Assembly contract, the number of sabbaticals is 8% of full-time faculty in an academic year. A total of seventeen (16 + 1 alternate) sabbatical leave applications were submitted to the Sabbatical Leave Committee for the 2025-2026 academic year. They come to Academic Senate for a first read for the following faculty members: Lesley Doig, Kaitlin Fisher, Yana Gardiner, Lauren Greenwald, Thao Ha, Tricia Hoste, Christina Johnson, Luke Lambert, Richard Ma, Donny Munshower, Annie Ngo, Anthony Ongyod, Andrea Petri, Eric Robertson, Christopher Sleeper, Catherine Walker (alternate), and Magdalena Zepeda. Sabbatical Leave applications will be forwarded to the President/Superintendent and the Board of Trustees for final approval.*
There were 17 applications for sabbatical leave for the 2025-26 academic year. Although only 16

applications are eligible for SL, all 17 will be forwarded for approval. One is an alternate applicant should any of the others withdraw their application. Each applicant is paired with a committee member to help them ready their proposals for approval and forwarded to AS and then the Board.

C. Academic Senate Faculty Awards - Exemplary Program Award Nomination of Sociology – *Jim Julius*

Description: *The Academic Senate for California Community Colleges (ASCCC) has called for nominations for the Exemplary Program Award. Our Academic Awards Subcommittee has nominated our "Sociology" program. The deadline for submitting nominations occurs before the Academic Senate meeting; we are asked to suspend our rules requiring two reads before action and move to approve this application after one read only to meet the deadline for submission.*

MSP (Duran / Cotnoir) [Warren was not present for the vote] to suspend the rules in order to vote on the Exemplary Program Award nomination of the Sociology program, to meet the deadline for submission.

MSP (Scharf / Tucker Sade) [Davis abstained, Warren was not present for the vote] to approve the nomination of the MiraCosta College Sociology program for the ASCCC Exemplary Program Award.

This is a nomination of the Sociology Department for the award. The Awards Committee is tasked to help MiraCostans apply for statewide awards. This is the first award of the year. Last year, the Ethnic Studies program was nominated and won. This year, the theme is to expand OER. Our awards committee considered how best to represent the work at MCC and noted the Sociology Department is exemplary and the leading department at MCC. Their work of looking at zero textbook costs was done long before these grants were available. It was also noted that Sociology faculty have provided leadership to run workshops and have been involved with NCHEA events including last spring where they talked about a ZTC transfer pathway. They have created and adopted a statement around their intentions about OER and ZTC including how they hire faculty and share resources with one another. They are very collaborative and extremely worthy of being an example across the state. The deadline is a week from Sunday; therefore, an AS endorsement is needed today. A support letter will be co-signed by mitchell and Dr. Cooke. With this urgent timeline, it was noted that the materials for this nomination will be shared on another AS agenda. With the new common course numbering, departments will need to submit their course of record which requires textbooks. How will that work with ZTC? Job postings may indicate that Sociology is a ZTC OER department. As for the textbook requirement, open texts work for that. Listing them and pairing that with the guidance of letting folks know this is the resource for the department and they are free to use anything there. It is important when onboarding new faculty, they are informed.

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 4300: Field Trips and Excursions – *Stacey Hull*

Description: *Removal of language related to restricted travel from AB 1887 and inclusion of procedures for international travel for field trips.*

MSP (Davis / Graboi) [Osman and Warren were not present for the vote] to approve BP 4300 Field Trips and Excursions as presented.

B. AP 4300: Field Trips and Excursions – *Stacey Hull*

Description: *Revision of procedures for out-of-state and international travel for field trips.*

MSP (Tucker Sade / Allyn) [Osman and Warren not present for the vote] to approve AP 4300 Field Trips and Excursions as presented.

C. Funding Request for Faculty Field Day Event – *Amena Coronado*

Description: *A team designing an annual Field Day for faculty and students "devoted to play, friendly competition, relaxing activities, and outdoor fun" requests the Academic Senate fund $600 to purchase equipment. A "demo day" is planned for December 6th. After this trial event, the team will return to the Senate to request funds for the full event.*

MSP (Duran / Tucker Sade) [Davis abstained, Warren was not present for the vote] to approve the funding request for the Faculty Field Day Event in the amount of $600 to purchase equipment for the "demo day" planned for December 6th.

D. Recommended Ranking for Full-Time Faculty Positions – *Stacey Hull*

Description: *AAC forwards a recommended ranking for full-time faculty positions for Academic Senate review and approval.*

MSU (Zaman / Davis) to approve the recommended ranking for full-time faculty positions as forwarded from and presented by AAC with an AS recommendation to the Board for hiring growth positions and not just replacement positions.

MSU (Daniel / Cotnoir) to amend the motion from Academic Senate that the Board of Trustees approves growth within the full-time faculty body (rather than maintaining current FTEF) according to the AAC's recommended ranking for full-time faculty positions. Further, where our budgets and plans can be made to support such growth, the AS advised this based on our judgment of the data and reasons presented throughout the 25 plans submitted by academic departments to AAC.

A question was presented concerning the title of "Specialist" for the Career Services area. It was asked if you can call the position whatever you want. Have there been specialists in the rankings in the past? Donna Davis was present at this meeting and able to clarify that this is a career counselor position with expertise in career education and is not related to the faculty coordinator position. She was informed by FA that these are separate from the career counselor ranking.
AS expressed their confusion regarding facilities growth but not the full-time faculty body. They were tasked with forming general recommendations to the Board to grow the full-time faculty.
Based on recommendations the **attached document** was created showing the Rationale for Full-time Faculty Growth including two arguments for expanding faculty growth.
It was noted that there are college-wide initiatives and so perhaps the argument does not need to be specific. Discussion ensued regarding the 50% law indicating the college's revenues must be spent on direct classroom instruction including anyone who is in that space for instructional faculty campuswide. Counseling and library faculty are on the non-qualifying side of the 50% law. Further, there is an unmandated law of 75%/25% that no one meets where 75% of courses must be taught by full-time faculty. There is a financial penalty for colleges who do not meet the 50% law. MCC takes this law very seriously. It was further noted that it is understood there are retirements, and the college has lost colleagues. As the additional budget comes in December, it will inform us as to how much we can fund for next year. The Senate has also asked for a response from Dr. Cooke to the Senate's amendment to the motion. Dr. Cooke will send a memo campus-wide indicating how many positions will be hired in the next year.
The amendment will be word smithed after this meeting, but the concept is approved for now.

VIII. Consent Calendar

A. Approve Minutes of the Regular Meeting of October 18, 2024

B. Ratify Updated Committee Assignments for AY 2024-25

C. Equivalencies – *Ashley Davis*

Description: *Approve one equivalency request for Accounting.*

D. Curriculum Packet #1

Description: *Each year CPC reviews curriculum and submits multiple parts to AS for approval. Part 1 contains all new course additions, in order to obtain early Board of Trustee approval and submit to the Chancellor's Office in time for next year's catalog. This is to ensure we meet all deadlines. AS can expect to see at least two more curriculum packets for the 2025-2026 catalog in early spring 2025.*

The consent calendar was approved by unanimous consent.

IX. Information / Discussion

A. CPC Modifications Impacting Curriculum Timelines / Processes – *Theresa Bolanos, Scott Fallstrom*

Description: *CPC voted to approve some changes in September 2024 that impact upcoming curriculum cycles. These should provide an (a) accelerated timeline for the new Cal-GETC pathway to GE approval and (b) more efficient Program Maps with a reduction in typically offered patterns. Finally, a short update on the status of the Phase 1 CORS.*

Approved changes to the CPC Handbook and CPC policies and procedures include, 1. remove the "F or SP" option for the typically offered in CurriQunet, and 2. include additional deadline options for the accelerated Cal-GETC approval. A **one-page document** written for Academic Senate, was shared to help better understand the Senate's role in the approval process of curriculum packets. See the **attached document** for details including the timeline. It was further noted that if a new course does not require UC-TCA or Cal-GETC approval, the regular timeline for new courses and new programs (May 1 form submission, and July 1 launch) will remain the same.

B. Common Course Numbering: Updates on Templates, Timelines, and the Senate's 10+1 Role – *Theresa Bolanos, Scott Fallstrom*

Description: *Hear updates from CPC leadership about the phased implementation of AB 1111, Common Course Numbering. Open discussion about 10+1 and how a formal resolution may benefit our faculty colleagues in this work.*

CPC and the Office of Instruction are playing a major role in this process. AS heard how CPC and the Office of Instruction are responding to updates about common course numbering (CCN). Senate is being asked to listen and think about what they can do in response to these updates to support CPC and to coordinate with the Office of Instruction leaders and professionals and on behalf of our colleagues who are writing curriculum throughout this ongoing uncertainty. Senators were asked to consider what benefits there might be for faculty at MCC if a formal resolution was written in response to CCN. We are currently in the midst of Phase 2. The 10 courses from Phase 1 were sent out in the packet today for your approval. Once approved, they will move through the Senate process, and we are now preparing to submit them to the Board of Trustees, aiming to meet the Chancellors Office deadline of December 2nd. Phase 1 did come with its challenges, including naming conflicts where the parent course, honors course, and embedded honors had the same title, which required extra work. In Phase 2 this week, there were three convening groups. History faculty member, Lesley Doig, was selected from MiraCosta to participate in the history group. She was the only faculty member from MiraCosta involved. She reported back, noting that the feedback from the committee was generally positive. She felt the conversation stayed fairly aligned with the Course Identification Numbering (CID) system. The group consisted mostly of community college faculty, about eight in total, and while there were some CSU and UC representatives present, Doig noted that a few of them were rather disengaged and didn't contribute much to the discussion. This highlights a key challenge: we are doing a lot of this work ourselves, without much cooperation from the other systems. Looking ahead, there are two more convening groups in the next two weeks. The second group will meet soon, and the final group will convene around December 1st. For those in full-time or associate faculty positions, be sure to submit your input on what content should be included in the course templates by the survey deadline, which is this Sunday. Phase 2 is divided into three parts, and the surveys and convening groups are key components of the process. The surveys, which were sent out by ASCCC, were intended to gather input from discipline experts in each course area. The process for creating the templates has been established, but there has not yet been any formal discussion on how course content may be modified in the future. In the past, faculty had more autonomy to suggest updates or changes to course content to reflect emerging trends, such as the impact of AI or shifts in student populations. However, this is no longer the case. These courses are now considered common course numbers, and although they still technically fall under our curriculum, they are moving toward a standardized, common approach. The president of ASCCC, emphasized that without common articulation, common course numbering would be meaningless. If courses have the same number but aren't articulated across systems, it won't serve students effectively. As a result, the focus has shifted to common

articulation, and the Chancellor's Office is now pushing forward with this goal. There's a key point in the Chancellor's Office memo that's important to note: while they had initially assumed the UC and CSU systems would accept these templates as the articulated pieces, that is no longer the case. We are now submitting the course templates for articulation, and this process is moving forward. The compressed timeline is especially challenging since Phase 2 involves five times the number of courses that Phase 1 did. Phase 3 is coming soon with 50 more courses to address.
The Chancellor's Office has indicated that once a course is modified and submitted for approval, the old course version will no longer exist. There may be a two-year window to gather feedback and make additional adjustments, but it's likely that we'll need to modify these courses within a year to align with CSU and UC expectations. The Phase 2 courses, once finalized, will require approval by CPC in March and by the Academic Senate in April.
VP Pescarmona noted that we are doing our best to support faculty in this process. Faculty have primary responsibility for curriculum and it is your number one priority in the 10+1. It is why Cindy Dudley, Gwen Partlow, Scott Fallstrom, Teresa Bolanos, and Joanne Benschop , and Pescarmona have been working collaboratively to make the process as smooth as possible with the tools available to us. The curriculum system is not always intuitive, so one thing we tried with Phase 1 faculty was to copy the entire existing course outline into Part 2 of the template. This allows you to simply edit the content rather than having to manually re-enter everything. We are not writing curriculum ourselves, but instead, taking your existing curriculum and transferring it into a template to help streamline the process. We are on track and on target to be compliant with these new requirements, even though some other colleges are falling behind.
In terms of compensation, there are state funds allocated to support this work. We are in the final stages of putting together the budget for these funds and will be reaching out to everyone who participated in Phase 1. The office of instruction will coordinate the disbursement of these funds with the departments involved. It was also noted that the course numbers touch a wide range of systems across campus—from education plans and registration (SURF) to the catalog, financial aid, and state data reporting systems. So, the implementation of these changes will be a significant lift for IT as well. There will also need to be more intentional conversations with students and counselors about how these changes will affect the catalog, course listings, and registration processes. For Phase 1, we've received conditional approval from UC and CSU for general education, but it's important to note that general education approval does not include major prep articulation or course-to-course articulation. Those will be separate processes. The UC and CSU systems are not prepared to receive 150 course outlines of record for English 100, for example, when they typically receive only 20-40 a year. This will be a complex and interesting process, and we'll be monitoring the articulation closely.

MSU (mitchell / Davis) to add five minutes for further conversation.

Discussion ensued and it was asked what the benefits would be to taking a position officially in a resolution as an Academic Senate.
Comments were made about the survey, noting that the survey asked to copy and paste from the Course Outline of Record (COR). There were changes recommended for the COR that were never implemented. It felt like the survey was asking us to provide feedback on a document that didn't fully reflect expertise in the field, especially since many didn't write the COR. The questions in the survey seemed to limit our ability to provide meaningful input. This leads to a bigger concern: if the CSU and UC systems are requiring us to go through the articulation process course by course, doesn't that indicate they don't believe the template we're providing is sufficient? Another point was about textbooks. It is problematic that the state is pushing for OER (Open Educational Resources) and ZTC (Zero Textbook Cost) initiatives, yet we are still required to list a textbook, and it can't be one of the OER texts that we already use. For example, there are OER textbooks published by the American Anthropological Association, which are free and legitimate, but they aren't accepted because of their cost-free nature. This doesn't align with what the state is promoting, and this is troubling. There is also concern about the potential impact these changes will have on our ability to teach. If we submit these courses and they change the rules, is there a risk that we might no longer

be able to teach them? How does that serve students, especially if we're being put at risk of non-compliance when the goal is to better serve students? The lack of clarity on whether these changes will allow us to offer these courses to students is a big issue.
As for the timeline, the common course numbering was supposed to be in place by July 1, 2024, at least within the California Community College system. ASCCC and the Chancellor's Office have decided to start with the largest-enrolled courses, which will have the most immediate impact. Although we may not agree with the decision, we are stuck with it. Further, they are moving forward, and only recently did they announce that noncredit courses will also be included. Initially, we thought noncredit courses were exempt, but now they will all be renumbered as well. Ultimately, we're looking at around 1,222 courses that will need to be redone.
CPC is a subcommittee of the Senate, and unless directed otherwise, they will follow the leadership of the Senate. Some people have suggested pausing the process, but the concern is that legislative pressure is behind this initiative. If we push back, there's a risk that the legislature could impose even more burdensome requirements on us, so the priority is to move forward and avoid sending it back to the legislature.
At this point, we will follow Senate leadership to ensure we meet the deadlines. Missing deadlines could have serious consequences, like not being able to offer certain courses at all, which would be detrimental to students.
While there is not time today to finalize a resolution, we will receive regular updates on the CCN (Common Course Numbering) implementation at every meeting. This way, we'll stay informed and up to date on the progress.

X. **Reports** (Written, Included Via Links Below)

A. Academic Senate President – *curry mitchell* (access report)

B. College Superintendent/President – *Sunny Cooke* (access report)

C. Classified Senate – *Kimberly Holmes* (access report)

Kimberly Holmes introduced herself as the interim CSVP. She read the CS report which can be accessed at the link above.

D. Associate Student Government – *Jack Tarman* (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.

XI. **Adjournment** – The meeting adjourned at 11:01am.

MiraCosta College Adult High School

2024-2025 Self Study

Governance Review
Fall 2024 and Spring 2025

What is WASC Accreditation?

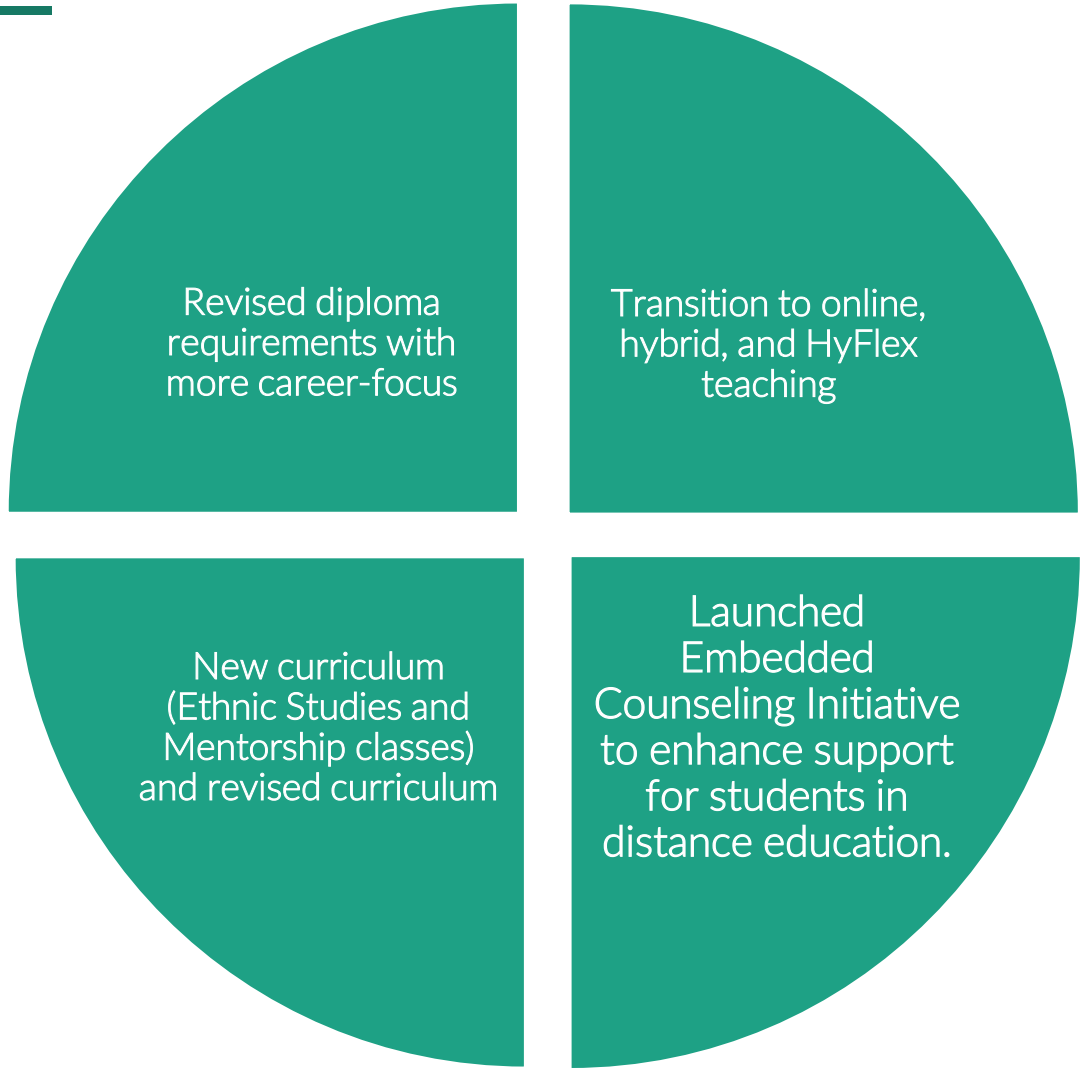
- Assures a school community that the school's purposes are appropriate and being accomplished
- Validates the integrity of the school's program and transcripts.
- Facilitates transfer of credits to other English-speaking schools
- Provides a process for regularly examining programs, processes, and data
- 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

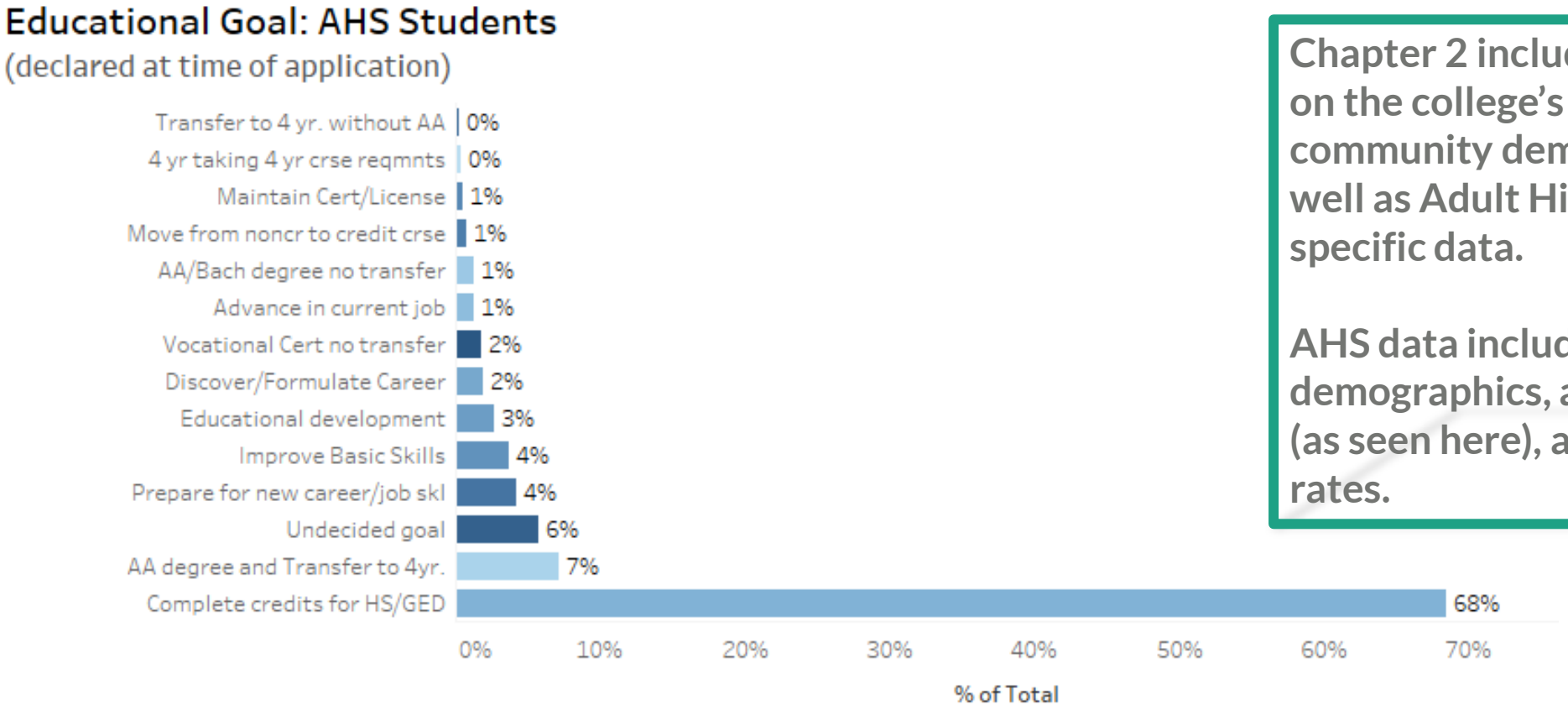
- John Makevich, Dean of Continuing and Community Education
- Christopher Tarman, Dean of Institutional Research and Planning
- Bea Aguilar, Executive Director of Continuing Education
- Cheryl Harris, Research, Planning and Institutional Effectiveness
- Julie Cord, Adult High School faculty
- Erica Duran, 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.



Chapter 2: School Profile



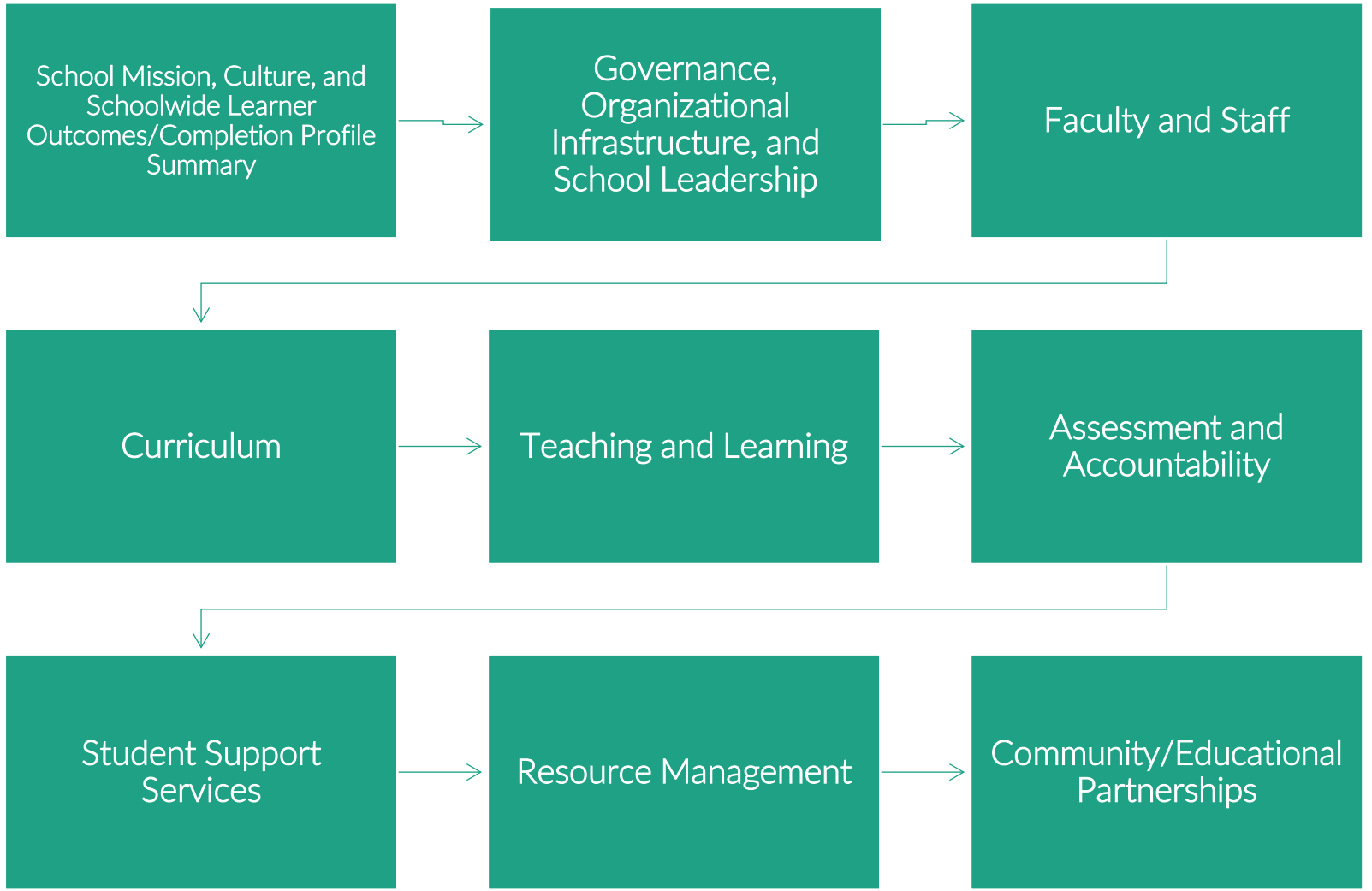
Chapter 2 included information on the college's region and community demographics, as well as Adult High School-specific data.

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

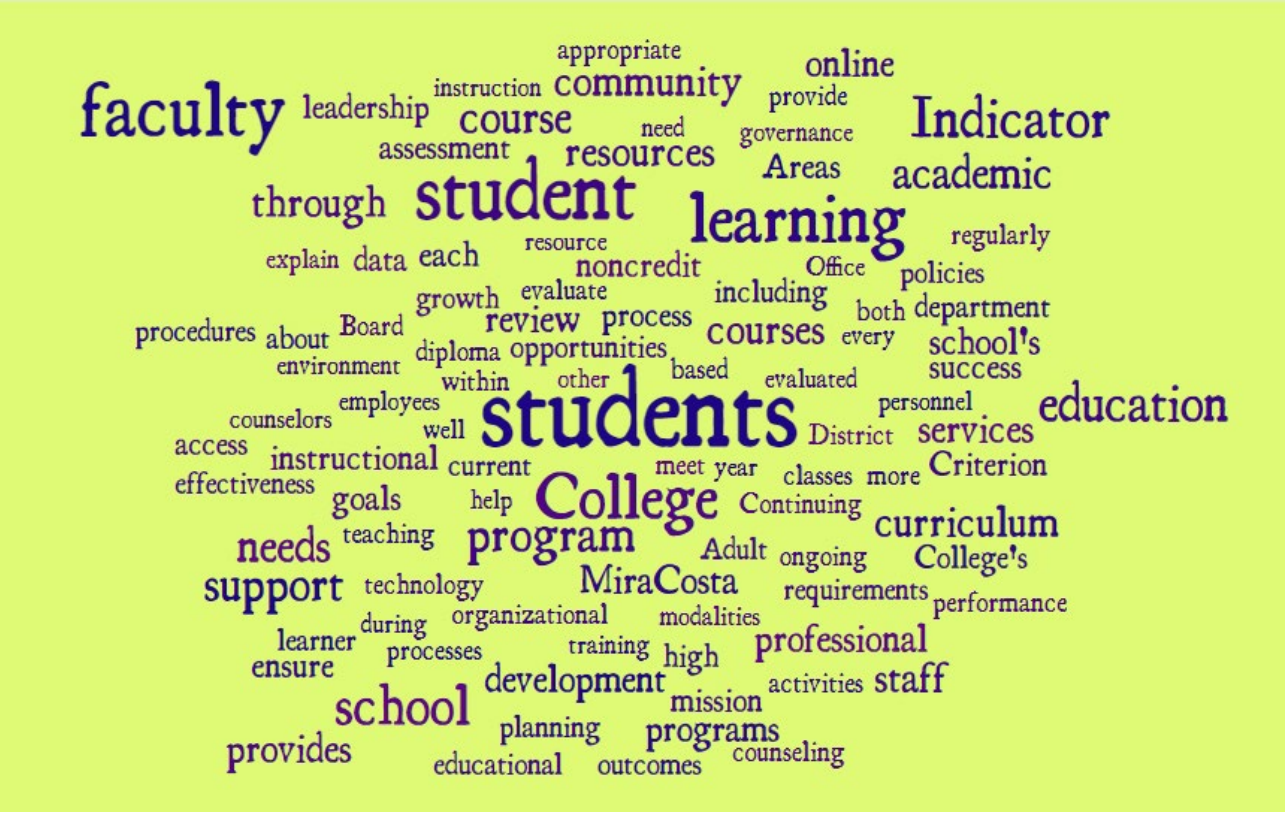
Chapter 3: Self-Study Findings

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.



Chapter 3: Self-Study Findings



Actual word cloud of text from Chapter 3

124 pieces of evidence were included in the report overall, and a large portion of those were examined specifically in Chapter 3.

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

Questions?
Comments?
Joy?