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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 [Time 9:10; 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 15, 2024

B. Equivalencies

Description: Approve two equivalencies, one for Accounting and one for Japanese.

### VII. Information / Discussion

A. Review of Policies Supporting Undocumented and Mixed Status Students - various guests [Time 9:30; 30 minutes]

Description: *Working with Uprise, the Bias Education and Support Team (BEST), and the Office of IDEA, the Academic Senate will review policy statements and resources that support students who are undocumented and/or from mixed status families.*

B. Career Service Assessment Team - D. Davis [Time 10:00; 10 minutes]

Description: *The San Diego and Imperial Valley Region's Strong Workforce Program awarded grants to each of the region's community colleges to craft a Districtwide Career Services Strategic Plan. MCC's Career Service Assessment (SCA) Team has been assessing services, gathering data, reviewing resources, conducting a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, and drafting Guiding Principles and Recommendations. The CSA Team is sharing these drafts with the AS and the faculty they represent to solicit input so the strategic plan that is to be developed is inclusive of faculty perspectives and represents the interests of students, faculty, and staff.*

### BP 2510: Collegial Governance and Participation in Local Decision Making

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

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies for student prep. and success
6. Governance structures, as related to faculty roles
7. Accreditation processes, including self-study and annual reports
8. Faculty professional development policies
9. Processes for program review
10. Processes for institutional planning and budget dev.

- +1 Academic calendar • Prioritization of full-time faculty hiring • Program discontinuance procedures, in alignment with program review • Equivalency procedures • Policies and procedures protecting academic freedom • Recommendation on tenure and professional advancement

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

C. Updates on CCN Implementation - *mittchell* [Time 10:10; 10 minutes]

Description: *Updates from senate members leadership about the ongoing implementation of AB 1111, [Common Course Numbering](#).*

VIII.Action Item, (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. Academic Senate Faculty Awards - ASCCC Hayward Award - *Allyn*  
[Time 10:30; 10 minutes]

Description: *The Academic Senate for California Community Colleges (ASCCC) has called for nominations for the 2024-25 [Hayward Award](#), which “honors community college full-time and part-time faculty who demonstrate the highest level of commitment to their students, college, and profession.” With the submission deadline of December 15, AS is being asked to suspend the rules on this first read and approve the Awards Committee recommendation of the nomination of Robin Allyn (Associate Faculty) and Leila Safaralian (Full-Time Faculty) for the Hayward Award.*

B. Resolution to Honor Debby Adler for Distinguished Contributions to Faculty Governance Committees of MiraCosta College - *French, Hagen, Sullivan, Stephenson, Hoskins, Roberts, Hanada-Rogers, Hernandez, Meinhold, Paris, Vidal, Munshower, Yeager, Fino, Herrmann, Figueroa, Lara, Safaralian, mittchell*

[Time 10:40; 20 minutes]

Description: *The Academic Senate will thank and honor Debby Adler for her 19 years of service.*

IX.Reports (Written, Included Via Links Below)

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

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

C. Classified Senate – *Holmes* ([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.*

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 Debby Adler, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at [dadler@miracosta.edu](mailto: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](mailto:dadler@miracosta.edu).



## 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 9:00am.

**II. Remote Member Attendance**

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

No members of the Academic Senate requested remote participation under the Just Cause provision of AB2449.

**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), Jeff Murico, Ghada Osman, Brian Page, Nate Scharf, Alexis Tucker Sade, Afifa Zaman

**Members absent:** Sunny Cooke (ex-officio), Krista Warren

**Others present:** Kimberly Holmes, Stacey Hull, Jennifer Paris, Denée Pescarmona

**IV. Persons Wishing to Address the Senate**

Erica Duran thanked VP Denée Pescarmona for sending out emails in advance of the election. It's important and a privilege. She also thanked AS President, curry mitchell on behalf of folks for the presence in his email after the election and further thanked this committee. She loves being on this committee and thanked her colleagues for their support.

**V. Changes to Agenda Order** – None.

**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.*

**Consent Calendar Item B, Equivalencies was pulled and will come back at a later date.**

**Consent calendar items A and C were approved by unanimous consent.**

**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** – Jennifer 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 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.*

**MSU (Davis / Scharf)** to approve eight (8) sabbatical leave reports from Delores Loedel, Kent McCorkle, Jeff Murico, Shannon Myers, Beth Powell, Steve Torok, Lauren McFall, and Afifa Zaman as presented.

**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.*

**MSU (Duran / Allyn)** to approve a total of seventeen (17) sabbatical leave applications (16 + 1 alternate) for the 2025-2026 academic year for 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, as presented.

**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 – Erica Duran, Julie Cord**

*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.*

A PowerPoint presentation was shared and is attached to these minutes. The presentation outlined key aspects of the program, including its purpose and the people involved. It consists of five chapters: Chapter 1: Introduction – The last visit took place in 2018, and since then, there have been revisions to diploma requirements. The program has transitioned to online, hybrid, and hyflex models, with AHS primarily offering hybrid and hyflex classes; Chapter 2: School Profile – At the entry point to AHS, only 7% of students initially see themselves pursuing college. The program focuses on educating students about their options and helping them transition toward higher education; Chapter 3: Self-Study Findings – Each criterion included five or six indicators, and a word cloud was created. "Students" and "learning" were prominent terms in the cloud, emphasizing the core focus of the program; Chapter 4: Schoolwide Strengths – Strengths identified include robust data systems, proactive assessments of student learning outcomes, and more; and Chapter 5: Schoolwide Areas of Growth – Key areas for improvement include evaluating course relevance and effectiveness, increasing access to and participation in student support services, and others. This chapter outlines a focused approach to addressing these growth areas (see slide). All identified areas of growth became key issues for the program to address.

Next Steps include meeting with all AF for feedback in Fall 2024, conduct governance visits, AHS will submit the self-study in March 2025, organize student events, and host the WASC Visiting Team at the CLC from May 5–8, 2025.

In terms of goals and future collaboration, it was emphasized that the program is committed to educating students about college opportunities and working closely with faculty to bring students to college visits. Faculty members are also invited to be guest instructors in classes, and a couple of credit classes will be taught at the CLC next fall to help bridge the gap for AHS students.

There was a discussion about the confusion between the GED and AHS diploma programs. In the AHS program, students take 8-week classes (sometimes extended to 16 weeks or longer) and earn 5 units at a time toward their diploma. In contrast, GED students take preparation classes to sit for the test, which they can do on-site at the CLC, and may complete it more quickly if they have the necessary skills.

It was noted that the one-on-one meetings with their AF were a strong quality control measure, demonstrating a commitment to thorough and personalized support for students.

A question was raised about dual enrollment and whether it counts for both high school and college credit. It was clarified that AHS students are not officially part of a dual enrollment program with a formal plan but instead participate in concurrent enrollment. Through this, they can earn both high school and college credits for free through the Promise Program.

**MSU (Tucker Sade / Page)** to add five more minutes for further discussion.

For the right student, taking college courses for free offers a valuable opportunity to get ahead. It was expressed that the meeting with the AF was appreciated, as it brought them into the conversation. The focus on data-driven processes was highlighted, with recognition that the programs approach is well-developed and aligned with clear goals.

There was concern about the lack of student support services, with a question raised about whether there are enough resources in place. Dual credit was also emphasized, noting that there are two separate applications—one for credit and one for noncredit.

There has been an increase in the number of students needing accommodation, including IEPs and 504 plans, as well as a significant number of undiagnosed students who could benefit from these services. This is an area that will be explored further to better support these students.

Finally, the role of AS in the process was raised, with a request for feedback once the Senate has reviewed the report.

### **Information / Discussion**

#### **A. Honors Program Updates – Delores Loedel**

*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.*

A year ago, the process was reviewed with the goal of ensuring better compliance with Title 5 and expanding course offerings. Efforts were made to create two-year standalone courses and streamline contract processes. Discussions with departments began about a year ago, with the aim of implementing improvements by Fall 2025.

For Honors contracts, courses that are no longer being taught are being deactivated. However, Honors contracts can still be applied for spring 2025 courses. A new system will be introduced in the fall, with a student-activated process and training before 2025 to help implement the changes. All current Honors courses that have been deactivated are being added to CurriCUNET and will still be available in Fall 2025. Any new courses that wish to offer Honors contracts will be able to do so through CurriCUNET, with an option to select "Honors contract" when entering the course details. The standalone course schedule is currently being worked on, with discussions having started in Fall 2023 with departments, the VPI, the Honors Advisory Board, and transfer partners. The goal is to establish a rotational schedule that includes SEC, online, and OC offerings. This schedule will help students plan their courses for transfer by knowing when and what courses are available. A draft of the new course schedule has been shared, and all of these courses will be supported through the OI without using department budgets.

Regarding faculty involvement, questions were raised about how the class offerings will be staffed. The process will involve AF or FT faculty assignments, and if a course doesn't fill and is cancelled, there will be a need to find alternate staffing solutions. Efforts are being made to simplify this process.

There was also a concern about how classes going through the CCN system will be affected by these changes. It was noted that the CCN system will affect these classes, as well.

In terms of the department's commitment to the standalone classes, the goal is to maintain a consistent schedule. The new process will ensure that courses offered with Honors contracts are transcribed and tracked accordingly. This streamlined approach is expected to encourage more students to re-engage with Honors, as the process will be much simpler.

Finally, it was noted that the new system will make it easier for students to transfer in and out of Honors. Currently, students who leave an Honors course and later wish to rejoin a regular course must go through a late add process. Under the new system, this will be as simple as clicking a button, making the process more efficient and user-friendly.

The Senate will be kept updated on these developments, and feedback on the changes is encouraged to ensure continued support.

**IX. B. Updates on CCN Implementation – *curry mitchell***

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

Updates from the statewide ASCCC Plenary were shared specifically regarding CCN and resolutions adopted. A general overview of the resolutions was given (see the link to mitchell's Senate report in agenda item XI. below).

The work on CCN should continue, but more time and budget are needed to move forward.

Significant progress has been made in securing agreements across the systems, but there were no sessions at Plenary specifically focused on CCN.

The ASCCC is committed to seeing the implementation of CCN through, believing in its benefits for students. While there were concerns, the general consensus for these adopted resolutions shows there is no strong opposition to continuing on in the process of implementing CCN.

Regarding 101.09, Part 1 will focus on investing value in articulating agreements across systems. However, questions remain about what will happen in Part 2. The concern is that an "articulation-first approach" using course Templates may lead to a common curriculum, not just common course numbering.

It was noted that most people are interested in how the work on CCN will be done, but there was little critique about the underlying reasons for pursuing it. It was also highlighted that governance for part-time faculty varies across the state. It was noted that the current focus on CCN has created challenges in curriculum development. There is an assumption that because CCN is beneficial for students, it should be pursued, but this overlooks the fact that many courses already have articulation agreements in place, which is creating additional complications. Beyond CCN, the impact on faculty and curriculum development is being underestimated. Faculty responsible for curriculum development, especially with CCN and CalGETC, are feeling overwhelmed. A couple of resolutions on other matters but related to top-down policy initiatives were voted down. One of which was to recommend that Title 5 be altered, so that our course objectives became SLOs in the course outline of record. Another was a request for the Statewide Academic Senate to develop syllabus guidance for every faculty member at every college to follow. That these resolutions were perceived of as overreach and voted down shows the ASCCC is still advocating in some areas for faculty purview in local decision making.

**MSU (mitchell / Davis)** to add an additional 15 minutes for further discussion.

When asked, it was noted that there are no updates regarding noncredit courses in relation to CCN. There is a sense of powerlessness and lack of control over the situation, with questions raised about the evidence supporting the claim that CCN is beneficial for students. Concerns were also expressed about the perceived inequity, as UCs and CSUs are not being held to the same standards, which raises questions about why they are being treated differently. Equity issues were highlighted as a key concern.

A question was raised about how making courses the same across community colleges could be considered beneficial for students. It was noted that many think tanks have focused on why completion and transfer rates are lower than desired. One suggested reason is that students become confused by the differences in course numbering across colleges. With more students "swirling" (taking courses at multiple colleges), many students are navigating the system without proper counseling or clarity, leading to further confusion.

It was mentioned that a taskforce has been meeting concerning AB1111, with all meetings being

open and receiving public comments. This conversation is worth following. Every community college has an articulated ENGL100 course, which provides value to students by ensuring consistency across colleges. However, there are challenges with articulation, and while it would be ideal for four-year institutions to accept articulated courses, greater collegiality and collaboration across systems are needed.

Regarding the CCN project, it was noted that the project is faculty-led as ASCCC leadership are faculty. Surveys are sent out statewide, followed by a workgroup of 12 faculty members from across the state who help build the templates. After development, a post-survey gathers feedback again from faculty on the templates before they are finalized.

Concerns were raised about how the CCN changes might affect certain disciplines differently. For example, some popular courses that were previously listed under a MAT designation will now be re-designated under an ART label, such as Media Arts. While this change may not impact every discipline equally, it could have significant effects on some. It was emphasized that, although some colleagues may not yet be affected by these changes, it is important to raise awareness that all courses will eventually be impacted. Faculty should be encouraged to participate in these discussions, and departments should consider nominating faculty members to join the workgroups involved in shaping the templates.

Follow-up questions should be sent to those leading the project for further clarification.

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

Visit the links below for the reports.

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

**B. College Superintendent/President** – *Denée Pescarmona on behalf of Dr. Cooke* ([access report](#))

**C. Classified Senate** – *Holmes* ([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** – The meeting adjourned at 10:58am.

MiraCosta College Adult High School  
**2024-2025 Self Study**



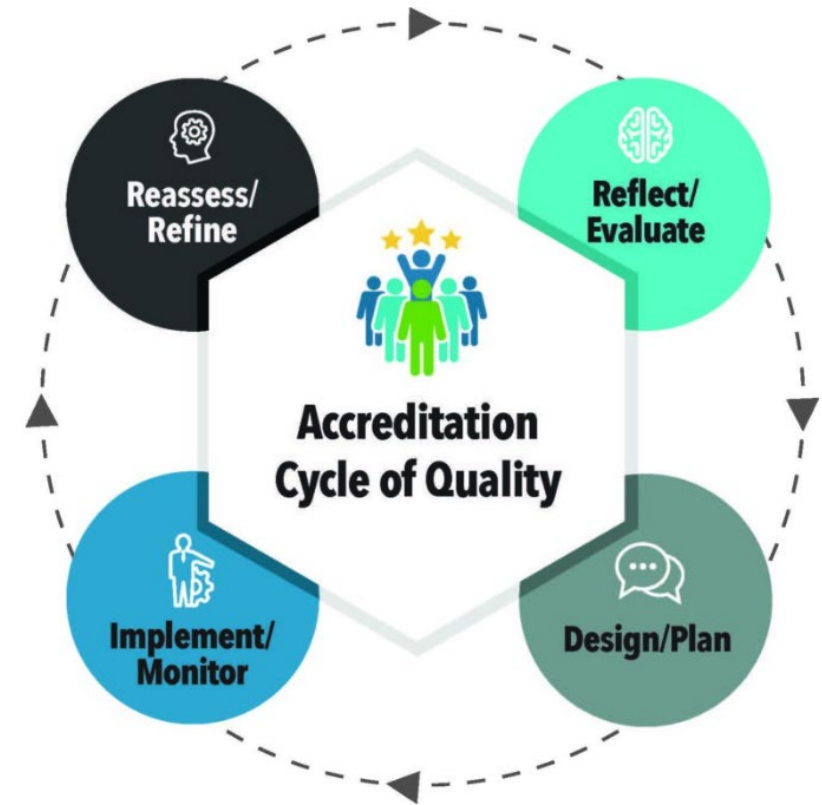
Governance Review  
Fall 2024 and Spring 2025



# What is WASC Accreditation?

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- 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

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- 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

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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

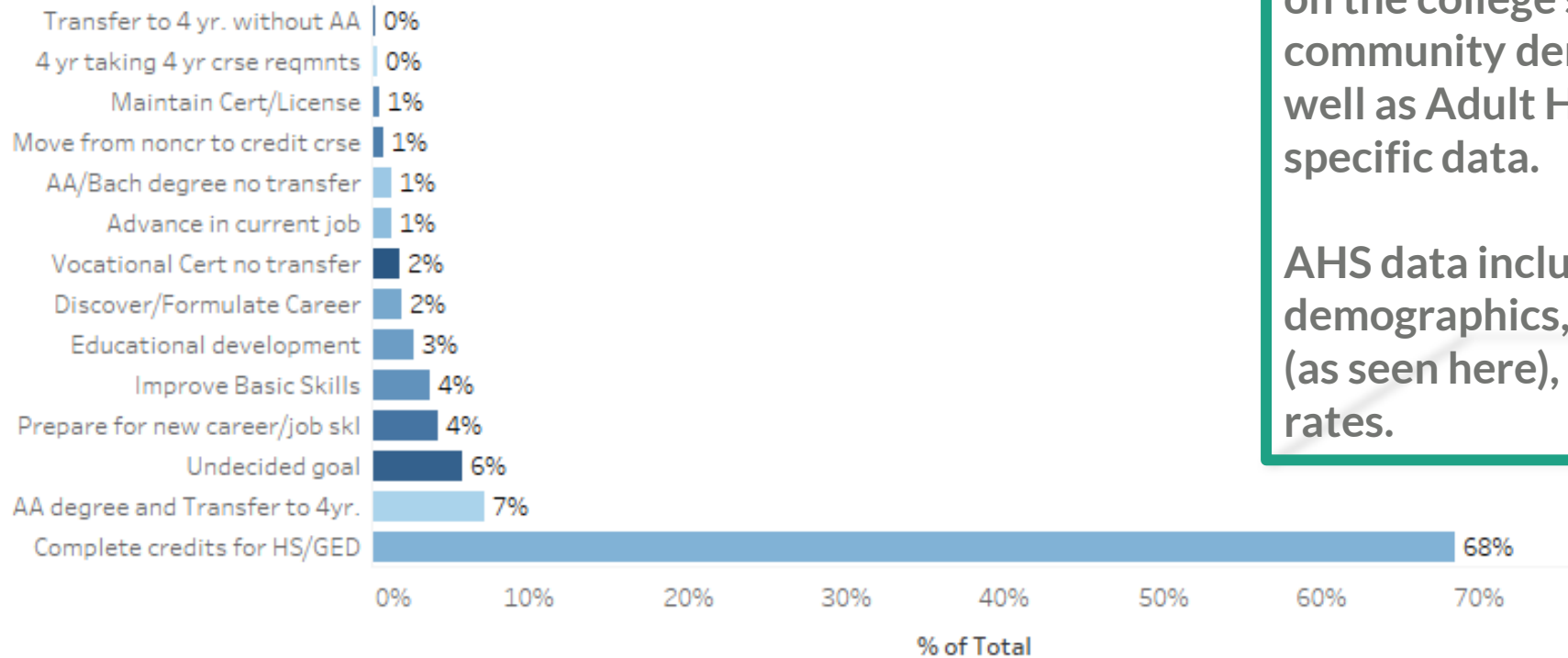
Transition to online, hybrid, and HyFlex teaching

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)



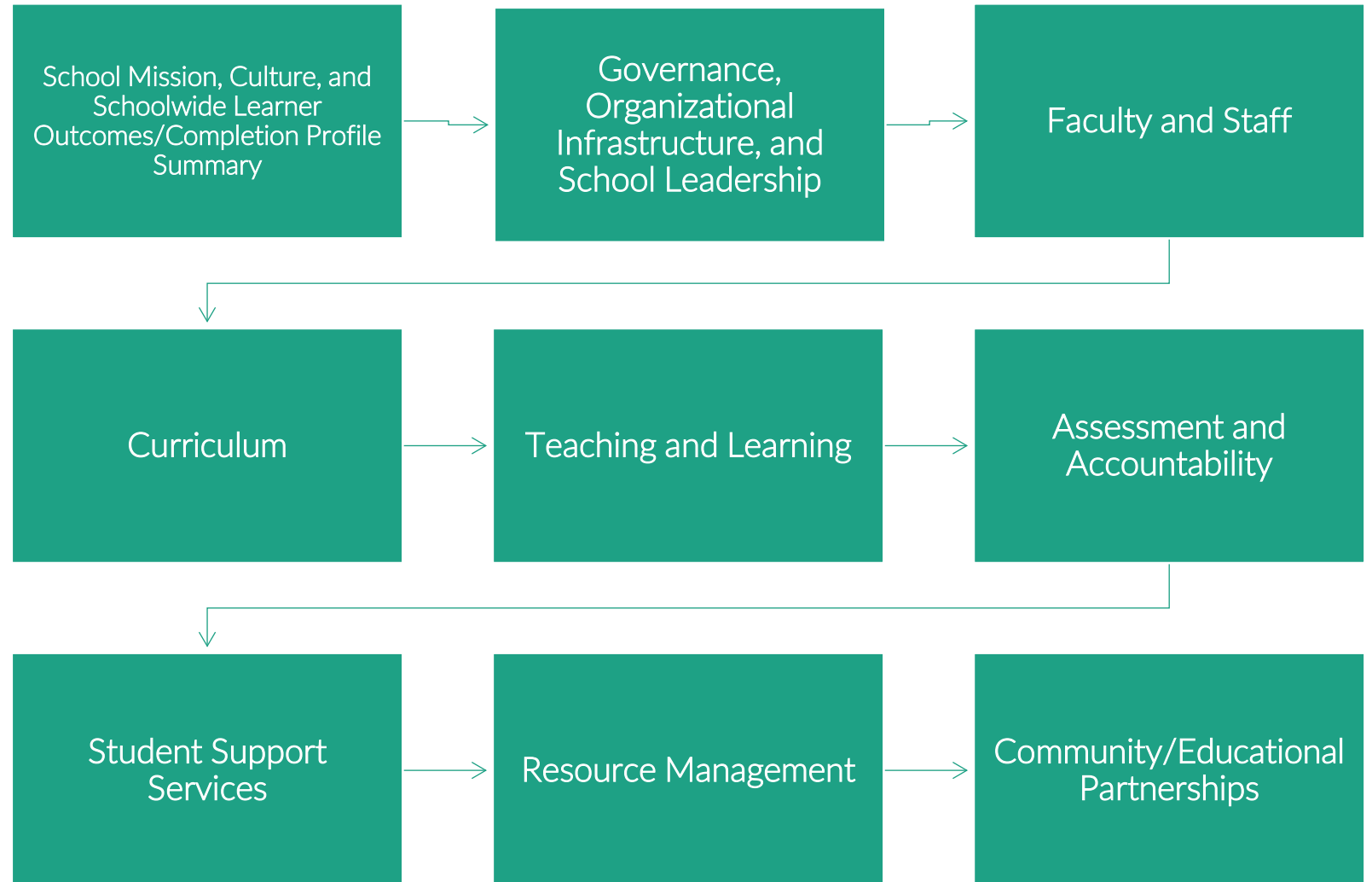
Chapter 2 included information on the college's region and community demographics, as well as Adult High School-specific data.

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.





## 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

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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

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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

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**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?

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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 25<sup>th</sup>, 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

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**Questions?**  
**Comments?**  
**Joy?**



Outlook

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**[EXTERNAL] Chancellor's Office: Supporting our students to stay on their educational pathway to degree or certificate completion**

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**From** ASCCC Communications <communications@ASCCC.ORG>

**Date** Thu 11/14/2024 10:13 AM

**To** SENATEPRESIDENTS@LISTSERV.CCCNEXT.NET <SENATEPRESIDENTS@LISTSERV.CCCNEXT.NET>

**EXTERNAL EMAIL:** This email originated from outside MiraCosta College. Ensure you trust the authenticity of this sender before clicking on any links or attachments.

Greetings Colleagues,

The California Community Colleges Chancellor's Office reaffirms its dedication to inclusive education by supporting all students, including undocumented individuals, and encouraging them to complete this semester and return for Spring 2025.

Please forward this message to all interested parties.



## A Message from Chancellor Sonya Christian

Nov. 12, 2024

**Supporting our students to stay on their educational pathway**

Dear CEO Colleagues:

This last week, I received numerous messages from colleagues across our system and thought I would drop you a note.

Let me start by reaffirming that the California Community Colleges' mission remains unchanged. Our colleges continue to be places of support and opportunity for everyone, including our undocumented students. Education empowers individuals to break cycles of poverty, shape their futures and contribute meaningfully to the world. Access to quality education must be universal, ensuring that everyone, regardless of background, can learn, grow, and thrive.

From my experience, the work of community colleges is generally beloved by all, including business and industry leaders, government officials, elected members of congress and the state legislature regardless of their political affiliation. Workforce development, educational pathways leading to good jobs, and economic and social mobility for our most deserving communities is all at the core of our mission. Our elected officials count on community colleges for the well-being of their communities, their states, and the nation. We should keep this framework visible in our internal and external engagements. Remember, that here in California, **the community colleges are essential in developing California's workforce, keeping the economy strong and strengthening our democracy.**

The California Community Colleges serve the largest and most diverse student body in higher education. Our students, all of them, need our support to continue with their courses on their educational pathways to complete a degree or certificate. **We must actively support them to finish their courses this fall and come back in January 2025 for the spring semester.** By supporting our students, we support their families and communities.

Our policy remains: We do not participate in federal enforcement of national immigration regulations unless compelled to by state or federal law. Our system does not capture information on undocumented students and our colleges will not release personally identifiable student information related to immigration status unless required by judicial order.

Furthermore, even if the federal government limits the Title IX protections against harassment or discrimination, California's own laws require us to provide equal rights and access to students, faculty, staff, and administrators, regardless of their sexual orientation or gender identity. We will not support efforts to roll back protections for any student or staff group.

**Supporting our students to stay on their educational pathway is a top priority** for the Board of Governors and the Chancellor's Office. Please do everything you can to encourage students to continue

attending classes, complete this semester and then return in Spring 2025 so that they stay on the path to complete their education goal. We are working with our partner agencies to provide supplementary guidance to support our college campuses and our students.

In addition to Dream Resource Centers and UndocuLiaisons on every campus, there are a number of [resources](#) and support services available to help address both legal and mental health challenges. These resources will be available soon in Spanish, Chinese, Vietnamese and Korean. Additionally, we recently launched a statewide partnership with the [President's Alliance](#) to provide access for every California community college to numerous resources and technical assistance to support immigrant students.

California Community Colleges have work to do, but it isn't anything that we can't handle, especially when we all work together.

Every step counts. Every action matters. Focus is our strength.

Our students and our communities are counting on us.

More than ever, our time is now.

Your colleague,

Sonya

Find me on:

My blog: <https://sonyachristianblog.com/>

Twitter: [@sonyachristian](#)

Threads: [sonya\\_christian](#)

Instagram: [sonya\\_christian](#)

###

**ASCCC Communications**

Academic Senate for California Community Colleges

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*As the official voice of California community college faculty in academic and professional matters, the Academic Senate for California Community Colleges (ASCCC) is committed to equity, student learning, and student success. For more information, please [visit the ASCCC website](#) or follow us on [Facebook](#), [Instagram](#), [Twitter](#), and [LinkedIn](#).*



**ACADEMIC SENATE**  
for California Community Colleges  
LEADERSHIP • EMPOWERMENT • VOICE





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**[EXTERNAL] A Message of Commitment and Support: Navigating Uncertainty Together**

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From Office of IDEA <idea@miracosta.edu>

Date Fri 11/22/2024 11:13 AM

To Curry Mitchell <CMitchell@miracosta.edu>

**EXTERNAL EMAIL:** This email originated from outside MiraCosta College. Ensure you trust the authenticity of this sender before clicking on any links or attachments.



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November 22, 2024

Dear MiraCostans:

As we navigate times of political uncertainty and change, many of us, especially those who identify with historically and currently marginalized communities, are experiencing anxiety and concern about what the future may hold and the impact of potential policy shifts on our lives, our families, the college, and the broader educational landscape. We understand the feelings of anxiety that can arise, particularly during periods of transition. It's important to recognize that people have different views and experiences, and these diverse perspectives can shape how we feel about and respond to these changes.

MiraCosta College remains committed to upholding the core values outlined in our [Commitment Statement](#), [IDEA Statement](#), [Code of Ethics / Standards of Practice](#) for employees, and [Standards of Student Code of Conduct](#) for students. At MiraCosta College, when we say, **“You belong here,”** we mean it, and we will continue to ensure that this is more than a phrase. It is our commitment, practice, and responsibility to make sure every student, employee, and community member knows this district is working daily to make that statement a reality. Hateful rhetoric, actions, and discrimination against any group that violates our principles of community are in direct opposition to who we are and what we believe as a college. We will continue to work to meet the needs of our college community with a lens of equity and ensure that our college remains an inclusive, respectful, and safe environment where all in our community know they truly belong.

The district will continue to follow California [Senate Bill 54](#) and [Assembly Bill 21](#) by not participating in federal immigration regulation enforcement, and will continue to foster a campus community that is safe and supportive for our students and employees, regardless of immigration status. Sexual Orientation and Gender Identity (SOGI) data will

continue to be protected and only shared by Human Resources and Student Services in aggregate form to further our institutional equity efforts. Our employee and student records will continue to be maintained at the highest level of confidentiality. These protections are non-negotiable, and as an institution, we are prepared to defend the privacy and safety of our community.

MiraCosta's [Bias Education and Support Team \(BEST\)](#) and [Office of IDEA](#) will continue our work of proactively addressing potential impacts on our institutional commitments to inclusion, diversity, equity, and accessibility and serve as a resource to ensure our community remains informed and resilient. Bias Education Webinars will continue on the first Wednesday of each month throughout Spring 2025, focusing on opportunities to learn strategies to reduce bias and engage with topics related to inclusion, diversity, equity, and accessibility (IDEA). These webinars will include overviews and deep dives into anti-DEI legislation, both federally and statewide, to ensure we are informed and remain accountable for transforming lives and communities. There is much we can learn from our community college colleagues nationally, who have been dealing with these laws for some time. Resources for students and employees, including reporting guidance, are available on the [IDEA website](#). Additionally, our Student Affairs and Student Equity teams are actively working with specific student groups to create supportive spaces. Our International Office also closely monitors any changes and will work with our International Students accordingly.

Your safety and well-being are our priority. If you experience or witness bias or hate-related incidents, please report them through the [Bias Incident Reporting Form](#) or contact MiraCosta College Police at 760.795.6640 or 6911 from any campus phone. Students impacted by the current political environment or other challenges are encouraged to utilize [Student Health Services](#), open Monday through Thursday, 8 a.m. - 7 p.m., and Friday, 8 a.m. - 3 p.m., for scheduled sessions or drop-in support. For employees, our Employee Assistance Services for Education (EASE) program offers free, confidential counseling, either by phone or appointment, and can be reached at 800.722.3273.

Thank you for your continued dedication to fostering an environment rooted in respect, inclusion, diversity, equity, and accessibility. Your engagement and commitment to these values make our college a place of learning, growth, and mutual support.

Sincerely,

**The Bias Education Support Team and Office of IDEA**

*Wendy Stewart, Chief Inclusion, Diversity, Equity & Accessibility Officer*

*Nick Mortaloni, Dean of Student Affairs*

*Kristina Londy, Director, Student Success & Equity*

*Kristen Gonzales, Director, Public & Governmental Relations, Marketing & Communications*



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This message was sent to [CMitchell@miracosta.edu](mailto:CMitchell@miracosta.edu) from [idea@miracosta.edu](mailto:idea@miracosta.edu)

Office of IDEA  
1 Barnard Drive  
Oceanside, CA 92056



**Each response has a 200 word maximum.**

**Question 1: Please describe your commitment to serving and empowering students from diverse backgrounds and experiences.**

My commitment to empowering students from diverse backgrounds stems from my transformative experience at Palomar College as an assistant women's volleyball coach. Guiding a diverse team of student-athletes revealed the profound impact of culturally responsive mentoring and inspired my transition to education dedicated to advancing equity and inclusion.

At MiraCosta College, I've implemented high-impact practices that directly support our diverse student population. I integrate culturally responsive teaching into my courses, encouraging students to recognize and leverage their social and cultural capital. By redesigning courses using open educational resources (OER), I've worked to ensure equitable access for all students.

As Work-Based Learning Liaison, I coordinate student exploration through career panels and networking events, and co-led "Teaching in the Context of Careers" faculty professional development programming. These initiatives connect academic knowledge to real-world applications, benefiting students of all backgrounds.

My commitment to inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) extends beyond the classroom through governance roles and continuous efforts to enhance opportunities for all students.

**Question 2: Please list campus, professional, and/or student activities in which you have actively participated.**

As Coordinating Officer for MiraCosta Academic Senate (2021-2023), I've advocated for student-centered policies and practices. Through my role on the ASCCC Equity and Diversity Action Committee, I contributed to faculty diversification efforts by leading workshops on innovative strategies for hiring and retaining diverse faculty.

My Work-Based Learning initiatives include:

- Planning and hosting regular "Test Drive a Career" workshops
- Co-leading semester-long faculty cohorts in "Teaching in the Context of Careers," culminating in faculty showcases
- Presenting at the Spring 2022 CCCAOE conference on connecting Work-Based Learning with Guided Pathways
- Co-producing the WBL "Teaching Toolbox" Newsletter to share resources campus-wide
- Curating WBL resources on Canvas for faculty access

I serve on MiraCosta's Service-Learning Advisory Board, strengthening campus-community partnerships. These activities demonstrate my commitment to fostering an inclusive campus culture while advancing IDEAA values and equipping students for lifelong success.

**Question 3: Explain your commitment to education and currency in your discipline.**

My multidisciplinary background in Journalism, Demography, and Sociology enables me to create engaging, relevant learning experiences. I maintain currency through professional development, including conferences, research, and curriculum innovation.

At MiraCosta, I've contributed to significant curriculum development projects. I co-wrote a Statistics for Sociology course to meet students' academic and practical needs in a data-driven world. I've also co-revised curricula for Women's Studies and LGBT Studies to include contemporary research and diverse perspectives.

I demonstrate my commitment to lifelong learning by currently pursuing education in AI and applying that knowledge to empower students and enhance teaching practices. By integrating innovative tools and methodologies, I ensure my pedagogy reflects the latest advancements and prepares students to excel in dynamic fields.

Through regular conference attendance and professional development, I stay current with emerging trends and best practices in sociology and education. This ongoing engagement ensures my teaching remains relevant and effective for today's students.

**Question 4: Describe your commitment to the mission of California community colleges and commitment to open access.**

I am deeply committed to the mission of California community colleges, particularly open access and equity. I demonstrate this commitment by incorporating OER into my courses to reduce financial barriers and create more inclusive learning environments.

As a governance leader, I advocate for policies that promote equity and support student success. Through my role in Academic Senate leadership, I've contributed to efforts to diversify faculty hiring and retention practices, helping to institutionalize equity-driven processes at MiraCosta College.

Through my Work-Based Learning initiatives, I connect academic pathways with career preparation, increasing access to real-world opportunities for all students, particularly those from underrepresented backgrounds. These programs include regular career exploration workshops and faculty development opportunities that strengthen the connection between classroom learning and career success.

These efforts align with the mission of California community colleges by ensuring that every student has access to quality education and the support needed to succeed.

**Question 5: Describe your community, state, and/or national activities that represent the profession.**

I actively contribute to state and national conversations advancing education and equity. As a member of ASCCC's Equity and Diversity Action Committee, I co-led workshops on innovative strategies for hiring and retaining diverse faculty, presenting sessions such as "Innovative

strategies for hiring faculty of color," "Mentoring and retaining a diverse faculty," and "Revamping the recruitment process to attract diverse faculty."

At conferences like CCCAOE, I share insights on connecting academic initiatives with workforce development, including presenting on "Connecting Work-Based Learning Initiatives with Guided Pathways." These presentations help educators bridge gaps between learning and career success.

Locally, I serve on MiraCosta's Service-Learning Advisory Board, strengthening campus-community partnerships. At the national level, I contribute to research on social equity and gender inequality, reviewing studies for organizations like the Max Planck Institute for Demographic Research.

These engagements demonstrate my commitment to advancing IDEAA principles and creating positive change across multiple levels of higher education.

**Each response has a 200 word maximum.**

**Question 1: Please describe your commitment to serving and empowering students from diverse backgrounds and experiences.**

The nominee's philosophy of teaching mathematics, which she shares with students in each course syllabus, emphasizes a supportive and inclusive learning environment. Her approach recognizes diverse forms of student success, going beyond just grades. Her classroom agreements prioritize kindness, respect, and productive struggle. Her actions align with her philosophy. During the first week of the semester, she shares about herself, her family, and most importantly the challenges she faced as an immigrant woman in STEM while learning in her second language. She meets with each student individually during office hours to build rapport and address concerns. Her syllabus highlights the importance of understanding mathematical concepts ("WHY") over just procedures ("HOW"). She provides additional support through resources like recorded lectures, supplementary videos, and a solutions manual in Canvas, all designed to help students from diverse backgrounds succeed. Student testimonials confirm her dedication to creating a positive and inclusive learning experience, noting her clear explanations, accessibility outside of class, and respect for diverse backgrounds. While serving as MiraCosta's Academic Senate President, she helped establish the first NDN Intertribal Collective Scholarship at MiraCosta College, demonstrating her dedication to supporting historically marginalized students across the college.

**Question 2: Please list campus, professional, and/or student activities in which you have actively participated.**

The nominee's record of service is extensive. She has served as Chair of the Mathematics Department since 2018, and is active in a variety of department committees and leadership roles. Her work leading the department through AB 705 implementation is particularly noteworthy. Her leadership extends well beyond her department to college governance, especially as senator, Vice President, and President in MiraCosta's Academic Senate. As the AS president, she collaborated with the VP of Human Resources in fall 2022 to create a clear and structured process for Associate Faculty Employee Recognition for the first time at MiraCosta. She has presented at many all-college events and has helped train department chairs and associate faculty from across the college. She also collaborates with others across campus to support students, including the Counseling department to update the Math Flow Chart; the Office of Research, Planning, & Institutional Effectiveness (RPIE) to analyze data on math placement and student success; and the IDEA Office on grant writing and other initiatives. This active collaboration reflects her dedication to working across departments to achieve common goals and provide holistic support to students.

**Question 3: Explain your commitment to education and currency in your discipline.**

The nominee's commitment to education goes beyond simply teaching course content; she strives to cultivate lifelong learners by emphasizing the importance of understanding mathematical concepts. Her dedication to staying current in her field is evidenced by her active pursuit of professional development opportunities. Her participation in professional development goes well beyond what is required, and includes not just workshop and conference participation, but also giving numerous presentations and workshops. She has helped her math colleagues create a "Liquid Syllabus" to promote equity and accessibility in course design. In addition, she is dedicated to sharing best practices with her colleagues on topics such as equity in STEM, innovative teaching methods, and supporting student success. Her remarkable MiraCosta journey, which started as an associate

faculty member, also includes providing leadership to the college by serving as an interim dean of math and sciences. Her leadership in implementing statewide initiatives, particularly AB 705 and AB 1705, highlights her commitment to staying current on educational policies and ensuring that her department and the college are aligned with these guidelines.

**Question 4: Describe your commitment to the mission of California community colleges and commitment to open access.**

The nominee's commitment to the mission of California Community Colleges and her support of open access initiatives are intertwined. She has dedicated her 20-year career at MiraCosta College to advancing equity in mathematics education through her teaching, leadership, and community engagement. One striking example is her work on AB 705 implementation, where she collaborated with colleagues to create more equitable math placement policies and practices. This included the development of guided self-placement resources for students, math support courses, and informational pages for each course, demonstrating her commitment to ensuring students are appropriately placed and have the support they need to succeed. She has also supported underrepresented student success in college-level math by developing programs such as the Exito in Math Learning Community and the Bridge to Success in Math, which earned recognition at the state level. Her commitment to open access is further demonstrated through her efforts to reduce textbook costs for students by developing and using zero textbook cost resources and encouraging colleagues to adopt similar practices. Her creation of a Math Scholarship for STEM students, particularly targeting female representation, demonstrates her commitment to supporting students from underrepresented groups and removing financial barriers to pursuing STEM education.

**Question 5: Describe your community, state, and/or national activities that represent the profession.**

The nominee's work has an impact extending well beyond MiraCosta College. She received the SDICCCA Region Equity Champion award in 2019, reflecting her impact on equity throughout the region. Her efforts to build partnerships with local high schools through the Dual Enrollment program demonstrate her dedication to creating pathways for students to access higher education. Her work has also been recognized at the state level. Notably, her Bridge to Success in Math program received an Honorable Mention for the 2018 Exemplary Program from the California Community College Board of Governors. This program has provided students with support and resources to help them succeed in gateway math courses, demonstrating her commitment to student success and her ability to develop and implement innovative programs. She was honored by MiraCosta College with the 2023 Leon Baradat Award for "demonstrated excellence beyond the classroom or primary work site in fostering engagement and creating a positive and inclusive campus climate through institutional service." She was also honored as the 2024 MiraCosta College Faculty Woman of the Year by the San Diego Chapter of the American Association for Women in Community Colleges.



## **Resolution to Honor Debby Adler for Distinguished Contributions to Faculty Governance Committees of MiraCosta College (R. 1-24)**

Whereas, Debby Adler has served 7 years as an Instructional Division Secretary and 12 years as an Administrative Assistant to the Dean, and currently has in her office two chains of linked paperclips—a rainbow chain of 38 paperclips for each semester; a white and yellow chain of 19 paperclips for each summer; plus one, final paperclip pinned by itself to her office corkboard, representing this, her final semester at MiraCosta College; and

Whereas, Debby has assisted seven Academic Senate Presidents—Mark Yeager, Mike Fino, Susan Herrmann, María Figueroa, Luke Lara, Leila Safaralian, curry mitchell—six Professional Development Program committee chairs—Rica French, Kelly Hagen, Jim Sullivan, Denise Stephenson, Bruce Hoskins, Aaron Roberts—4 Sabbatical Leave committee chairs—Patricia Hanada-Rogers, Pilar Hernandez, Gail Meinhold, Jennifer Paris—and two Salary Leave committee chairs—Lilia Vidal and Donny Munshower; and

Whereas, over these 39 semesters Debby has worked at MiraCosta, she has only missed two meetings—ever—and as such has recorded approximately 434 sets of meeting minutes including regular Academic Senate and Subcommittee meetings in addition to special meetings, department retreats, and advisory meetings for Horticulture, Design, and Auto; and

Whereas, Debby wrote and signed Mission Federal Credit Union check #843 on April 2, 2015 for \$6,525.00 from the Academic Senate to the Faculty Assembly, an action that seeded the FA's financial autonomy to represent the full-time faculty in working conditions bargaining; and

Whereas, Debby loves and embraces technology such that she trains herself to adopt new, necessary tools including Zoom during the pandemic, generative AI for keeping minutes, and Workday to create spend authorizations, a process that initially required a 13 page instructional manual for faculty to use but that Debby refined down to 4 pages; and

Whereas, Debby is known for creating a little chaos around campus and in Classified Senate meetings—particularly protecting Christmas Eve as a day off and advocating for her classified colleagues who petition for advancement through the Classification Review process; and

Whereas, Debby Adler was selected to receive the Fall 2023 Outstanding Classified Employee Award and has been nominated for such an honor multiple times before; and

Whereas, Debby Adler is a dear, dear friend to many who work at MiraCosta College;

Resolved, that the Academic Senate of MiraCosta College recognizes Debby Adler for her significant contribution to faculty achievements through shared governance and thanks Debby for her expertise, excellent humor, and fierce dedication to the work and wellbeing of her colleagues; and

Resolved, that the Academic Senate of MiraCosta College, together with our Classified Professionals colleagues and Administration friends, hold Debby Adler in the highest honor and wish her the best in her future with her husband Steve in their retirement.