



OFFICIAL 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 868 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 868 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?

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



Self-Study Research and Writing Team

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



Chapter 1: Introduction

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

Revised diploma requirements with more career-focus

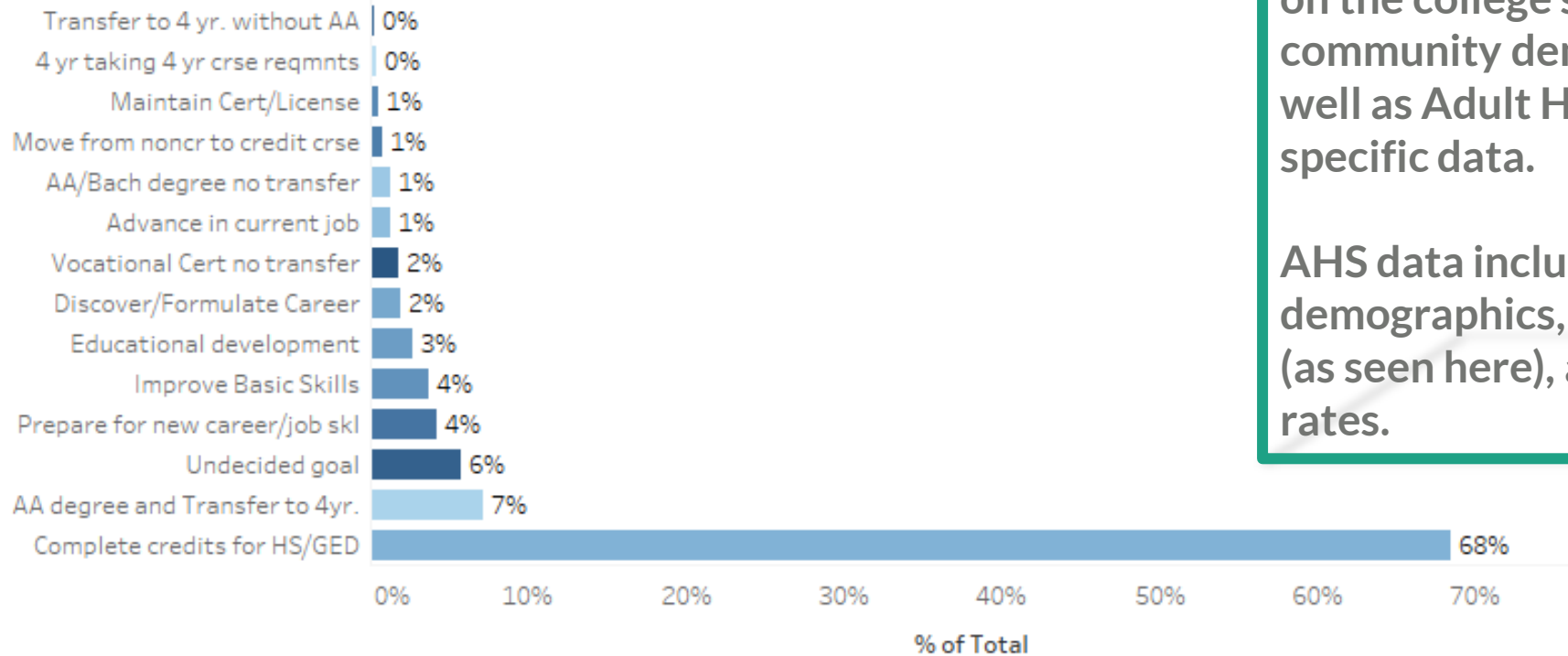
Transition to online, hybrid, and HyFlex teaching

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

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

Chapter 2: School Profile

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



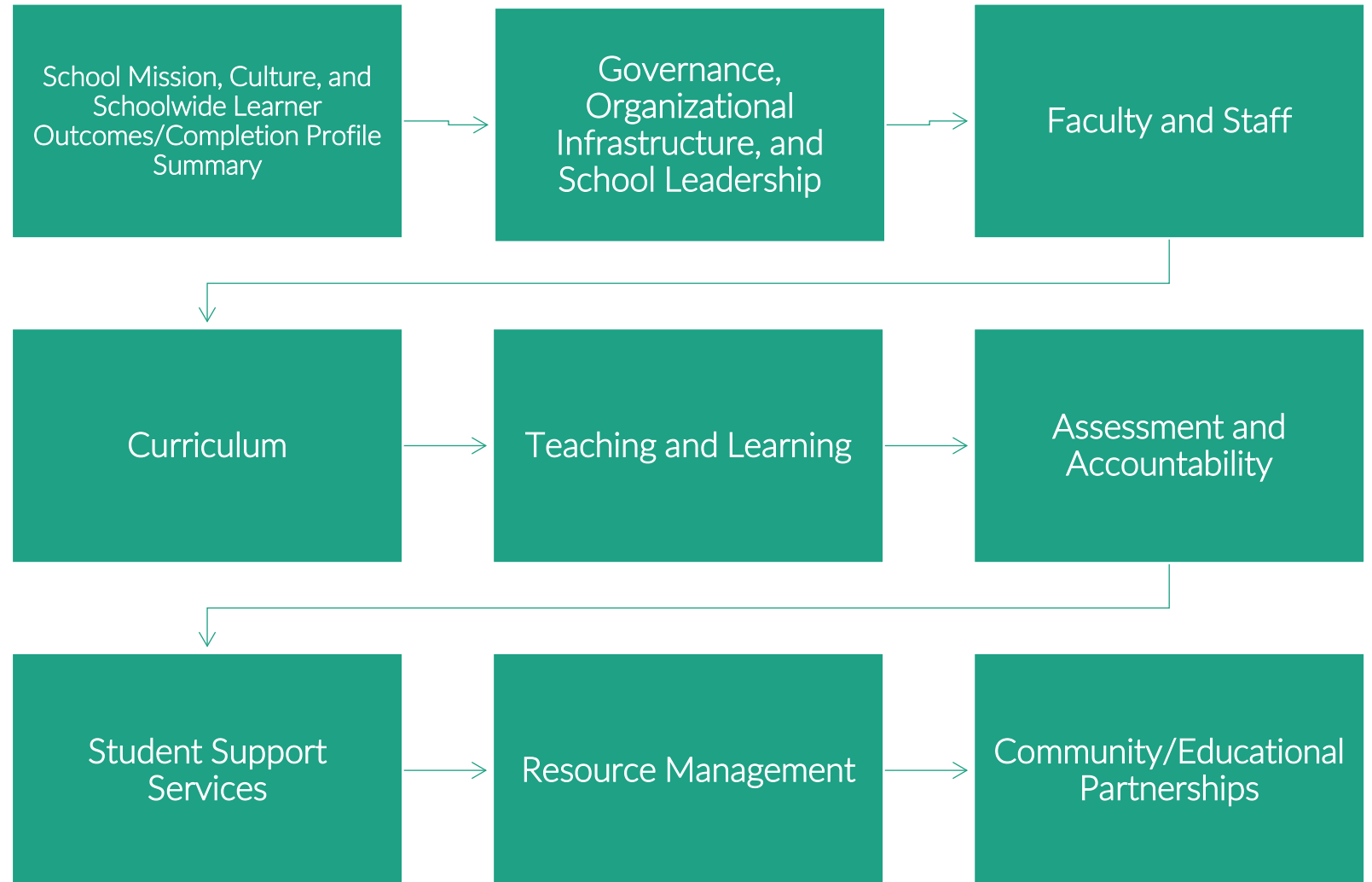
Chapter 2 included information on the college's region and community demographics, as well as Adult High School-specific data.

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

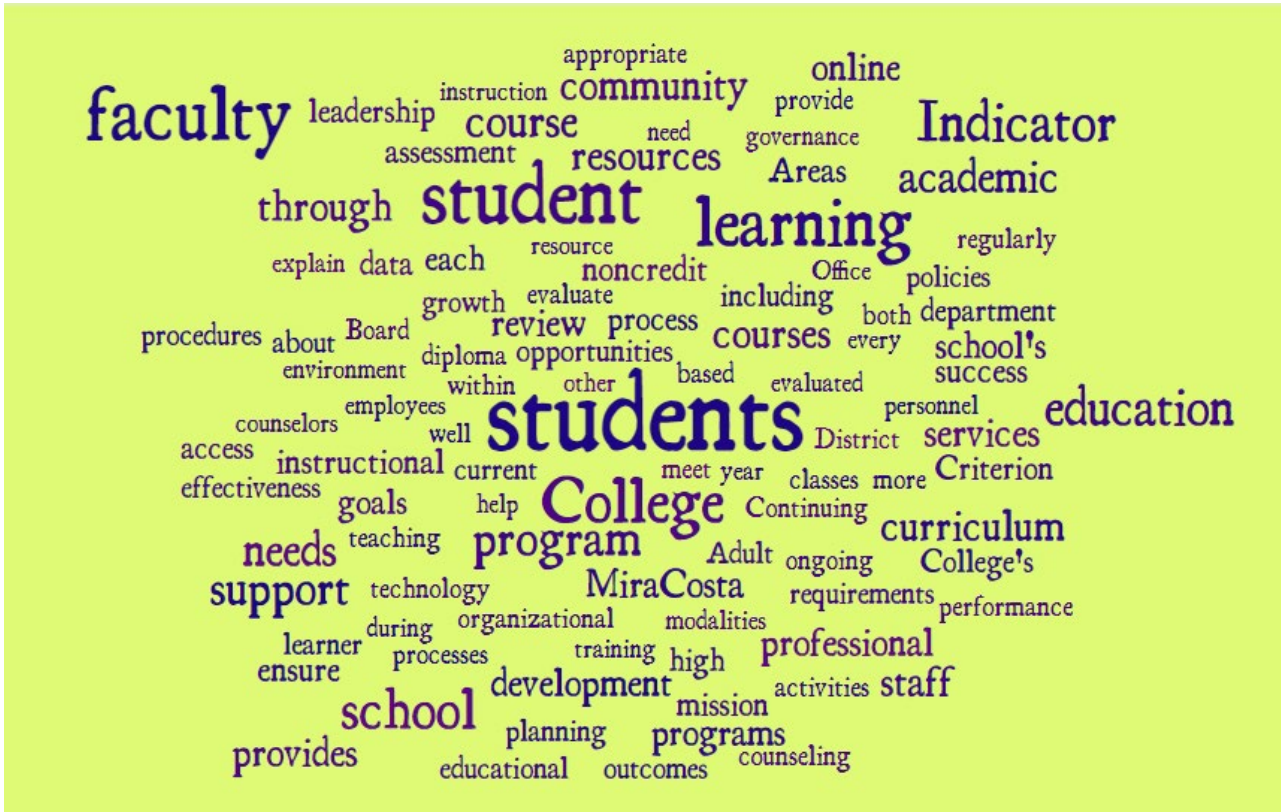
Chapter 3: Self-Study Findings

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

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



Chapter 3: Self-Study Findings



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.

Actual word cloud of text from Chapter 3

Chapter 4 : Schoolwide Strengths

Robust data systems facilitates analysis and action to support success.

Proactive assessments of student learning outcomes

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

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

Extensive professional development aligned with the College's mission

Robust student support services,

Chapter 4 : Schoolwide Areas of Growth

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

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

Strengthen community partnerships to expand work-based learning opportunities.

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

Improve communication with students and collaboration with stakeholders.

Expand effective data use for program improvement.

Chapter 5: Schoolwide Action Plan

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

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



Chapter 5: Schoolwide Action Plan

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

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

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

What's Next?

1

Associate Faculty Meetings with Full-Time Faculty to Get Feedback

Fall 2024

2

Governance Visits by the Writing and Research Team

November 2024-February 2025

3

AHS Submits Self Study to WASC Portal

March 25th, 2025

4

Student Events to Bring Awareness of Accreditation Process
Spring 2025

5

WASC Visiting Team at the CLC

May 5-8, 2025

MiraCosta College Adult High School Accreditation

Questions?
Comments?
Joy?