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AGENDA

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

- I. Call to Order
II. Roll Call
III. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee’s consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.
IV. Changes to Agenda Order
V. Consent Calendar
A. Minutes of the Regular Meeting of May 1, 2025
B. Minutes of the Regular Meeting of April 17th, 2025
C. Academic Senate End of Year Report
D. Syllabus Checklist
Description: Changes include some aspects moved from suggested to required (course name, course number, and office hours), some moved from required to suggested (course competencies), and new Accessibility Statement language.
E. Full-time Faculty Hiring Prioritization Criteria
Description: minor proofreading and clarifications that authors need not answer all questions if irrelevant and need not repeat information
F. Ratification of Faculty Committee Assignments
G. Curriculum Approval for 2026-27 Catalog, Part IV
Description: Each year CPC reviews and submit curriculum approval in multiple parts. Part IV contains one item: the deactivation of MATHEMATICS FOR TRANSFER 1.0 (AD-T).
H. Equivalency Request: Economics
VI. Action Item, Second Read (Vote Required)
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.

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.

- A. AP 4020: Program and Curriculum Development - CPC Committee [9:20; 2 minutes]
Description: Updates comply with a 180-day implementation deadline to align curriculum development processes with universal design for learning standards specified in new Title 5 regulations. Since the First Read of this item, the reference "title V" has been added for consistency of attribution formatting.
- B. BP 4020: Program and Curriculum Development - CPC Committee *Description: Updates to referenced sections of Title 5 based on CCLC guidance.*
- C. AP 4022: Course Approval Process - CPC Committee
Description: Updates reflect changes to CPC's membership structure and processes for reviewing DE criteria; minor changes address clarity.
- D. BP 4250: Academic and Progress Notice, Separation, and Readmission -Ante-Contreras [9:22; 2 minutes]
Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" and "Reinstatement" is now "Restart." Changes also show deletion of legacy language regarding veterans.
- E. AP 4250 Academic and Progress Notice - Ante-Contreras
Description: No changes recommended.
- F. AP 4255: Academic and Progression Separation and Readmission - Ante-Contreras
Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" and "Reinstatement" is now "Restart." Changes also show deletion of legacy language regarding veterans.
- G. AP 5055 Student Registration Limitation and Priorities - Ante-Contreras
Description: Updates align language with new Title V changes: "Academic Separation" is now "Academic Pause" Changes also show addition of Umoja as a group receiving priority registration status.
- H. Educational Futures Plan - Pescarmona and Wojcik [9:25; 15 minutes]
Description: The college and the Ed Plan Taskforce have worked in the past two years to develop the 2035 Education Futures Plan. With input from many constituents in the past year, a draft of the plan is ready to be reviewed and considered for approval. Since the First Read of this item, Theme 1 has received substantive revisions to incorporate "teaching and learning" with "access and completion."

VII. Information

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. Facilities Futures Plan - Elba Gomez [15 minutes] [9:40; 15 minutes]
Description: The Facilities Future Plan will be shared with the Academic Senate for feedback.
- B. Online Teaching Certification/Recertification - Gunn, Warren, & Julius [9:55; 30 minutes]
Description: The Academic Senate will hear an overview of the new online teaching certification process starting with descriptions from FA and MCCAACF colleagues about contractual obligations followed by a summary of the program itself from MOE.

VIII. Discussion

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. Reflection on the Value of Academic Senate Priorities with Brainstorming of Goals for the 2026/2027 Academic Senate [Time 10:25; 30 minutes]

Description: The Academic Senate will reflect on the outcomes of our decision to choose Student-centered Scheduling as our priority this year and will take time to brainstorm possible areas of focus and/or potential goals for the next Academic Senate to consider when they convene at Fall 2026 Academic Senate Retreat.

IX. Reports (Written, Included Via Links Below)

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

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

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

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

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

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

X. Adjournment

The public may observe the meeting remotely or in person and offer public comment. A link for remote viewing or calling in is noted on the agenda. Therefore, Academic Senate (AS) meetings will be held in person with a Zoom link available. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the Academic Senate Administrative Assistant at 760-795-6873. The California Relay Service (CRS) is available by dialing 711, or 800-855-7100 for English or 800-855-7200 for Spanish.

In compliance with Government Code section §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Academic Senate in advance of their meetings may be viewed at the Office of the Academic Senate President, One Barnard Drive, Oceanside, California, or by clicking on the Academic Senate's website at <https://www.miracosta.edu/governance/academic-senate/index.html>. Such writings will also be available at the Senate meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Arielle Locke, Administrative Assistant to the Academic Senate President, at 760.795.6873 or by email at alocke@miracosta.edu



UNOFFICIAL MINUTES

Key Terms

**M (Motion), S (Second), U (Unanimous)
A (Abstained), P (Passed)**

I. Call to Order

The meeting was called to order after the reading of the Land Acknowledgement at 9:00 a.m.

II. Roll Call

Present: Robin Allyn (coordinating officer), Alexis Tucker Sade, Leigh Cotnoir, Brian Page, Katrina Tamura, Julie Graboi, Krista Warren, Ghada Osman, Sarah Gross, Jeff Murico, Kristine Arquero, Afifa Zaman, Jim Sullivan (president-elect) curry mitchell (president)

Absent for Roll Call / Present: Sean Davis

Absent: Sunny Cooke (ex-officio)

Public: Denee Pescarmona, Alketa Wojick, Emanuel Price. Erica Duran, Daniel Ante-Contreras, Rick White, Paul Clarke, Joanne Gonzales

III. Persons Wishing to Address the Senate

Sullivan spoke against the college's decision to discontinue institutional funding for the Title V HSI Coordinator position following the loss of approximately \$6 million in HSI grant funding. He acknowledged Isabel's leadership and the impact of her work supporting MiraCosta's Latinx community through initiatives such as Cariño. Sullivan also raised concern about sustaining HSI-related work and commitments without placing additional responsibility on faculty and staff already engaged in those efforts.

Joyful Teacher, Erica Duran echoed concerns raised regarding the district's decision to discontinue funding for the Title V HSI Coordinator position, noting that the college has the resources to continue supporting the role. She spoke to the importance of faculty using public comment to communicate institutional priorities and referenced recent discussions around online proctoring as an example of faculty advocacy influencing college dialogue. Duran also thanked outgoing faculty leaders for their service and encouraged continued mentorship and support for emerging leaders. She concluded by inviting colleagues to attend the Adult High School Education Commencement Ceremony on Thursday, May 21 at 5:00 p.m.

IV. Changes to Agenda Order

None

V. Consent Calendar

Mitchell pulled Item E from the Consent Calendar for separate consideration.

Allyn pulled Item A for separate consideration.

Consent Calendar Items B–D and F–H approved by unanimous consent.

A motion to table Item A MSU (Allyn/Tamura).

Discussion identified missing elements in the minutes to be completed before May 15th meeting.

A motion to approve Item E MSU (Sullivan/Page).

Discussion followed regarding the August meeting schedule and the February start of the Spring semester calendar. Sullivan also referenced a proposed faculty town hall planned for the final day of Spring Flex Week. Page asked how the vacant full-time faculty seat would be filled; Mitchell and Davis clarified the relevant Senate Bylaws and procedures regarding vacancies occurring beyond the midpoint of a term.

- A. Approve Minutes of the Regular Meeting of April 17, 2026
- B. Faculty Committee Assignments 2026-2027
- C. OC and SEC Offices for Full-time Instructional Faculty
- D. Fall 2026 and Spring 2027 – FTE/LHE Reassigned Time for AS Leadership
- E. Academic Senate Composition and Calendar for 2026-2027
- F. Academic Calendars for 2027-2028
- G. Academic Calendars for 2028-2029
- H. Equivalency Requests:
 - Psychology
 - Earth Science

VI. Action Item, Second Read

- A. BP 4225: Course Repetition - Fallstrom [9:30; 2 minutes]

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

MSU (Murico/Graboi) to approve BP 4225. No discussion.

- B. AP 4225: Course Repetition - Fallstrom [9:32; 2 minutes]

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

MSU (Page/Cotnoir) to approve AP 4225. No discussion.

- C. MiraCosta Academic Senate Hyflex Recommendations - Julius [9:35; 5 minutes]

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

MSU (Sullivan/Cotnoir) to approve MCC Hyflex Recommendations. Sullivan thanked Jim Julius and the online education team who worked on the guidelines.

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

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

MSP (Sullivan/ Murico) to approve MCC Commitment to Equitable Use of Cameras in Online Instruction & Assessment. [Tucker Sade Abstained]. No discussion.

VII. Action Item, First Read

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

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

Pescarmona was available to answer questions in Fallstrom's absence. *Mitchell* directed senators to review the Title 5 curriculum language linked through the QR code on the name tents. *Sullivan* noted the proposed changes were originally faculty-driven and stated that implementation will likely evolve over several years as colleges work through how to meaningfully integrate the concepts into

curriculum. *Murico* shared that recent discussions with Jeff Higgenbottom framed the issue around incorporating UDL into every course, while *Davis* and *Sullivan* noted that the primary areas impacted would likely be methods of delivery and methods of assessment. *Mitchell* stated that CPC continues to grapple with how these changes can reasonably apply across all disciplines and programs. *Page* asked how the proposal intersects with Student Accessibility (SAS) accommodations, prompting discussion distinguishing UDL as course design rather than individualized accommodation. *Warren, Cotnoir and Tucker Sade* shared concerns about faculty preparation and training, particularly for associate faculty hired for subject matter expertise rather than pedagogical background, asking who would support faculty development in UDL practices, keep watch on the intersection of UDL, accommodations, and accountability within instruction. *Davis* noted that UDL, Dual Enrollment, and AI are major emerging areas where the college lacks sufficient organization and support structures to meet growing demands. Senators discussed the broader implications of embedding instructional practices into the Course Outline of Record (COR) while maintaining flexibility in pedagogy and modality. **A recommendation was made to add a direct Title 5 reference to the first new paragraph of the AP.** There were no objections to returning the item on a future agenda.

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

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

No discussion. Will see BP 4020 on the next agenda.

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

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

No discussion. Will see AP 4020 on the next agenda.

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

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

Discussion focused on language and framing within BP 4250, particularly around the use of the term "readmission." *Zaman* expressed that the language carries a deficit-based tone and suggested reframing the process as a "restart" opportunity for students. She also noted that the final paragraph appeared to omit the word "progress," and raised concerns that current academic progress and performance language can disproportionately impact students, particularly when students with otherwise strong academic records from other institutions are still placed into intervention processes. *Zaman* characterized this as a potential equity issue and questioned language that positions the college as a gatekeeper rather than supporting student re-engagement and success. *Ante-Contreras* shared that the revisions originated from work led by A/R Director Kathy Rodriguez and stated there was openness to revisiting the language and incorporating suggested edits. *MITCHELL* noted that **additional review through a future Senate/AAC workgroup may be appropriate, and Zaman recommended moving the BP forward at this time given current workload demands and returning later for broader reframing discussions.**

Will see AP 4020 on the next agenda.

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

Description: No changes recommended.

Will see AP 4250 for a vote on the next agenda..

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

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

Will see AP 4225 for a vote on the next agenda.

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

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

Will see AP 5055 for a vote on the next agenda.

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

Description: The college and the Ed Plan Taskforce have worked in the past two years to develop the 2035 Education Futures Plan. With input from many constituents in the past year, a draft of the plan is ready to be reviewed and considered for approval.

Wojcik shared that the Educational Futures work began nearly two years ago through discussions centered on where MiraCosta College should be positioned as it approaches its 100-year anniversary. She explained that the taskforce engaged faculty, staff, administrators, and students through forums and iterative feedback processes, resulting in multiple revisions of the plan. The work examined several key areas while centering IDEA principles and racial justice throughout the process, particularly for Latinx and African American students. *Wojcik* reviewed the five interconnected Future Resilient Strategic Capabilities: Flexible Responsive Education Models; Human Connection in the Era of Advanced Technology (AI); Industry Partnership and Workforce Alignment; Interdisciplinary and Human-Centered Skills; and Community Resilience and Student Wellbeing.

Discussion included concerns about balancing technology and AI with human-centered education, ensuring students' basic needs are met, redesigning intake and scheduling systems, and preparing students for sustainable wages in North County. *Wojcik* stated that the themes are intentionally interconnected, explaining that issues such as hunger, transportation, and housing directly affect student learning outcomes regardless of modality or instructional design. She also shared that broad campus feedback reflected strong interest in human-centered learning and significant concern regarding AI and educational quality. Communities of Practice are planned for 2026–27 to continue deeper exploration and implementation of the themes, with student participation supported through compensation funding.

Several senators responded to the presentation with concerns and recommendations related to instructional quality, governance, technology access, and online education. *Davis* thanked the taskforce for centering equity during a politically challenging time and later argued that the college must invest more intentionally in the teaching profession and teaching and learning infrastructure. *Cotnoir* raised concerns that ZTC discussions often overlook software costs required in some disciplines and asked whether the college has assessed the financial burden of required software on students; *Wojcik* responded that conversations are underway with technology leadership to begin collecting that information and develop sustainable approaches. *Sullivan* requested stronger language around educational quality in the plan and cautioned against creating additional workgroups outside of governance structures, stating that new initiatives inevitably shift workload and priorities elsewhere on campus.

A significant portion of the discussion focused on online education and modality balance. *Tucker Sade* questioned whether current online practices are adequately evidence-based and expressed concern that students may be earning degrees without fully developing the skills needed to succeed beyond college. *Murico* stated that smaller disciplines are disproportionately pressured into online scheduling models due to enrollment and cancellation concerns, sharing that most Sociology offerings are now online and arguing for committed on-ground offerings within departments. *Davis* supported those concerns, describing the challenges faculty experience assessing student work in heavily online environments.

Wojcik clarified that student feedback connected to "flexibility" was often less about online instruction itself and more about access points, scheduling, and when students are able to begin coursework. *Page* added that the discussion reflects a broader institutional need for flexibility and responsiveness across modalities and systems, rather than solely online education. *Tucker Sade* shared that students in her six in-person courses consistently seek human interaction and

community, and cautioned against reducing opportunities for face-to-face learning.

Sullivan concluded by requesting possible revisions to Theme 1 language and asked whether the Educational Plan could provide Senate with a clearer framework for future governance and implementation work connected to the identified themes.

MSU (mitchell/murico) to extend discussion by 5 minutes. *Murico* called for revisiting interdisciplinary learning communities and departmental collaboration models. *Cotnoir* raised concerns that transfer requirements limit the viability of compressed or convenience-based scheduling, noting that some course structures cannot be reduced without impacting transfer acceptance “*If you care about transfer, how ever can you compete with convenience? It is a losing proposition*” *Wojick* suggested the college may need to rethink traditional assumptions about scheduling, including start and end dates.

VIII. Information

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

Description: Save the date.

Senators were reminded of this event and encouraged to attend in support of faculty colleagues who will be recognized for their contributions to the college and beyond.

IX. Reports

mitchell shared that his report is available to read ([access report](#)), noting that Senators accomplished a lot today to include the approval of a first-time ever two academic calendar vote, thanking AAC for all of their hard work to ready these items ahead of summer. Cooke’s report is available to read ([access report](#)). Streagle’s report included a brief update to Classified Senate leadership changes noting that a new President, Treasurer and four Senator positions were elected ([access report](#)) Associate Student Government – *Jaimes* ([access report](#)) is also available to read. No Senator Reports were given.

X. The meeting adjourned at 11:00am.



UNOFFICIAL MINUTES

Acronoyns used

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

- I. *ASP mitchell* called the meeting to order at 9:01am after a reading of the Land Acknowledgement.
- II. Roll Call
Present: Brian Page, Sarah Gross, Julie Graboi, Katrina Tumura, Kristine Arquero, Sean Davis, Ghada Osman, Leigh Cotnoir, Sunny Cooke, Robin Allyn, Jim Sullivan, curry mitchell
Absent: Afifa Zaman, Alexis Tucker Sade
Present, After Roll Call: Krista Waren
Present, Remote (nonvoting): Jeff Murico,
Public:
- III. Persons Wishing to Address the Senate
Members of the public shall have an opportunity to address the committee either before or during the committee’s consideration of each item of business to be discussed at regular or special committee meetings, including closed session items. In addition, with limited exceptions, the committee will provide an opportunity at regular meetings to address the committee on any other item of interest which is within the subject matter jurisdiction of the Academic Senate. In order to efficiently manage the business of the committee, the committee chair may limit the amount of time.

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

President-elect Sullivan let his comment pass to allow the students who spoke before him stand as today’s only public comment.
- IV. Changes to Agenda Order
It was noted that we would hear from our Salary Advancement Chair ahead of first read action items due to a time certain in the meeting agenda.
- V. Consent Calendar
Items A-D approved by unanimous consent.
 - A. Approve Minutes of the Regular Meeting of April 3, 2026
 - B. Salary Advancement Applications Spring 2026
Description: Per BP 2510 under +1 of the Academic Senate’s responsibilities, the Salary Advancement Committee makes recommendations for professional advancement for faculty who pursued discipline and professional currency and

submitted quality applications and reports of activities undertaken.

C. **Disciplines List for Credit and Non-Credit 2026**

Description: The CPC maintains an official disciplines and course list for all credit and noncredit courses. Each spring, working with discipline faculty, the CPC reviews and updates these lists. Once approved by the Academic Senate, the lists are published and distributed to department chairs, instructional deans, and Human Resources.

D. **2026 FT Emeritus Recommendations**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AP 4240 Academic Renewal - Ante-Contreras

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

Gross asked for clarification with regard to the timeline for implementation now that the AP was approved. Arquero asked how an academic renewal would be shown on a transcript and GPA. Davis asked how academic renewal is accepted by CSUs and UCs. Gross clarified that it is an accepted process by the higher education institutions.

VII. Action Item, First Read

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

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

Fallstrom conveyed that this item was a technical cleanup of policy language, not a substantive change, focused on removing duplication, clarifying definitions and aligning with Title 5. Clarification was added around what counts as a “substandard grade (e.g. D). Most of what we red-lined was already reflected in the AP resulting in a shorter, cleaner, BP (about one page). This AP will be seen on the next agenda.

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

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

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

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

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

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

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

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

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

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

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

VIII. Discussion

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

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

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

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

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

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

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

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

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

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

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

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

and participating in Flex activities.

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

IX. Reports

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

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

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

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

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

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

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

No report for this meeting.

X. The meeting adjourned at 11:04am



MiraCosta College Academic Senate Annual Report 2025 - 2026

The Academic Senate is a governance committee that represents the Faculty to the Board of Trustees and President/Superintendent in [Academic and Professional Matters](#).

The Academic Senate President and Vice President meet twice a month with the Superintendent/President, Dr. Sunny Cooke and the Assistant Superintendent/Vice President, Instructional Services, Denée Pescarmona regarding Academic and Professional Matters.

Academic Senate Membership

<p>Fall 2025 Membership:</p> <p>Officers: curry mitchell, President Jim Sullivan, President-elect Robin Allyn, Coordinating Officer</p> <p>Full-time Senators: Kristine Arquero Leigh Cotnoir Sean Davis Jeff Murico Ghada Osman Alexis Tucker Sade Afifa Zaman Vacancy</p> <p>Associate Faculty Senators: Katrina Tamura Julie Graboi Sarah Gross Brian Page Krista Warren</p> <p>Ex-Officio: Sunny Cooke</p>	<p>Spring 2026 Membership:</p> <p>Officers: curry mitchell, President Jim Sullivan, President-elect Robin Allyn, Coordinating Officer</p> <p>Full-time Senators: Kristine Arquero Leigh Cotnoir Sean Davis Jeff Murico Ghada Osman Alexis Tucker Sade Afifa Zaman Vacancy</p> <p>Associate Faculty Senators: Katrina Tamura Julie Graboi Sarah Gross Brian Page Krista Warren</p> <p>Ex-Officio: Sunny Cooke</p>
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Report of Attendance to Academic and Professional Matters

In Fall 2025 and Spring 2026 the Academic Senate attended to its business while seeking to select a strategic focus on one 10+1 area. They landed on Student-Centered Scheduling.

Summary of Priorities and Goals

The Academic Senate set a priority to build knowledge and reflect on areas where faculty have agency to increase student access, learning, and success in the process and modalities in which classes are scheduled.

We pursued this priority by building knowledge about the class schedule with our institutional partners, so the Senate is more aware and so the Senate may reflect on faculty roles in five main areas: (1) departmental scheduling philosophies and practices, (2) teaching in instructional modalities, (3) professional development, (4) long term planning, and (5) administrative policies.

In the fall, we heard from the team of instructional and counseling faculty who attended the Enrollment Institute. We reviewed Scheduling Blocks planned for the new academic calendar. We met with librarian faculty to discuss the role of the Learning Commons resources as support for students throughout the semester. Finally, we engaged in discussion with the Faculty Coordinator of Distance Education about survey data showing what students say makes online classes effective and what key barriers students face.

In the spring, we heard a summary report of listening sessions with academic department chairs about their scheduling philosophies & processes. We engaged in discussion with the Office of Instruction about MiraCosta's plans for 8-week course programs and course modalities which include, in-person, asynchronous online, and hybrid blends including HyFlex. We participated in the 3rd MiraCosta Student-centered Scheduling summit. We worked with representatives from Administrative Services and the Office of Instruction to discuss how intentional classroom design planning can support teaching and learning as well as to advance student-centered scheduling goals. We used the context of student-centered scheduling principles to engage with the Professional Development Program subcommittee to discuss FLEX planning. Finally, we provided feedback to the Office of Instruction and the Office of Student Services to refine The Educational Futures Plan.

Summary of Regular Business, Noteworthy Action, and Areas of Special Focus

Recurring curriculum and administrative policy reviews were regular items of Academic Senate business, as were review of Sabbatical Leave applications and reports, Salary Advancement schedules, Equivalency applications, and nominations for statewide awards.

Collaboration with institutional partners, Academic Senate subcommittees, and faculty leaders, the Academic Senate took noteworthy action to:

- Approve a Compressed Academic Calendar that Reorganizes and Embeds FLEX Days
- Approve Policies and Procedures in the areas of: Academic Renewal, Professional Development, Course Repetition, Course Auditing, Equivalency, Student Conduct, Criteria for Degrees, and Curriculum Development
- Organize a Faculty Townhall to discuss how to strengthen faculty leadership during an important period of change for the college
- Bring teams of faculty Senators and Leaders to the 2025 Fall Plenary and to the 2026 Spring Plenary
- Adopt Guidance for HyFlex Instruction and for the Equitable Use of Cameras in Online Instruction & Assessment

- Approve The 2025–2028 Student Equity Plan and The Education Futures Plan

Common Course Numbering (CCN) remained an important focus and area of collaboration with CPC leadership, the Office of Instruction, and faculty authors managing course templates. In the spring, updates from the Chancellor’s Office and ASCCC informed the Senate that the CCN project would be on an indefinite pause.

Artificial Intelligence technologies and issues remained a visible strategic topic throughout the year, following the the adoption of Resolution R1-25 last year and continuing through professional development conversations and integration into broader pedagogical discussions.

Faculty professional development and faculty leadership within the FLEX program remained high priority areas of focus, concern, and action. Through discussions of pedagogical support, scheduling-related teaching strategies, online instruction, HyFlex guidance, AI learning, concerns over administrative over-reach, and revisions to AP 7160 Professional Development, the Senate consistently emphasized the need for faculty-led, professional learning programs centered on identifying what faculty need in order to teach effectively within evolving instructional modalities and changing institutional structures. This focus reflects the Senate’s investment in building faculty capacity alongside policy and structural reform.

Student Equity remains a guiding principle of the Academic Senate. Equity-related concerns surfaced repeatedly through review of the Student Equity Plan, accessibility in online learning, equitable scheduling practices, faculty awards recognizing inclusion work, and discussions about student support structures. The Senate consistently framed policy and scheduling decisions through the lens of student access and historically underrepresented groups.

The Academic Senate Budget

The Academic Senate general/supplies budget starts with a beginning balance of \$9,853 and is split between Academic Senate \$4,853 and the Professional Development Program \$5,000 each fiscal year. The current and estimated **AS expenditures** to date amounted to \$2,230 leaving a remaining balance of \$2,623. Additionally, there is an equipment budget in the amount of \$1,200 also split between AS \$600.00 and PDP \$600.00.

Academic Senate’s travel budget starts with a beginning balance of \$11,050. Current and estimated travel expenditures to date amounts to \$10,324 leaving a remaining balance of \$726.

Reassigned Time for Faculty Co-chairs

Faculty Assembly Agreement July 2025 - June 2028 C.4.3 page 24 Reassignments for Faculty Governance Committee Chairs and Coordinators stipulates that The Academic Senate shall be provided reassigned time per semester for faculty governance committee chairs and co-chairs as specified in [section B.1.0](#). The Academic Senate shall be provided with 2.6 FTE reassigned time per semester for faculty chairs and co-chairs of district governance committees. The Academic Senate shall have the discretion to distribute this reassigned time as it deems appropriate. The Academic Senate president shall notify the Office of Instruction prior to the end of the preceding semester as to which faculty are receiving reassigned time.

Fall 2025 and Spring 2026 – FTE/LHE Reassigned Time for AS Leadership Responsibilities

Academic Senate Leadership

AS President: curry mitchell – 0.8 FTE (12 LHE)

President-elect: Jim Sullivan 0.4 FTE (6 LHE)

AS Coordinating Officer: Robin Allyn – 0.2 FTE (3 LHE)

Academic Senate Subcommittee Faculty Chairs

Academic Affairs (AAC): Daniel Ante-Contreras – 0.3 FTE (4.5 LHE)

Courses & Programs (C&P): Scott Fallstrom – 0.67 FTE (10 LHE)

Diversity, Equity, and Cultural Competency (DEqCC): Israel Pastrana - 0.27 FTE (4 LHE)

Professional Development Program (PDP) Coordinator: Aaron Roberts – 66 hours summer stipend; 0.27 FTE (4 LHE)

Faculty Chairs / Governance

Budget & Planning (BPC): Kent McKorkle – 0.2 FTE (3 LHE)

Institutional Program Review (IPRC) Co-chair (split):

- Kailtin Fisher– 0.2 FTE (3 LHE)
- Polo Mariscal – 0.2 FTE (3 LHE)

Outcomes & Assessments (OAC) Co-chair and Faculty Leads: Janelle West, Co-chair – 0.3 FTE (4.5 LHE)

SLO Coordinator: Theresa Bolanos - 0.2 FTE (3 LHE)

Core Competency Coordinator (Open) to FT Faculty – \$5,000 stipend per semester (MOU)

Faculty Leadership

Joyful Teacher: Erica Duran - 0.4 FTE (6LHE) & 66 Hours Summer

Honors/PTK Coordinator: Delores Loedel - 0.6 FTE (9 LHE) & 99 Hours Summer

TREC Chair: Chad Tsuyuki - .2 FTE (3 LHE)* & 33 summer hours (may be increased by mutual agreement)

MiraCosta College Academic Senate Endowed Scholarship

MiraCosta College Academic Senate Endowed Scholarship is held in perpetuity and invested for intergenerational growth in order to help students achieve their educational endeavors especially through times of economic hardship.

Distributions are calculated on a three-year rolling average. The current MiraCosta College Academic Senate Endowed Scholarship fund market value is \$30,780. The amount available for scholarship distributions for the 2025/26 academic year is \$1,600 and will be awarded to qualified student(s) in either \$500 or \$1,000 increments.

Academic Subcommittee Reports

Courses and Programs Committee – End of the Year report 2025 - 2026

Scott Fallstrom, Current CPC Chair

The Courses and Programs Committee (CPC) met second and fourth Thursdays of each month to regularly review curriculum, policy updates, and systemwide instructional changes impacting over 40+ AP/BP revisions and curriculum actions. The committee processed multiple Title 5 and CCLC-aligned updates, including AP 4225 (Course Repetition), AP/BP 4025 series (GE and degree requirements), and related policy clarifications affecting transfer and student progression. CPC reviewed UC/CSU Cal-GETC implementation updates impacting multiple GE pathways, contributing to discussions affecting multiple overlapping GE/transfer systems; UC-specific GE, CSU-specific GE, and the Local GE institutional degree pattern.

CPC's work in the spring semester centered on aligning curriculum and policy with evolving governance and compliance drivers, addressing discipline impacted areas – Kinesiology, Performing Arts, Visual Arts and STEM, The committee's work reflected a consistent tension between regulatory compliance, instructional flexibility, and student transfer equity.

Overall this year CPC focused on systematic review of the district's policies and procedures, curriculum proposals

– deletions and approvals. Upholding standards of academic quality, shared governance and compliance. Key Actions:

- Processed 40+ curriculum/policy items through (AP/BP + curriculum actions combined).
- Delivered post-approval processes to ensure proper implementation of curriculum changes and alignment with state and institutional requirements.
- Surveyed / committee input from counseling faculty identified recurring transfer-rise concerns in Area 1A/1B (pass/no-pass). Scott Fallstrom will Chair the committee in the 2026-27 academic year.

Professional Development Program – End of the Year report 2025-2026

Aaron Roberts, Current PDP Chair

The Professional Development Program (PDP) Committee met monthly from September through May, focusing on strategic planning, Flex Week restructuring, and responding to recent Title 5 changes prompting updates to professional development procedures, including considerations for classified participation and a Director of PD position. AP 7160 was assessed and reviewed in a two phase approach with Phase 1 adhering to time-sensitive alignment and needed edits to Title 5 and phase 2 being more substantive revisions.

Key initiatives included a redesigned Flex Week schedule, the addition of a December Flex Day, and increased collaboration with campus partners to align professional learning with institutional goals. Survey data (90+ responses; ~10% of faculty) highlighted strong demand for in-person, discipline-specific engagement and expanded support for associate faculty. Moving forward, PDP will prioritize inclusive, data-informed programming and strengthen communication and participation across the college.

A significant portion of the Spring semester was dedicated to reviewing and assessing recent Title 5 updates, including implications for classified professionals opting into a flexible calendar and the proposed addition of a classified Director of Professional Development position.

PDP Chair Aaron Roberts reported on several major structural and programmatic changes anticipated for the upcoming academic year. These include adjustments to the academic calendar, a reorganization of Flex Week, the transition to a new PDP Chair, and welcoming a new college president. Key changes to Flex Week include moving the Associate Faculty Orientation to Monday and the Flex Kickoff Event to Tuesday, with the event planned for the 4800 courtyard and surrounding campus spaces.

The committee also supported the development of a new Flex Day on December 14, designed to engage individuals, departments, and committees in coordinated professional learning. This effort includes emerging collaboration with the Outcomes & Assessments Committee and Institutional Planning & Review to ensure intentional design and alignment with institutional goals.

Data-informed planning was a central focus this year. A recent Professional Development/FLEX survey yielded over 90 responses (approximately 10% of faculty), revealing strong demand for in-person engagement opportunities, including discipline-specific collaboration, networking, and pedagogical practice-sharing. Findings also highlighted the importance of expanding access and participation, particularly for associate faculty.

Looking ahead, the committee identified several priority areas, including the development of a centralized communication approach (e.g., a professional learning “news feed”), and continued programming in key themes such as alternative assessment, artificial intelligence in teaching, inclusive practices, and faculty service and leadership development.

Committee discussions also highlighted the need to broaden institutional understanding of faculty service beyond formal committee participation, recognizing its role in mentorship, leadership development, and shared governance.

Next Steps include continued collaboration with campus partners to implement Flex restructuring, increased outreach to faculty for workshop development and participation, and ongoing alignment of professional development efforts with institutional priorities and evolving regulatory requirements. We look forward to the leadership of our new PDP Chair, Delores Loedel and PDPs new office location on the Oceanside Campus in the Social Justice & Equity Building 3100 that will open May 2026.

MiraCosta Online Educators Committee – End of the Year report 2025-2026

MOE Chairs, Jim Julius & Nadia Khan

2025-26 Membership: Adrean Askerneese, Stephen Beck (student), Roland Estrella, Jim Julius (co-chair), Nadia Khan (co-chair), Lauren McFall (spring), Paulino Mendoza, Lemee Nakamura, JahB Prescott, Mariana Silva, Cristina Toharia

What did your subcommittee take on and accomplish this year?

MOE offered FLEX workshops in the Fall and Spring semesters, engaged in Accessibility Design for district-wide implementation, attended a State summit on Zero Textbook Costs (ZTC) and developed content and design Distance Education (DE) certification modules, upgraded two important policy guidelines on Hyflex Course Recommendations that further strengthen hyflex instruction and MiraCosta's Commitment to Equitable Use of Cameras In Online Instruction & Assessments which strengthen attendance expectations and academic integrity in synchronous online environments.

Does your subcommittee feel supported by and connected to the Academic Senate?

MOE worked with the Academic Senate on approving two policy guideline documents for district-wide implementation that will strengthen hyflex recommendations for classroom management and support pedagogical practice for online courses that need to maintain academic integrity in synchronous online environments. MOE consistently updated the Academic Senate of

Cultural Competence (DEqCC) Committee – End of the Year report 2025-2026

DEqCC Chair, Israel Pastrana

The Diversity, Equity, and Cultural Competency Committee (DEqCC) met regularly on the second Friday's for two hours each and has focused on strengthening its internal structure, increasing transparency, and advancing equity-centered practices across the institution. This year, the committee began developing a guiding document to clarify expectations, roles, and responsibilities for participating members, with the goal of improving alignment and consistency in its work. A model that the Professional Development Program Committee developed this past year.

DEqCC has also worked to expand opportunities for campus engagement, including increased involvement through event planning and collaborative initiatives. A strong highlight was this year's **Indigenous People's Day Symposium** which consisted of the following:

- **Blessing & Opening Ceremony** with Malaya Pojas (La Jolla Band of Luiseño Indians)
- **Keynote Speakers:**

- **Dr. Olivia Chilcote** (San Luis Rey Band of Mission Indians, SDSU)
- **Dr. Susy Zepeda** (Xicana Indígena, UC Davis)
- Presentations by **John “Bud” Machado** (Cupeño Language Preservationist), **Mandy Curo** (Iipay Language Preservationist, Kumeyaay-Barona Band of Mission Indians), and **Summer Herrera** (Payómkawichum/Luiseño Artist, MiraCosta alumna)
- **Cultural Performances:** Kupa Bird Singers & Kumeyaay Bird Singers
- **Vegan lunch** by Irene’s Kitchen
- **Special Library Exhibit** courtesy of Tyler Beck (Diné)

Another effort the committee is refining is its endorsement process by establishing a more formal and transparent approach to reviewing and supporting requests. Central to this work is the development of an equity-centered rubric to guide endorsement decisions. The committee plans to bring this rubric forward to the Academic Senate for feedback to ensure alignment with shared governance processes.

Planning is underway for the Cultural Competency Conference Fall 2026 which is now returning to the Community Learning Center (CLC), with a focus on strengthening relationships between the college and the surrounding community, elevating student and community voice, and sustaining faculty leadership in equity work. Proposed collaborations include partnerships with local community organizations, such as the Human Rights Group of Oceanside, and the exploration of experiential learning opportunities that deepen cultural understanding.

In addition, several committee members are contributing to the development of a culturally relevant and sustaining pedagogy toolkit through the CCRP grant. This work is grounded in student voice and is intended to provide practical resources to support inclusive teaching and learning practices across disciplines. The committee continues to emphasize the importance of culturally responsive and sustaining pedagogy as a shared institutional priority. Faculty engagement remains a key component of the committee’s work. Members have begun identifying and documenting classroom-based practices that reflect culturally responsive approaches, with the intent of making these examples available as a resource for faculty moving forward.

Overall, DEqCC’s work this year reflected a continued commitment to advancing equity, strengthening inclusive practices, and fostering meaningful connections between the college and the communities it serves. Israel Pastrana will continue to lead this committee in the 2026-27 academic year.

Sabbatical Leave Committee – End of the Year report 2025-2026

SLC Chair, Pilar Hernandez

This year, the Sabbatical Leave Committee continued its work supporting faculty through the sabbatical application and reporting process. Members responded to questions, helped applicants hone their project ideas, and provided guidance as proposals and final reports were prepared. This year the sabbatical application and reporting forms were moved to Google Docs to make them more streamlined, accessible, and functional. The change addressed several challenges with the previous Google Forms format such as character limits, editing permissions, and formatting issues when generating PDFs for review. Our administrative assistant, Arielle Locke, played an important role in helping bring the vision for a clearer and more organized sabbatical website to life and in supporting improvements to the workflow. Tentative plans are also underway to hold a Flex workshop or showcase on sabbatical leaves in Fall. Finally, Luke Lambert will assume the role of committee chair beginning Fall 2026.

Salary Advancement Committee – End of the Year report 2025-2026

Chair, Angela Senigaglia

The Salary Advancement Committee (SAC) reported continued implementation of updated salary advancement application processes, forms, and handbook revisions designed to improve clarity and consistency for faculty applicants. The committee reviewed sixteen (16) course approval applications this academic year, with most applicants indicating one-year completion timelines despite a five-year window for course completion, suggesting strong engagement in ongoing professional growth. Angela identified continued value in offering Salary Advancement informational workshops during both Fall and Spring Flex Weeks as a key access point for faculty support and clarity around the process. Updates to the application process now include two submission cycles per academic year, which has proved to be a meaningful improvement in accessibility specifically noticed for associate faculty.

As an additional operational achievement, the SAC developed a structured internal timeline to support consistent workflow management across application review cycles and reporting deadlines, improving coordination and predictability in committee processes and in working with the Administrative Assistant to the committee.

Key Outcomes / Actions

- Reviewed and processed 16 Salary Advancement course approval applications
- Implemented two submission cycles per academic year
- Updated application forms and handbook for clarity and usability
- Expanded access through Fall and Spring Flex Week informational workshops
- Contributed to restructuring of Academic Senate Reporting Model
- Developed an internal SAC workflow timeline for annual cycle management

Equivalency Committee – End of the Year report 2025-2026

After the approval of Administrative Procedure 7211.2, the Equivalency Committee worked with department chairs and the Office of Human Relations to review all existing information, resources, and language on websites to begin the process of aligning practices with the new procedures. The goal of the committee remains to increase the clarity and consistency in how equivalency procedures are communicated and implemented.

In pursuit of this goal, the equivalency committee has added new members, and plans to work with department chairs, HR, and the Academic Senate to ensure shared understanding of the process and appropriate timelines for submission and approval. Through this process, each group may continue to develop training materials, which have helped facilitate better understanding of equivalency requirements and timelines among department chairs. There is also an opportunity to help department chairs identify a regular cycle for updating local approved degrees lists that would further streamline the process of establishing minimum qualifications.

Academic Affairs Committee – End of the Year report 2025-2026

AAC Chair, Daniel Ante-Contreras

AAC met regularly throughout the academic year, second Friday's of the month for two hours. Chair, Ante-Contreras is nearing the end of year-1 of a two-year term. He shared that he has intentionally built in time

for reflection within committee work, including structured icebreakers and opportunities for philosophical discussion. He also acknowledged that his predecessor left the committee in a very organized state and emphasized the strength and cohesion of the current team.

AAC acknowledges several important committee contributions; Robert Kelley has supported improvements to accessibility in their calendar work, including color coding and efforts to maintain a publicly accessible calendar. Lauren McFall has led significant work related to textbook affordability, including Zero Textbook Cost (ZTC) and Open Educational Resources (OER), as well as related process updates. Gianna Carey and Darlene Burke (Nursing) continue to bring important disciplinary nuance to discussions around class structure. Darlene Burke also serves as the associate faculty representative on the committee, addressing a prior gap in representation. Julie (Noncredit), Liz Garcia Gonzales, who supports meeting documentation and procedural consistency, and Daria Davis, who supports Liz and leads the syllabus checklist work, were also acknowledged for their contributions.

Two Academic Calendars were approved; 2027–28 and 2028–29 academic years, and the reasoning for bringing the 2028–29 calendar to Senate was to allow additional flexibility for revision. Those were approved at the May 1st 2026 meeting.

Regarding the Hiring Request and Prioritization Process, the committee reviewed how the implementation of a new system may impact current processes and how best to support departments with pending requests. Full changes to the process are currently on hold until the system is implemented. It is important to note that significantly less is now being required of department chairs, which has been viewed positively. A recent newsletter by Academic Senate's Coordinating Officer, Robin Allyn highlighted committee activities, including informal community-building efforts such as ornament-making designed to encourage connection and dialogue. AAC invited feedback on what members would like to see in future meetings and engagement efforts. Daniel Ante-Contreras will Chair the AAC Committee for the 2026-27 academic year.



Class Syllabus: Requirements and Information

The syllabus you create for your class serves multiple purposes for your students: an introduction to you, an invitation to your class, and a guide as to what they can expect. It acts as a roadmap to the learning your students will experience, and it reflects your tone and style as an instructor. Clarity is critical.

While the syllabus is not a legally binding document -- the few courts that considered the issue (all of which are outside of California) have concluded that a syllabus does not constitute a binding contract with students -- a syllabus might be used as evidence in a grievance, grade change request, or any type of disciplinary or evaluation process.

Instructors are encouraged to consult with the department chair and/or with the course lead instructor to determine if other discipline or course-specific elements should be included.

To assist in designing the style, tone, and other components of your syllabus (and/or your Canvas page), this checklist is organized into four sections:

1. **Required Syllabi Content**
2. **Suggested Syllabi Content**
3. **Recommended Language for Your Syllabus or Canvas Page**
4. **Helpful Links for Your Syllabus or Canvas Page**

1. Required Syllabi Content

About the Class:

- Course prefix and number (example: CHEM 101)
- Semester and year
- Meeting days, times, locations, and modalities
- Any scheduled meetings (in person or on Zoom) if this is a hybrid class.
- Define course attendance policies and what constitutes excessive absences in your syllabus (per [AP 5075 – Course Adds and Drops](#)).
- Course Section number
- Course name

About the Instructor:

- Instructor's Name
- Instructor's contact information (at minimum, email address and/or phone number). For your personal security and for FERPA compliance, please use your MiraCosta email address and not your personal email address.
- Scheduled office hours (required for full-time faculty and for [associate faculty seeking compensation during the fall and spring semesters](#))

About the Course Content:

- Required materials: (materials fees, textbook (full title), edition(s) and/or copyright year(s), and other course materials) (ISBN # is suggested, not required)
- Field trips or alternative assignments

- Student Learning Outcomes (from Course Outline of Record)
- Program Learning Outcomes (as applicable)
- Institutional Core Competencies (see “Important Links” below)

About Coursework and Grading:

- Grading/evaluation structure

Accessibility and Academic Accommodations

This course follows institutional and federal accessibility guidelines to support all learners. If you experience accessibility-related difficulties with required or optional course materials, please contact me as soon as possible so we can explore equally effective alternatives.

Students with disabilities, medical conditions, IEPs or 504 plans, or Veterans Disability Ratings who may need academic accommodations should contact Student Accessibility Services (SAS) promptly to ensure timely implementation:

- [Student Accessibility Services \(SAS\)](#)
- Phone: (760) 795-6658
- Email:

The SAS office will determine available accommodations with you. Please note: I must receive an accommodation form for this class authorized by MiraCosta College SAS before accommodations can be implemented. If you already have approved accommodations and would like to use them in this class, please share your SAS accommodation form with me so we can implement them without delay. If you feel comfortable, I welcome a conversation about how I can best support your success in this course through use of your accommodations.

Additional requirements for online or hybrid courses:

- An instructor - and/or department - established policy describing the frequency and timeliness of instructor-initiated interaction and instructor feedback, and the expectations for student participation in student-to-student interaction, are to be posted in the syllabus ([per AP 4105 – Distance Education](#))
- Description of how, where, and when course documents are made available to students.
- Support services available to online students.

Student Performance Objectives and Student Learning Outcomes

The Student Performance Objectives describe the subject matter or content of the course. Student Learning Outcomes (SLOs) are related but distinct; they describe expectations for the skills and abilities students will attain with successful course completion. To put it another way, SLOs describe what students will be able to do with the knowledge they've obtained by completing the course.

Program Student Learning Outcomes:

- PSLOs should be included on syllabi for courses that are part of the required core for that program and in the same discipline.
 - It is not necessary for other required courses in that program (i.e., courses in other disciplines, non-core courses in the same discipline) to list the PSLOs.
-

2. Suggested Syllabi Content

About the Instructor:

- Your response time to email or voicemail messages.

About Attendance:

- Policy on late arrivals or early exits

About Coursework and Grading:

- Policy on late homework, exams, papers, labs, etc.
- Policy on make-up work or exams
- Policy on submitting work (via email, Canvas, TurnItIn.com, etc.)
- Policy on plagiarism/cheating ([per BP 5505 – Academic Integrity](#))
- Academic integrity
- Policy/expectations for the use of Artificial Intelligence
- Participation (if it is included in grading)
- Circumstances for Incomplete grade

About Your Expectations:

- Student Rights and Responsibilities
- Classroom behavior
- Civility and respect
- [Student Code of Conduct](#)
- Inform students about the unit requirements and study hours outside of the classroom.

About the Course Content:

- Prerequisites
- Advisories
- Course description (from Course Outline of Record)
- Assignments
- Calendar
- Tips for success in this course

Financial Aid Satisfactory Academic Progress (SAP) Standards and Appeals Process:

The financial aid Satisfactory Academic Progress (SAP) policy requires that students maintain a 2.0 GPA and get passing grades (A, B, C, D, P) in 66.67% of their classes. Students must also finish their program before they reach 150% of the units required. They must finish a 60-unit associate degree before reaching 90 units. If a student does not meet these requirements, they will be allowed to appeal for reinstatement by completing an online request form that includes stating why they didn't meet the requirements and what they will do to improve. As part of the appeal, students will need to upload supporting documents. The complete SAP policy can be viewed by clicking this link: [SAP Policy](#)

About Support Services (see recommended language below):

- Academic support services (College Support Services)
- Student support services

Important Dates:

- Add, Drop, Pass/No Pass, Withdrawal deadlines and Census Date (found on your [SURF Class Roster](#))
- Final exam date and time

Class Roster

Faculty Center Search

[My Schedule](#) | [Class Roster](#) | [Grade Roster](#) | [My term Workload](#) | [Census Roster](#) | [My Textbooks](#) | [Canvas Combined Classes](#)

Class Roster

Term | Session

Fall 2025 | 1 Regular Start - 17 Week | MiraCosta Community College | Credit

CSIT Class Nbr & Section Change Class

Days and Times	Room	Instructor	Dates
Tu 12:00PM-1:15PM			08/18/2025 - 12/13/2025
TBA			08/18/2025 - 12/13/2025

Student Learning Outcomes (SLOs) and Core Competencies

Accreditation requirements necessitate all faculty provide Core Competencies in their syllabi. Methods by which faculty may want to demonstrate the linkage between their Course SLOs (CSLOS) and the [MiraCosta's Core Competencies](#) utilizing one of the following methods:

☒ Method 1: Insert a table in your syllabus to highlight the alignment of your CSLOs to the College's Core Competencies. *See example below)

Course Student Learning Outcomes (CSLOs) describe what students should be able to do upon successful completion of BIO 220. These are assessed using exams, projects, and other assignments.	MCC Core Competencies are broad general education outcomes that demonstrate real-world skills. Each CSLO is mapped to at least one core competency – this means you gain experience with these skills in BIO 220.
SLO #1: Student will be able to evaluate a physiological event that disrupts homeostasis.	<ul style="list-style-type: none"> ● Critical Thinking, ● Problem Solving, ● Written Communication Skills
SLO #2: Student will be able to design a valid experiment which investigates a physiological process.	<ul style="list-style-type: none"> ● Critical Thinking, ● Creative Thinking
SLO#3: Student will be able to defend structure-function relationships in the human body	<ul style="list-style-type: none"> ● Written Communication Skills

* Please ensure the table is inserted with the proper accessibility requirements. Consider reaching out to [Student Accessibility Services](#) personnel for assistance.

☒ Method 2: Use written information to describe which of your CSLOs align to the College's Core Competencies. For example:

SLO #1: Students will be able to evaluate a physiological event that disrupts homeostasis.

This CSLO evaluates your ability in critical thinking, problem solving, and written communicating skills developed through assignments and exams in this course.

☒ Method 3: To save room in your syllabus, include a link to an outside document that includes the table or written information discussed in methods 1 and 2 above.

3. Recommended Language for Your Syllabus or Canvas Page

Academic and Career Pathways

[Academic and Career Pathways \(ACPs\)](#) are designed to make your academic and career journey easier. ACPs provide a roadmap that groups similar majors and courses together, helping you pick what you are passionate about, plan your education, and get a degree, certificate, or transfer. ACPs connect you to a community of learners where you can meet and engage with students who share your goals. Let's get started on your path to success! To get connected to your learning community, email ACPsuccess@miracosta.edu for more information.

Basic Needs

The benefits of including basic needs language in your course syllabi include:

- Destigmatizing basic needs concerns promoting student self-advocacy.
- Strengthening relationships between faculty and students.
- Increasing awareness and utilization of available support services.
- Supporting academic success by providing information on educational and personal resources.

Option A:

As a student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you, or someone you know, is having difficulty meeting basic needs such as food, housing, or transportation, or experiencing other personal and academic challenges, MiraCosta's [CARE Team](#) is here to provide support and/ or help you get connected to appropriate resources. Check out their [Basic Needs Resource Guide](#) for available on- and off-campus resources. You may fill out a [CARE referral form](#) to request basic needs assistance or to schedule free mental health counseling sessions at Health Services, or by calling 760-795-6675. For after-hours crisis management, you may call 1-888-724-7240. As a faculty member, I also may refer students about whom I am concerned to the CARE Team. This is part of who we are as a caring, proactive community where we all look out for one another.

Option B:

If you or someone you know is experiencing challenges meeting basic needs such as food, housing, transportation, mental health, or other personal and academic challenges, the Campus Assessment, Resources, and Education ([CARE](#)) program is here to support you. CARE takes a holistic and compassionate approach to help students connect with on- and off-campus resources to address basic needs. Please visit www.miracosta.edu/CARE or contact care@miracosta.edu for further support, resources, or information. For additional available resources, please review the [CARE Resource Guide](#) for Basic Needs linked on their website.

Option C:

MiraCosta College offers its students support services through the Campus Assessment, Resources, and Education ([CARE](#)) program. The [CARE Team](#) is committed to taking a holistic and compassionate approach to help students succeed while addressing any challenges you may be experiencing related to basic needs such as food, housing, transportation, mental health, childcare, legal aid, and more. Students are connected to on- and off-campus resources to help meet their short-term and long-term needs, with the goal of supporting personal well-being academic success.

Here are a few ways that the CARE team can help:

- Linkage to on- and off-campus referrals
- Free food and groceries
- Medi-Cal/CalFresh/CalWORKs application and case assistance
- Access to technology resources such as computers and hotspots
- And more depending on your needs

To learn more about the services offered, please visit the [CARE web page](#) and check out the [CARE Resource Guide](#)

[for Basic Needs](#). As your professor, I want to support you in the best way possible. If you have any questions about CARE, feel free to reach out. I'd be happy to connect you with the team by submitting a CARE referral on your behalf.

College Support Services

Additional college [student support services](#) are also available including: [academic counseling](#), [military and veterans' services](#), [financial aid](#), [scholarships](#), [career counseling](#), [technical support](#), [computer labs](#), and support in [language courses](#). I highly encourage you to take advantage of these free support services.

Diversity Statement:

Example: It is my goal that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. I will strive to present materials and activities that are respectful of diversity, gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please feel open to letting me know ways to improve the effectiveness of the course.

Hate Free Zone:

In our classroom, each student should feel free to express their own opinion and ideas in a respectful manner. Students should be open to listening to and appreciating differences in opinions, life experience, worldviews, values/beliefs, etc. Our class is a hate-free zone. Please be mindful of how you communicate your values, beliefs, ideas, opinions, etc. While we will often disagree with other people, it does not give anyone the right to intentionally hurt others with words or to discriminate against them. Words matter. I thank you for honoring this practice and creating a brave space for us to learn and grow together.

Incomplete Grade

Students seeking a grade of Incomplete must have completed 75% of the coursework and request an Incomplete prior to grades being submitted. See [Incomplete Grade Petition](#) under Credit Forms on the Student Forms web page.

Internet Access and Harassment

This class is conducted in a computer classroom, where computers are always connected to the Internet and have the ability to connect to a variety of peripheral devices. MiraCosta College supports academic freedom, and consequently, there are no filters or other controls placed upon access to electronic content, either on the Internet or otherwise. While every effort is made to keep students on task while in this class, it is impossible to always monitor every computer. If you should find yourself subjected to offensive content, either sexual or otherwise, you should inform me of this situation at the first opportunity.

LGBTQIA+ Resources

MiraCosta College is committed to providing a strong, supportive, and inclusive environment where difference is valued, respected, encouraged, and honored. To this end, MiraCosta provides various services and resources to support LGBTQIA+ students and employees, including educational trainings, scholarships for LGBTQIA+ students and their active allies, via the [SPHERE Program](#).

To ensure that an individual's name reflects their identity, MiraCosta College makes it easy for students to change their preferred/affirmed name. There are two ways for students to change their names:

- Students are now able to change their name online.
- Students can submit a Change of Personal Information form online or at Admissions and Records.

Please note: the "preferred name" field is the default field automatically used on class rosters and student ID cards, on Canvas, and to borrow items from the college library.

In **Canvas** students can select their pronouns. Find the instructions to update your user profile and add your

pronouns [here](#). There are currently a multitude of options, but if your pronouns are not listed, you may also submit additional pronouns utilizing the [Pronouns Addition Form](#).

To contact the SPHERE program please email lgbtqia@miracosta.edu.

Library Resources

The MiraCosta College faculty librarians assist students with their research questions, whether academic or personal. Students may obtain assistance from librarians either one-on-one at the reference desk, through class orientations, group workshops, individual appointments, or online. I strongly encourage you to take advantage of library resources. For more information, please visit the [Library webpage](#).

Mental Health Counseling Resources

As a student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is having difficulty meeting basic needs such as food, housing, or transportation, or experiencing other personal and academic challenges, MiraCosta's CARE Team is here to provide support and/or help you get connected to appropriate resources.

You may fill out a [CARE referral form](#) to request assistance, or schedule free mental health counseling sessions at [Health Services](#) or by calling 760-795-6675. For after-hours crisis management, you may call 1-888-724-7240. As a faculty member, I also may refer students about whom I am concerned to the CARE Team. This is part of who we are as a caring, proactive community where we all look out for one another.

Pass/No Pass Grading Option (for graded classes)

You have the option to choose Pass/No Pass grading for this class. If you choose this option, you must submit a [Petition for Pass/No Pass](#) to Admissions & Records by *(the last date of instruction for the course (specify the last date of instruction for your class))*. The petition [form](#) is available online, or from Admissions & Records. Students planning to transfer should consult with a counselor before opting for Pass/No Pass to ensure this option is accepted by their intended transfer institutions. Check the [MiraCosta College catalog](#) or schedule for more detailed information.

The Learning Centers (TLC)

[The Learning Centers](#) offer a variety of free academic support services to help you succeed, including drop-in and scheduled tutoring and writing feedback sessions, as well as workshops.

- Tutors at the [Academic Support & Innovation Center](#) and STEM Learning Centers ([STEMLC](#)) encourage students to develop effective study skills and assist students with related course content.
- At the [Writing Center](#), students can write, read, revise, and practice speeches or presentations, all with the guidance of writing consultants. They offer support for any writing assignment at any stage of the process, including personalized grammar lessons, and helping to create those vital personal statements for scholarship and transfer. You can also upload a paper and receive brief video-based writing feedback, where a coach talks about your paper and shows you how to improve it on-screen.
- Locations:
 - Oceanside Campus Learning Commons (1200 building), first floor
 - San Elijo Learning Commons (100 building)
 - CLC Learning Commons in (100 building)
 - Online (Zoom)

In the centers you can access course materials, textbooks, laptops, calculators, anatomy models, and more, all available for checkout in the building. Student study rooms are also available for reservation. Visit TLC and make the most of their resources and services to achieve your academic goals!

4. Helpful Links for Your Syllabus or Canvas Page

MCC Administrative Procedures:

[AP 4105 Distance Education](#)

[AP 5075 Course Adds and Drops](#)

[AP 5500 Standards of Student Conduct](#)

[BP 5505 Academic Integrity](#)

Instruction:

[Academic Counseling: \(Credit\)](#)

[Academic Counseling: \(Noncredit\)](#)

[Academic Proctoring Center](#)

[Assistive Tools Available for Learning](#)

[Career Counseling/Services \(Credit\)](#)

[Career Services \(Noncredit\)](#)

[Core Competencies](#)

[Library / Learning Commons](#)

[Online Education Support Resources](#)

[Student Learning Outcomes](#)

[The Learning Centers \(Faculty Resources\)](#)

- [Academic Support & Innovation Center \(formerly known as Tutoring & Academic Support\)](#)
- [STEM Learning Centers \(STEMLC\)](#)
- [Writing Center](#)

Student Services

[Campus Assessment, Resources and Education \(CARE\)](#)

[Career Resources for Diverse Communities](#)

[Food Pantry & Food Distribution](#)

[Health Services](#)

[LGBTQIA+ Resources](#)

[Military and Veterans Services](#)

[Student Accessibility Services \(SAS\)](#)

[Student Forms](#)

[Student Resources](#)

Academic Success & Equity Programs:

[Mana](#)

[Puente](#)

[RAFFY \(Resources & Assistance for Former Foster Youth\)](#)

[SPHERE](#)

[Transitions](#)

Umoja

[UPRISE \(Undocumented Student Rise in Solidarity and Empowerment\)](#)



Academic Affairs Committee Hiring Taskforce Areas of Consideration for Evaluating and Prioritizing Full Time Faculty Hire Requests

Every criterion does not need to be addressed if it does not fit into your plan – however, be thorough in explaining those that do. If redundant information will answer two questions, rather than repeating you can say something like “Refer to response to Area 1, Question 2”

Area 1: Departmental and Institutional Planning

1. How does this full-time faculty hire request align with current short and long term programmatic, departmental and/or institutional goals? How and when have faculty engaged in dialogue (both within and outside the program/department) about how the hire advances these goals?
2. Is this hire request directly related to programs or initiatives relevant to institutional plans or innovation in the form of new programs, curricula, services, etc.
3. How have the college planning processes and data analysis been used to justify the hire request? For instance, is the number of full-time faculty in your department equitable when compared to other departments or divisions with comparable FTES, student contact hours (WSCH), etc?
4. In the past five years, what full time faculty hire plans or requests have been submitted by the program/department? How have recent hires been implemented, and in what role(s) are they currently serving within the department?

Area 2: Student Success and Equity

1. What key trends have been noted in student success, retention and equity data indicators such as:
 - a. Program completion (degree, certificate, transfer, workforce development, lifelong learning)
 - b. Successful course completion
 - c. Achievement of course and program learning outcomes and demonstration of institutional core competencies
 - d. Utilization of support services
2. In what ways is the department or program currently working to support student success and retention (at the course, program, service, departmental and/or institutional level)? Would this hire be contributing to new initiatives to further support student success and retention?
3. What equity gaps in student success, retention, or access to programs and/or services have been identified based on disaggregation of data by ethnicity, age, gender, 1st generation college, economically disadvantaged, SAS, Foster Youth, LGBTQIA+, sexual orientation, educational goal, course modality, full versus part-time status, etc? (using information from data dashboards, survey results, or other sources)
4. In what ways is the department or program currently working to close equity gaps for students? Would this hire be contributing to new initiatives to further close any noted equity gaps?

Area 3: Leadership

1. Is the hire request intended to replace a full-time faculty member who has left the department or program? If so, what evidence demonstrates a continuing need for the position

within the program?

2. What gaps have been identified in faculty leadership for effective reflection, dialogue, and planning to support student success, retention and achievement? What discipline or program-specific leadership responsibilities will this proposed faculty member fulfill in addition to those typically expected of full-time faculty?
3. What evidence demonstrates that the department or program is relying on associate faculty to teach core courses or provide key services? For instance, percent part-time faculty data from the data dashboards, availability of associate faculty or other alternatives to hiring full-time faculty is limited, etc.?

Area 4: Campus Impact and External Factors

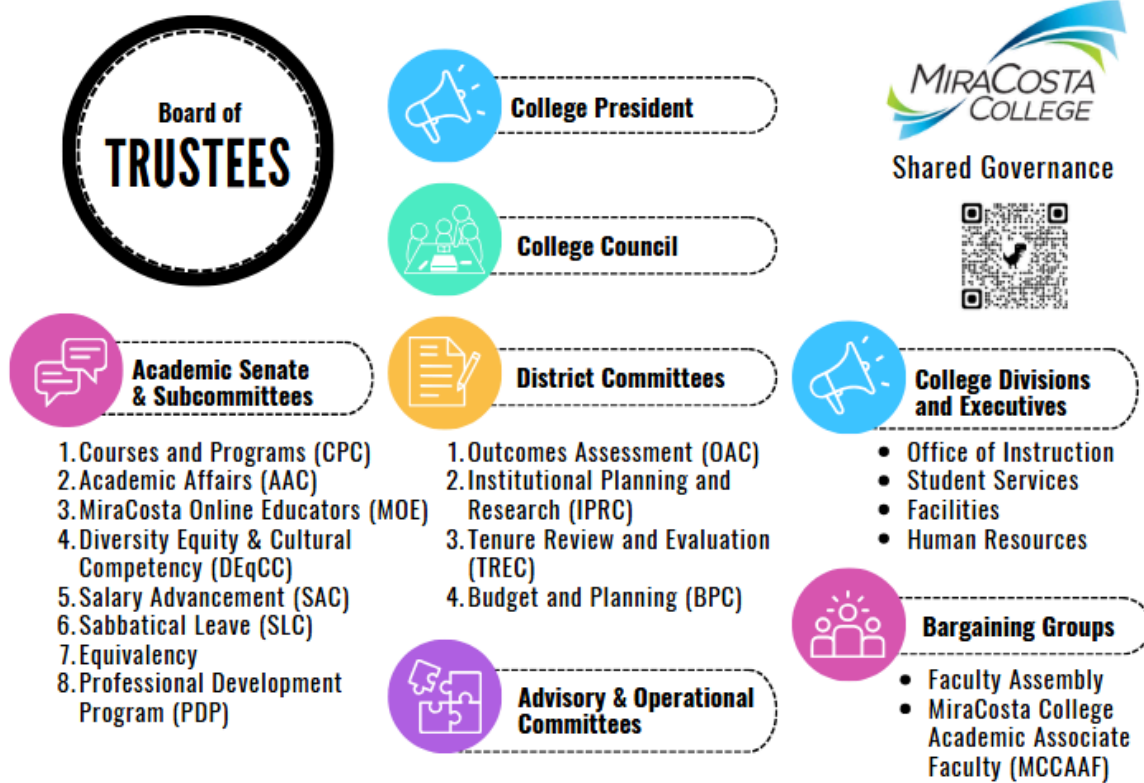
1. How is the proposed full-time faculty hire expected to enhance the role of this department or program within the context of the wider campus community? How is this proposed full-time faculty hire expected to affect the breadth and diversity of curricular offerings, programs, and/or services at the college?
2. Are there any external factors such as regulatory requirements or state mandates that should be considered in prioritizing this faculty position?
3. What labor market, advisory committee, or other community data supports the need for this faculty position?

Area 5: Program Quantitative Data

1. Over the past three years, what trends have been observed in the following program efficiency and enrollment metrics?
 - a. Instructional faculty requests: enrollment, WSCH, FTEF, FTES, WSCH/FTEF, section counts, fill rates, average students per section, waitlist, percent part-time faculty, etc.
 - b. Additional metrics for non-instructional or hybrid program faculty requests: Faculty/student ratio, student contact hours, number of student visits, program hours of service, etc.
2. What additional demand indicators demonstrate a strong need to hire full-time faculty?

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate



BP 2510: Collegial Governance

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

BP 2510 defines collegial governance as “the collaborative participation of appropriate members of the college in planning for the future and in developing policies and recommendations under which the college is governed and administered.”

A district/governance issue is a policy, procedure, plan, or project that has an impact on the district as a whole: board policies, administrative procedures, strategic plans, and program review processes. The board recognizes the Academic Senate as the body that represents the faculty in collegial governance in academic and professional matters and “will rely primarily on the advice and judgment” of the Senate.

Operational/advisory issues are those that involve the implementation of approved policies, procedures, plans, and programs by division heads (Instruction, Student Services, Administrative Services, Human Resources). Each division head seeks counsel from advisory committees.

Separate from district and operational issues are working conditions issues that affect employee groups related to wages, benefits, workload, and other terms and conditions of employment. The Faculty Assembly Council and MiraCosta Academic Associate Faculty groups represent faculty interests.

Faculty involved in collegial governance and collective bargaining contribute time and labor at the levels of the institution to guide structures, initiatives, procedures, policies, and programs and improve working conditions according to the lenses of the classroom, counseling office, and learning center.

District Committees

College Council

Serves as a governance group that makes recommendations to the superintendent/president. | [College Council Website](#)

Meetings: Twice a Month Thursdays, 11am-1pm, Zoom

Contact: Julie Bollerud (Executive Assistant to Superintendent/President)

Faculty Members (assigned by role)

1. Jim Sullivan, AS President
2. Afifa Zaman, AS Vice President
3. Cynthia Gonzales, IPRC Co-Chair
4. Kaitlin Fisher, IPRC Co-Chair
5. Christopher Sleeper, OAC co-chair

Budget and Planning Committee (BPC)

Responsible for formulating and making recommendations about policies and procedures related to budgets and plans. | [Budget and Planning Website](#)

Meetings: 1st & 3rd Fridays, 1:30-3:00pm, rotates In-person/Zoom

Contact: Kent McCorkle (Faculty, Co-Chair) and Elba Gomez (VP of Administrative Services, Co-chair)

Faculty Members

1. Kent McCorkle, Faculty Co-Chair (1st term 2025-2028)
2. Jim Sullivan AS President (term determined by role)
3. Afifa Zaman, AS Vice President (term determined by role)
4. Nate Scharff (1st term 2025-2027)
5. Taya Lazootin (2nd term 2026-2028)
6. Alison Phinney (1st term 2026-2028)
7. Denise Villarrial Nealon, Associate Faculty* (2nd term 2025-2027)

7 faculty total; 2-year terms, renewable twice for a max of six years; 3yrs for chair

Institutional Program Review Committee (IPRC)

Responsible for formulating and making recommendations about policies and procedures related to Program Review. | [Institutional Program Review Committee Website](#)

Meetings: 1st Fridays, 11:30am-1:00pm, Zoom

Contact: Cynthia Gonzales (Faculty, Co-Chair), Kaitlin Fisher (Faculty, Co-Chair), Chris Tarman (Dean, Co-chair)

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Faculty Members

1. Cynthia Gonzales, Faculty Co-Chair (1st term 2026-2029)
2. Kaitlin Fisher Faculty Co-Chair (final term 2024-2027)
3. Bobbie-Sue Bailey (1st term 2025-2027)
4. Rosa Viramontes (1st term 2025-2027)
5. Shawn Firouzian (2nd term 2026-2028)
6. Kristi Reyes (1st term 2026-2028)
7. Robin Allyn, Associate Faculty* Contract Position (final term 2024-2027)
8. Polo Mariscal, Immediate Past Co-Chair (advisor, non-voting)

7 faculty total; 2-year terms, renewable twice for a max of six years; 3yrs for chair

Outcomes Assessment Committee (OAC)

Provide planning...and leadership that will promote the achievement of college goals pertaining to outcomes assessment. | [Outcomes Assessment Committee Website](#)

Meetings: 1st Tuesdays 3:30-5:00pm, Zoom

Contact: Christopher Sleeper (Faculty Co-Chair), Lynn Trzoss (Core Competency Coordinator / co-chair), Chris Tarman (Dean, Co-chair)

Faculty Members

1. Christopher Sleeper, Faculty Co-Chair (1st term 2026-2029)
2. Lynn Trzoss, Core Competency Coordinator / co-chair (1st term 2026-2029)
3. Mary Beth Headlee (3rd term 2026-2028)
4. Catherine Walker (3rd term 2026-2028)
5. Sarah Kirk (1st term 2025-2027)
6. Dominique Ingato (1st term 2026-2028)
7. Tricia Hoste (1st term 2026-2028)
8. Craig Perez (1st term 2026-2028)
9. Laura Gomez-Carlsson, Associate Faculty*, contract position (2nd term 2025-2027)
10. Janelle West, Immediate Past Chair (resource member)
11. Theresa Bolanos, SLO Coordinator (resource member)
12. Jim Julius, Online Faculty Coordinator (resource member)

3-year chair term; 2-year member terms; renewable twice; 9 faculty total + 3 resource faculty

Tenure Review and Evaluation Committee (TREC)

Provides a global perspective in the review and evaluation processes and serves as a resource for full-time faculty and review committees. | [Tenure Review and Evaluation Committee Website](#)

Meetings: 4th Fridays, 9-11am, Zoom

Contact: Chad Tsuyuki (Faculty, Chair)

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Faculty Members

1. Chad Tsuyuki, Chair (FA appointed)
2. Keith Dunbar (continuing member, classroom faculty)
3. Stacey Hull (continuing member, classroom faculty)
4. Eric Carstensen (continuing member, classroom faculty)
5. JahB Prescott (continuing member, classroom faculty)
6. Leah Cluff (continuing member, classroom faculty)
7. Rich Dicker (continuing member, classroom faculty)
8. Luke Lambert (continuing member, classroom faculty)
9. Christina Johnson (continuing member, classroom faculty)
10. Serena Mercado (continuing member, classroom faculty)
11. Himgauri Kulkarni (continuing member, classroom faculty)
12. Pedro Morgado (continuing member, classroom faculty)
13. Ghada Osman (continuing member, counseling faculty)
14. Lauren Greenwald (new member, classroom faculty)
15. Phillip Boland (new member, classroom faculty)
16. Zulema Diaz (new member, classroom faculty)
17. Violeta Sanchez (new member, classroom faculty)
18. Markus Berrien (new member, counseling faculty)
19. Laney Collins (new member, counseling faculty)
20. Don Love (new member, counseling faculty)
21. Danielle Barnett (Tenure Track Faculty 3rd Cycle; contract requirement)
22. Shayla Turk (Tenure Track Faculty 4th Cycle; contract requirement)

2-year member terms, renewable no limits; committee size as needed;
2 positions held for non-classroom faculty and 2 positions held for Tenure Track Faculty, cycles 3 & 4

Academic Senate and Subcommittees

The Academic Senate

The college's primary voice in academic and professional matters ("10+1") | [Academic Senate Website](#)

Meetings: 1st & 3rd Fridays, 9-11am, in-person with Zoom attendance

Contact: Arielle Locke (Administrative Assistant to the Academic Senate), Jim Sullivan (Academic Senate President)

Elected Faculty Members

1. Jim Sullivan, President (term ends spring 2028)
2. Afifa Zaman, Vice President (term ends spring 2027)
3. Robin Allyn, Coordinating Officer, Associate Faculty* (term ends spring 2027)
4. Kristine Arquero, Full-time Faculty (term ends spring 2027)
5. Sean Davis, Full-time Faculty (term ends spring 2027)
6. Ghada Osman, Full-time Faculty (term ends spring 2027)
7. Alexis Tucker-Sade, Full-time Faculty (term ends spring 2027)

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

8. Apolinar "Polo" Mariscal, Full-time Faculty (term ends spring 2028)
9. Jorge Guerrero, Full-time Faculty (term ends spring 2028)
10. Shawn Firouzian, Full-time Faculty (term ends spring 2028)
11. Open Seat, Full-time Faculty (for term ending 2027)
12. Katrina Tamura, Associate Faculty* (term ends spring 2027)
13. Julie Graboi, Associate Faculty* (term ends spring 2027)
14. Krista Warren, Associate Faculty* (term ends spring 2027)
15. Sarah Gross, Associate Faculty* (term ends spring 2028)
16. Brian Page, Associate Faculty* (term ends spring 2028)

committee is subject to Brown Act Laws

Academic Affairs Committee (AAC)

Guides policies and procedures on academic and professional matters, implements procedures for faculty hiring prioritization, creates the academic calendar, and coordinates with IPRC on academic program review standards and processes | [Academic Affairs Committee Website](#)

Meetings: 2nd Fridays, 9-11am, in-person with Zoom attendance

Contact: (Administrative Assistant to the Academic Senate), Daniel Ante-Contreras (Chair)

Faculty Members

1. Daniel Ante-Contreras, Chair (1st term 2025-2028)
2. Kyle Arriola (2nd term 2026-2028)
3. Lauren McFall (2nd term 2026-2028)
4. Julie Cord (2nd term 2026-2028)
5. Shafin Ali (2nd term 2025-2027)
6. Giana Carey (2nd term 2025-2027)
7. Robert Kelley (2nd term 2025-2027)
8. Tracy Williams (2nd term 2025-2027)
9. Adrean Askerneese (2nd term 2025-2027)
10. Shawn Firouzian (1st term 2025-2027)
11. Kris Peck (1st term 2025-2027)
12. Tina Walker (1st term 2025-2027)
13. Ariana Solis (1st term 2026-2028)
14. Jonathan Marquis (1st term 2026-2028)
15. Open
16. Darlene Burke, Associate Faculty*, contract position (2nd term 2025-2027)

2-year member terms, renewable twice for a max of six years; 15 faculty and 1 chair (3-year term, non-renewable)

committee is subject to Brown Act Laws

Courses and Programs Committee (CPC)

Assures the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures | [Courses and Programs Committee Website](#)

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Meetings: 2nd & 4th Thursdays, 1-3pm in-person

Contact: Gwen Partlow (Administrative Assistant to the Academic Senate), Scott Fallstrom (Chair)

Faculty Members

1. Open, GE Area 1 – Engl. Comp., Oral Comm., and Critical Thinking (1st term 2025-2028)
2. Scott Fallstrom (Chair), GE Area 2 – Math and Quantitative Reasoning (2nd term 2026-2029)
3. Adam Chin, GE Area 3 – Arts and Humanities (1st term 2026-2029)
4. Rob Bond, GE Area 4 – Social and Behavioral Sciences (2nd term 2025-2028)
5. Erika Peters, GE Area 5 - Natural Sciences (2nd term 2024-2027)
6. Katherine Steelman, GE Area 6 - Ethnic Studies (1st term 2026-2029)
7. Monica Cueva, Non-Credit (1st term 2026-2029)
8. Magdalena Zepeda, Counseling (1st term 2026-2028)
9. Yana Gardiner, Career Education (1 of 2) (1st term 2024-2027)
10. Karl Cleveland, Career Education (2 of 2) (2nd term 2026-2029)
11. Alexis Faust-Rolland, Associate Faculty*, contract position (2nd term 2026-2027, 1yr renewable)
12. Tacey Hosley, Articulation Officer (Permanent)
13. Theresa Bolanos, SLO Coordinator (Resource Member)
14. Tina Walker, Honors Scholar Program Coordinator (Resource Member)
15. Jim Julius, Online Education Coordinator (Resource Member)

3-year member terms, renewable twice for a max of six years; 15 faculty and 1 chair (3-year term, renewable)
committee is subject to Brown Act Laws

Diversity, Equity, and Cultural Competency (DEqCC)

Assures the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures | [DEqCC's Website](#)

Meetings: 2nd Fridays, 9-11am, In-person & Zoom

Contact: Israel Pastrana (Chair)

Faculty Members

1. Israel Pastrana, Chair
2. Xuchi Eggleton
3. Emily Mercuri
4. Kyaw Htet
5. Rachel Hastings
6. Aaron Roberts
7. Gilbert Neri
8. Erica Duran
9. Shawntae Mitchum, Associate Faculty*
10. Gin Tasulis, Associate Faculty*
11. Sonia Gutierrez, Associate Faculty*
12. Delores Loedel, PDP Coordinator (standing member)

2-year member term, renewable; total 6-9 members; chair (2 years limit, renewable):
committee is subject to Brown Act Laws

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Equivalency Subcommittee

Ensures faculty hired by the District possess qualifications that are at least equivalent to the applicable minimum qualifications as per Education Code §87359 | [Equivalency Committee Website](#)

Meetings: Tuesdays 4:30pm or Thursdays 1:30pm as needed, In-person

Contact: Ashley Davis (Chair)

Faculty Members

1. Ashley Davis, Chair (since 2025)
2. Elizabeth Clarke (continuing member)
3. Glorian Sipman (continuing member)
4. Paul Katson (continuing member)
5. Dan Siegel (continuing member)
6. Dingguo Zhang (new member)
7. Janeen Apalatea (new member)
8. Kelly Hagen (new member)

no member term length; no committee size limit
committee is subject to Brown Act Laws

MiraCosta Online Educators (MOE)

Provide leadership and guidance to the Academic Senate and MiraCosta community regarding online education and its communities of practice and modalities | [MiraCosta Online Educators Website](#)

Meetings: 4th Fridays, 10am-12pm, OCT250 & Zoom

Contact: Jim Julius (Co-Chair) and Nadia Khan (Co-Chair)

Faculty Members

1. Jim Julius, Co-Chair (2026/2027)
2. Nadia Khan, Co-Chair (2026/2027)
3. Adrean Askerneese (2026-2028)
4. Lauren McFall (2026-2028)
5. Roland Estrella (2025-2027)
6. Lemee Nakamura (2025-2027)
7. JahB Prescott (2026-2028)
8. Mariana Silva (2025-2027)
9. curry mitchell (2026-2028)
10. Marina Argueta (2026-2028)
11. India Pierce (2026-2028)
12. Open, Associate Faculty*

2-year member term, renewable; 8-11 members, see handbook for preferred roles; chairs (1 year term, renewable)
committee is subject to Brown Act Laws

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Professional Development Program/Flex (PDP)

Assures the college's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with district policies and procedures | [Professional Development Program Website](#)

Meetings: 2nd Fridays, 11:30am-1:30pm, In-person & Zoom

Contact: Arielle Locke (Administrative Assistant to the Academic Senate), Delores Loedel (Chair)

Faculty Members

1. Delores Loedel, Chair (since 2026)
2. Rica French (continuing member)
3. Ansina Green (continuing member)
4. Ghada Osman (continuing member)
5. Andrea Petri (continuing member)
6. Tricia Hoste (continuing member)
7. Bruce Hoskins (continuing member)
8. Linnie Trzoss (continuing member)
9. Aaron Roberts (continuing member)
10. Brian Page, Associate Faculty*, (continuing member)
11. Shawntae Mitchum, Associate Faculty*, (continuing member)
12. Tyrone Nagai (new member)
13. Cristina Toharia (new member)
14. Adrea Gonzalez-Karlsson (new member)
15. Jim Julius, MOE co-chair
16. Erica Duran, Joyful Teacher
17. Israel Patrana, DEqCC chair

no member term length; no committee size limit
committee is subject to Brown Act Laws

Salary Advancement Committee (SAC)

Ensure the integrity of the professional growth process and support colleagues in the preparation of quality applications for advancement on the salary schedule | [Salary Advancement Committee Website](#)

Meetings: Once a Semester (and As Needed), In-person & Zoom

Contact: Angela Senigaglia (Chair)

Faculty Members

1. Angela Senigaglia, Chair (since 2025)
2. Lilia Vidal (continuing member)
3. Wendy Horton (continuing member)
4. Janeen Apalatea (continuing member)
5. Sam Arenivar (continuing member)
6. Donny Munshower (continuing member)
7. Eric Snortum (continuing member)
8. Leola Powers (new member)

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

9. Open

no member term length; no committee size limit
committee is subject to Brown Act Laws

Sabbatical Leave Subcommittee (SLC)

Ensure the integrity of the sabbatical leave process and support professional development by assisting colleagues in preparation of applications and reports | [Sabbatical Leave Subcommittee Website](#)

Meetings: Twice a Semester (and As Needed), In-person & Zoom; Members work directly with faculty applicants and report writers; fall, heavy reading load

Contact: Luke Lambert (Chair)

Faculty Members

1. Luke Lambert, Chair (since 2026)
2. Christina Sharp (continuing member)
3. Gail Meinhold (continuing member)
4. Dean Ramos (continuing member)
5. John Kirwan (continuing member)
6. Ruth Gay (continuing member)
7. Claudia Flores (new member)
8. Open
9. Open

*members must have taken sabbatical; no member term length; no committee size limit
committee is subject to Brown Act Laws

Operational Committees and Roles of the Academic Senate

Elections Committee

Supports the election of faculty to the Academic Senate, Faculty Assembly Executive Team and MiraCosta Academic Associate Faculty Executive Team | [Elections Information Website](#)

Meetings: Works primarily through electronic correspondence

Contact: John Phillips (chair)

Faculty Members

1. John Phillips, Chair (since 2026)
2. Pierre Goueth
3. Allison Perkins

*3 members: chair manages election design/communication/set-up/disputes, etc.;
one member collects full-time election nominations; one member collects part-time nominations

Liaisons of the Academic Senate

Supports the Academic Senate with information on key areas of academic and professional matters by remaining current on issues and by reporting to the Academic Senate | [ASCCC Liaison Website](#)

Meetings: Works primarily through electronic correspondence

Faculty Members

1. Jim Julius, OER ASCCC Liaison
2. Christina Sharp, CTE ASCCC Liaison
3. [open position], Legislation ASCCC Liaison
4. Oswaldo Ramirez, Noncredit ASCCC Liaison
5. [open position], Credit for Prior Learning ASCCC Liaison for Area D
6. [open position], Caring Campus MCC Liaison
7. [open position], SDDICA MCC Liaison
8. Lise Flocken, NCHCA MCC Liaison

Campus Advisory Committees

Awards and Scholarships Advisory Committee

Members read 20-30 scholarship applications in the fall and spring; a subgroup also convenes (2-3 hours) in spring to select the Medal Of Academic Merit candidates

Meetings: Works primarily through electronic correspondence

Organizer: Alison Cotter

Faculty Members

1. Laura Hayek
2. Dean Ramos
3. Kelly Hagen
4. Yoshimi Hayashi
5. Steven Deineh
6. Thong Nguyen
7. Jill Ventrone
8. Jo Moore, Associate Faculty*
9. Cynthia Bazan, Associate Faculty*

Career Education Advisory Group

Provides strategic guidance and coordinated recommendations to align MiraCosta College's career education and workforce efforts to local residents and employer priorities | [Committee Charge](#)

Meetings: Monthly on Thursdays, 90 minutes, Hyflex

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Organizer: Ben Gamboa

Faculty Members

1. Michael Paulding
2. Barbara Juncosa
3. Christina Sharp
4. Paul Clarke
5. Eric Carstensen
6. David Parker
7. Karina Duarte-Braunstein
8. Erica Duran
9. Rich Dicker
10. Min Choi
11. Leigh Cotnoir
12. Rick White
13. Yvette Duncan
14. Waldemar Perez
15. Jeff Higginbotham
16. Sean Fanning
17. Iris Ayala-Swindell
18. Jennifer Paris
19. Ignacio Castaneda Garcia
20. Phillip Boland

Campus Advisory Committee

Deliberates on matters of safety and operational campus needs and makes recommendations to the Vice President of Administrative Services | [Campus Advisory Committee SharePoint Site](#)

Meetings: 2nd Fridays 1:00pm-2:30pm, Zoom

Organizer: Sandra Chavez (contact) and Tom Macias (chair)

Faculty Members

1. Nate Scharff
2. Catherine Walker
3. Jennifer Paris
4. Open

Commencement Advisory Committee

Contribute to the design and planning of MiraCosta's Commencement Ceremony

Meetings: one meeting end of fall semester; spring semester, 2nd and 4th Tuesdays, 2:00PM - 3:00PM

Organizer: Terrence Shaw (chair)

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Faculty Members

1. Hilda Gomez-Zinn
2. Alexis Faust-Rolland, Associate Faculty*
3. Open

Dual Enrollment Advisory Committee

Advises on matters related to MiraCosta's Dual Enrollment Program

Meetings: 4th Fridays (and adjusted to accommodate holidays), 1-3pm, Zoom

Organizer: Zhenya Lindstrom (chair) and Omar Jimenez (program manager)

Faculty Members

1. Amy Walker-Pinneo, Associate Faculty*, Faculty Coordinator
2. Shawn Firouzian
3. Oswaldo Ramirez
4. Natalie Gonzales
5. Antonio Ramirez, Associate Faculty*
6. Open

Emergency Preparedness Advisory Group (EPAG)

Advises on matters related to MiraCosta's emergency preparedness planning

Meetings: Twice a semester, typically Tuesdays at 1:30, Zoom and in-person

Organizer: Chief Valencia Saadat

Faculty Members

1. Roland Estrella
2. Yana Gardiner
3. Shayla Turk
4. Oswaldo Ramirez
5. Krista Warren, Associate Faculty*

EOPS/CARE Advisory Committee

Assist the college in developing and maintaining an effective EOPS program and meet Title 5 regulation 56208.

Meetings: Once a semester, in-person (maybe Zoom)

Coordinator: Yesenia Balcazar

Faculty Members

1. Yesenia Balcazar, Coordinator, EOPS Faculty Coordinator
2. Candy Owens, EOPS Counselor

*Contingent on contract/assignment

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

3. Freddy Ramirez, EOPS/CalWORKs Counselor
4. Stacey Mathis, Faculty
5. Eric Bishop, Faculty
6. Michelle Farnam, Faculty
7. Sarah Kirk, Faculty
8. Mary Gross, Faculty
9. Denise Villarrial Nealon, Associate Faculty*

EOPS/CARE full-time counselors, EOPS or CalWORKs counselors, and 4 faculty members not related to EOPS/CARE programs. Additional members include EOPS/CARE students, local high school, and four-year university representatives. Committee members will serve a two-year term without limits.

Equal Employment Opportunity Advisory Committee (EEOAC)

Advises on matters related to MiraCosta's equal employment opportunity commitments

Meetings: Meeting time determine each year, In-person

Organizer: Hayley Schwartzkopf, Vice President of Human Resources

Faculty Members

1. Jose Sanchez
2. Freddy Ramirez
3. dara perales

Faculty Awards Committee

Celebrates faculty accomplishments by supporting nomination processes for local and statewide accolades and recognition | [Faculty Awards Committee Website](#)

Meetings: As Needed, In-person & Zoom

Organizer: Robin Allyn (chair)

Faculty Members

1. Robin Allyn, Academic Senate Coordinator, Chair
2. Janeen Apalatea
3. Eduardo Mariscal
4. Sinar Lomeli
5. Aaron Kilmer, Associate Faculty*
6. Susan Pynes, Associate Faculty*
7. Jim Julius, Past Chair

Financial Aid Advisory Committee

Reviews second level Satisfactory Academic Progress (SAP) appeals. Committee members review information and complete a .pdf decision page. Typical volume is between 35-45 appeals per term.

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

Meetings: Meets once a semester, typically during flex week (or as needed), via Zoom

Coordinator: Mike Dear

Faculty Members

1. Yesenia Balcazar
2. Candy Owens
3. Robert Fulbright
4. Christina Sharp
5. Jill Ventrone
6. Elizabeth Salinas, Associate Faculty*
7. Daniel Alvarez, Associate Faculty*
8. Open

Hispanic Serving Institution Advisory Committee

Committee in transition; reach out to the Office of IDEA for info

Meetings: TBA

Organizer: TBA

Faculty Members

1. Freddy Ramirez
2. Pedro Morgado
3. Israel Pastrana
4. Kristine Arquero
5. Daniel Alvarez, Associate Faculty*
6. Kat Soto-Gomez, Associate Faculty*
7. Melody Vivar, Associate Faculty*
8. Iris Ayala-Swindell, Associate Faculty*

Honors Scholar Program Advisory Committee

Advises on matters related to MiraCosta's honors program

Meetings: Twice a month, scheduled by shared availability, in Zoom

Organizer: Tina Walker, Honors Coordinator

Faculty Members

1. Tina Walker, Chair
2. Khang Nguyen
3. Zika Perovic
4. Rob Bond
5. Lise Flocken
6. Billy Gunn
7. Daniel Ante-Contreras

Faculty Committee Assignments 2026-2027

To be Ratified by the Academic Senate

8. Delores Loedel
9. Meaghan Baril, Associate Faculty*
10. Alexis Faust-Rolland, Associate Faculty*

6-9 FT, 2 Couns, 1-2 Associates; 2 yr terms for members

IDEA Advisory Committee/Accessibility Workgroup

Workgroup leads coordinating efforts related to MiraCosta's Inclusion, Diversity, Equity, and Accessibility programs

Meetings: As needed

Organizer:

Faculty Members Assigned by Role

1. Xuchi Eggleton, DEqCC member
2. Israel Pastrana, DEqCC chair
3. Jim Julius, DE Coordinator
4. Don Love, Counseling
5. Shawntae Mitchum, Associate Faculty*

International Education Advisory Committee

Advises on matters related to MiraCosta's international education and study abroad programs | [MiraCosta's International Education Website](#)

Meetings: 1st Fridays, 11:00am-1:00pm

Organizer: Anthony Ongyod (Co-Chair)

Faculty Members

1. Anthony Ongyod (Co-Chair)
2. Cristina Toharia
3. Jeff Murico
4. John Kirwan
5. Rob Bond
6. Donny Munshower
7. David Parker
8. Emiko Kiyochi
9. Luke Lambert
10. Andrea Petri
11. Rick White
12. Ruben Gomez
13. Stephen Torok

Math, Engineering, Science Achievement (MESA)

Workgroup leads coordinating efforts related to MiraCosta's Math, Engineering, Science Achievement program | [MiraCosta's MESA Program Website](#)

Meetings: Once a month, times to be determined, Zoom and in-person

Organizer: Jessica Perez-Corona

Faculty Members Assigned by Discipline

1. Theresa Bolanos, Chemistry
2. Nery Chapeton-Lamas, CS
3. Pedro Morgado, BIO
4. Kellita Felton, Physics
5. Leila Safaralian, Math
6. Markus Berrien, Counseling Faculty

1 Counselor and a minimum of 4 STEM faculty who serve for fall 2026 and spring 2027

San Elijo Advisory Group

Advises on matters related to MiraCosta's San Elijo campus site and programs planning

Meetings: Twice a semester, 3rd Fridays, 9:00am-10:30am, Zoom and in-person

Organizer: Tony Burman (Co-Chair) and Eric Robertson (Co-Chair)

Faculty Members

1. Tony Burman, Co-Chair
2. Eric Robertson, Co-Chair
3. Eric Snortum
4. Luke Lambert
5. Lauren McFall
6. Rob Bond
7. Jed Schlueter
8. Carmen Hamson, Associate Faculty*

Service Learning Advisory Committee

Advises on matters related to MiraCosta's student accessibility services

Meetings: Once a semester, Hyflex

Organizer: Bea Palmer

Faculty Members

1. Min Choi
2. Thong Nguyen
3. Jacob Strona
4. Robin Allyn, Associate Faculty*
5. Veronica Bloss

Student Accessibility Services (SAS)

Advises on matters related to MiraCosta's student accessibility services

Meetings: Once a semester in Zoom

Organizer: Jeff Higginbotham

Faculty Members

1. Magdalena Zepeda
2. Jeff Higginbotham
3. Michelle Farnam
4. Robert Kelley
5. Hilda Gomez-Zinn
6. Daniel Ante-Contreras
7. Krista Warren (Associate Faculty)*
8. David Bonds
9. Veronica Bloss
10. Himgauri Kulkarni
11. yoshimi hayashi

Student Conduct and Police Advisory Committee

Supports equity-minded, trauma-informed improvements to our student conduct and campus policing processes | [Student Conduct and Police Advisory Charter](#)

Meetings: 2nd Wednesdays, 3pm-4pm, Zoom and In-person

Facilitator: Elba Gomez, VP of Administrative Services

Faculty Members

1. Thao Ha, Instructional Faculty
2. Ruben Gomez, Instructional Faculty
3. Don Love, General Counseling
4. Shayla Turk, SAS Counselor
5. Abby Burd, Mental Health
6. Ghada Osman, Mental Health
7. Israel Pastrana, DEqCC chair
8. open, Associate Faculty*

Student Services Council

Meetings: As needed

Organizer: Lise Flocken

Faculty assigned by virtue of role

1. Lise Flocken
2. Yesenia Balcazar
3. Jeff Higginbotham

Sustainability Advisory Committee

Advises on matters related to MiraCosta's commitments to sustainability

Meetings: 3rd Fridays 10:30-12:00pm via Zoom

Organizer: Sandra Chavez (contact)

Faculty Members

1. Theresa Bolanos
2. Robert Falero
3. Eric Carstensen
4. Steve Torok
5. Janelle West

Transfer Center Advisory Committee

Meetings: meets ad hoc for reporting purposes

Organizer: Lise Flocken

Faculty Members

1. Lise Flocken
2. Kristi Wish
3. Freddy Ramirez
4. David Bonds
5. Arlie Langager

Veterans Advisory Committee

Advises institutional leadership on strengthening services, policies, and support for student veterans, active-duty military members, and their dependents | [Veterans Advisory Committee Charter](#)

Meetings: TBD

Facilitator: Jill Ventrone (chair)

Faculty Members

1. Jill Ventrone, Chair
2. Jake Strona
3. Katherine Steelman
4. Lesley Doig

5. Donny Munshower
6. Shaylah Turk

Additional Assignments

Committee on Exceptions

Guides processes when students feel that verified extenuating circumstances justify deviating from policy or procedure | [Committee on Exceptions Composition and Charge](#)

Meetings: Twice a month Thursday for 1.5 hours, Zoom

Organizer: Valerie Lopez (Administrative Assistant to the Dean) and Ailene Crakes (Dean of Counseling)

Faculty Members

1. Jed Schlueter, Counseling Faculty Representative - San Elijo (1st term; ends Sp29)
2. Arti Duo, Counseling Faculty Representative - General (1st term; ends Sp29)
3. Ticey Hosley, Articulation Officer Representative (1st term; ends Sp28)
4. Michelle Farnam, Student Accessibility Services Representative (1st term; ends Sp28)
5. Rhonda Welch-Scalco, Instructional Faculty Representative (1st term; ends Sp27)

NCHEA Board

Meetings: once a month Thursday, 3:30pm-5:00pm, Zoom and in-person

Organizer: Lise Flocken

Faculty Members Assigned by Role

1. Lise Flocken, Transfer Center Coordinator-Required by NCHEA Bylaws
2. Delores Loedel, PDP Coordinator – Required by NCHEA Bylaws

Traffic and Parking Committee

Meetings: Completes a safety walk of each campus and meets once per semester, in-person

Organizer: Chief of Police, Valencia Saadat

Faculty Members

1. Matt Falker
2. Veronica Bloss
3. Adrean Askerneese

Bargaining Groups

MiraCosta Academic Associate Faculty (MCCAFAF)

Meetings:

Organizer: Krista Warren (President)

Executive Committee (Elected Faculty)

1. Krista Warren Yagubyan, President (Noncredit, General)
2. Laura Carlsson, Vice President (International Languages)
3. Dawn Diskin, Secretary (Business)
4. Mark Stadwiser, Treasurer (Business)

Faculty Assembly Council (FA)

Meetings: 2nd and 4th Fridays 12pm-2pm in-person

Organizer: Billy Gunn (President)

Executive Committee (Elected Faculty)

1. Billy Gunn, President (Film)
2. dara, Vice President (Letters)
3. Luke Lara, Ombudsperson (Counseling: General)
4. Michelle Farnam, Exec Treasurer (SAS)
5. Jeanine Sepulveda, Exec at Large (Biology)
6. Mary Gross, Immediate Past President (ESL)

Faculty Assembly Council (Appointed by the FA President)

1. Abby Burd, Councilperson (Mental Health Counseling)
2. Min Choi, Councilperson (Media Arts & Technologies)
3. Paul Clarke, Councilperson (Drafting Design)
4. Rich Dicker, Councilperson (Nursing)
5. Leigh Cotnoir, Councilperson (Media Arts & Technology)
6. Lesley Doig, Councilperson (History)
7. Steve Isachsen, Councilperson (Computer Studies)
8. Mark Laurel, Councilperson (Math)
9. Sinar Lomeli, Councilperson (General Counseling)
10. Richard Ma, Councilperson (Library)
11. Kent McCorkle, Councilperson (Chemistry)
12. Casey McFarland, Councilperson (Kinesiology Health Nutrition)
13. Michelle Odom, Councilperson (Nursing)
14. Jacob Strona, Councilperson (Letters)
15. Kristi Wish, Councilperson (Transfer Counseling)
16. Katherine Steeman, Councilperson (Ethnic Studies)
17. Jose Sanchez, Councilperson (Noncredit General)

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

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

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

CPC shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to title 5, section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.

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

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

MiraCosta Community College District

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

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

Reference Update: 11/14

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

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

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

Steering: CPC/AS

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

Credit Hour

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

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

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

A. Credit Hour Calculations

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

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

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

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

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

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

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

C. Standards for Incremental Award of Credit

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

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

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

D. Federal Financial Aid Eligibility

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

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

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

Furthermore, these procedures shall include the following:

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

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

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

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

MiraCosta Community College District

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

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

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

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

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

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

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

See Administrative Procedures 4020, 4021, and 4022.

Credit Courses

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

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

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

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

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

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

MiraCosta Community College District

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

Noncredit Courses

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

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

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

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

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

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

Academic and Progress Notice

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

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

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

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

Academic and Progress **Pause**

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

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

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

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

Readmission or Restart

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

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

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

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

~~Loss of Veterans Administration Educational Benefits~~

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

See Administrative Procedures 4250 and 4255.

This administrative procedure applies to college-credit students only.

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

Academic and Progress **Pause**

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

Notification of Academic and Progress **Pause**

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

Fall Academic and Progress **Pause**

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

is approved.

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

References: Title 5, §§55033, 55034

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

Steering: AAC / AS

Spring Academic and Progress Pause

- A. A student enrolled in the subsequent summer intersession can continue on academic and/or progress notice without submitting an appeal for the summer only.
- B. A student enrolled in the subsequent fall semester has the right to appeal by petitioning to the Committee on Exceptions. Provided the petition is approved, the student will be permitted to continue on academic and/or progress notice for the fall semester; otherwise the student will be removed from classes for the fall.

Restart Following Academic and Progress Pause

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

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

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

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

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

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

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

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

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

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

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

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

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

Priority Registration System

Students will register in the order of priority listed below.

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

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

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

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

Loss of Priority Registration

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

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

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

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

Appeal of Loss of Priority Registration

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

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

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

Theme 1: Develop Flexible, Responsive Educational Models That Advance Teaching and Learning

MiraCosta College will transform how, when, and where education is delivered, creating pathways that adapt to students' lives rather than demanding students adapt to institutional structures. Recognizing that rigid schedules and formats exclude many of the students community colleges are meant to serve, MCC will build the capacity to meet learners where they are. In practice, this may include reimaged course lengths and scheduling patterns, expanded recognition of learning that occurs outside traditional classrooms (through models that value both community knowledge and wealth as well as industry credentials), streamlined pathways to credentials, and entry and exit points that accommodate the realities of working adults, parents, and caregivers. This conversation should be framed around ensuring quality, access, and engagement that best serves and educates learners while understanding the increasing environmental demands on their time. **Theme 1 Capability Areas include:**

- Deliver education through varied timeframes and formats that recognize diverse student schedules and life circumstances while cultivating quality, meaningful and communal student learning.
- Center the value of intentional in-person learning and community-building as necessary to support growth of the whole student.
- Enable students to enter, pause, and resume their education based on their own timelines
- Validate knowledge and skills acquired outside traditional academic settings through culturally responsive, Universal Design for Learning-informed assessment of prior learning, recognizing that diverse communities bring expertise and ways of knowing that traditional credentialing systems have historically failed to honor
- Respond nimbly to emerging workforce needs through streamlined curriculum processes
- Reduce time-to-completion through accelerated and alternative pathways
- Commit to design teaching and learning environments centered on serving and supporting the whole student as a learner.
- Refocus conversations to rebalance access in alignment with quality learning and success.

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



2035 EDUCATION FUTURES PLAN

March 2026 DRAFT

Preparing for MiraCosta College's Next Century

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

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

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

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

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

Imagine technology that deepens human connection rather than replacing it.

Imagine pathways to prosperity that are truly open to all.

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

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

MiraCosta College 2035 Education Futures Plan

Introduction

Context & Rationale

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

What will MiraCosta College be in its second century?

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

Planning for Multiple Futures

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

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

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

MiraCosta College 2035 Education Futures Plan

Why 2035?

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

Methodology

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

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

The Educational Futures Planning Task Force

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

All-Staff Day (August 2025)

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

MiraCosta College 2035 Education Futures Plan

Campus-Wide Education Futures Forums (Fall 2025)

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

Governance Committee and Constituent Engagement Presentations (Fall 2025)

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

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

Survey and Written Feedback

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

Comprehensive Program Review Analysis

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

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

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

MiraCosta College 2035 Education Futures Plan

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

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

Overview: Five Futures-Resilient Strategic Capabilities

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

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

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

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

The Forces Shaping Our Future

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

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

Social Trends

Demographic Shifts & Changing Student Populations

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

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

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

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

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

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

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

Changing Learner Expectations

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

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

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

The Evolving Workforce Landscape

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

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

Technological Trends

Artificial Intelligence & Advanced Technologies

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

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

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

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

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

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

Economic Trends

Funding Realities

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

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

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

Labor Market & Credentialing Shifts

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

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

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Environmental Trends

Climate Change & Institutional Sustainability

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

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

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

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

Political Trends

Policy Volatility

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

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

Privatization & Competition

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

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

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

Social & Political Polarization

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

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

Looking Ahead

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

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

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Long-Term, Futures Resilient Strategic Capabilities

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

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

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

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

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Theme 1: Develop Flexible, Responsive Educational Models

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

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

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

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

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

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

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

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

Theme 3: Strengthen Industry Partnerships and Workforce Alignment

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

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

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

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

Theme 4: Foster Interdisciplinary and Human-Centered Skills Learning

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

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

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

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

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

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

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

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

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

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Areas of Impact

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

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

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

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

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

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

Our Path Forward

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

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

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

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

MiraCosta College 2035 Education Futures Plan

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MiraCosta College 2035 Education Futures Plan

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FUTURES PLANNING

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Campus Police
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Arts Expansion
Administrative Services
Building + Site Renovations*

COMMUNITY LEARNING CENTER

Autotech + Fabrication

SAN ELIJO CAMPUS

*Entrepreneur Center
Building + Site Renovations*



A large, four-sided stone clock tower stands prominently in the center of a well-maintained green lawn. The tower has two clock faces on its upper levels and is flanked by two tall, narrow columns. Long shadows are cast across the grass from the left, indicating the sun is low in the sky. In the background, there are several campus buildings, trees, and a clear blue sky. The overall scene is peaceful and academic.

OCEANSIDE CAMPUS

OCEANSIDE CAMPUS

Facilities Futures Plan Update



- Future New Construction
- Future Reconstruction



OCEANSIDE CAMPUS

New Construction

Community Hub 1 story	Total Limit of Work	156,000
	Total Building GSF	26,262
	Ground Floor GSF (Building footprint on site)	26,262
	Level 2 GSF (if applicable)	NA
	Site Work GSF	129,738

Business + Tech 1 story, 2 buildings	Total Limit of Work	125,000
	Total Building GSF	26,969
	Ground Floor GSF (Building footprint on site)	26,969
	Level 2 GSF (if applicable)	NA
	Site Work GSF	98,031

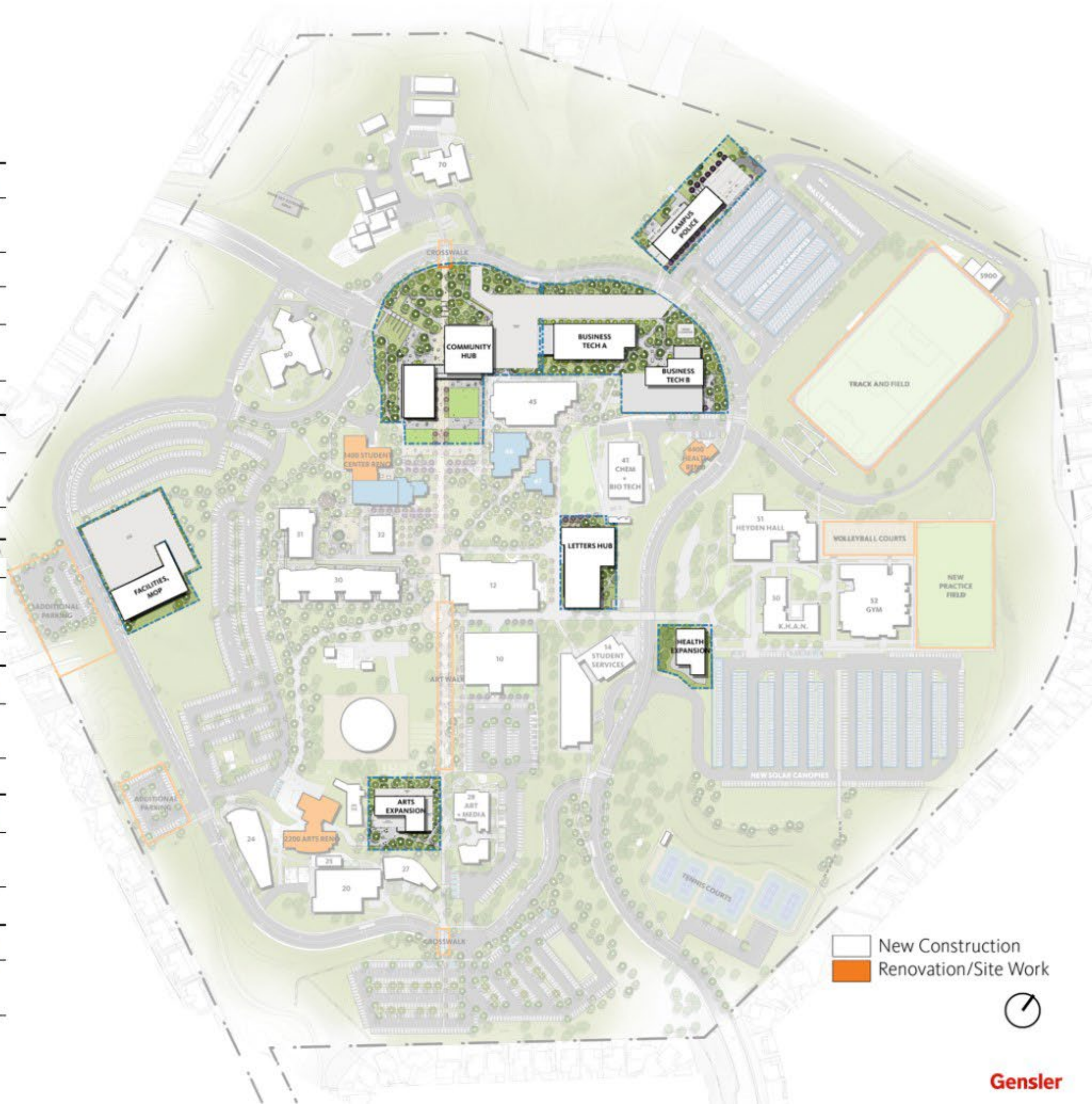
Campus Police 1 story	Total Limit of Work	47,000
	Total Building GSF	11,769
	Ground Floor GSF (Building footprint on site)	11,769
	Level 2 GSF (if applicable)	NA
	Site Work GSF	35,231

First Year Hub 2 stories	Total Limit of Work	33,000
	Total Building GSF	47,108
	Ground Floor GSF (Building footprint on site)	23,554
	Level 2 GSF (if applicable)	23,554
	Site Work GSF	9,446

Health Expansion 2 stories	Total Limit of Work	20,000
	Total Building GSF	12,508
	Ground Floor GSF (Building footprint on site)	7,600
	Level 2 GSF (if applicable)	4,908
	Site Work GSF	12,400

Arts Expansion 2 stories	Total Limit of Work	34,000
	Total Building GSF	16,562
	Ground Floor GSF (Building footprint on site)	10,869
	Level 2 GSF (if applicable)	5,692
	Site Work GSF	23,131

Administrative Services 2 Stories	Total Limit of Work	71,000
	Total Building GSF	25,271
	Ground Floor GSF (Building footprint on site)	19,443
	Level 2 GSF (if applicable)	5,829
	Site Work GSF	51,557



New Construction
 Renovation/Site Work



OCEANSIDE CAMPUS

COMMUNITY HUB

1 STORY

Total Limit of Work **156,000 GSF**

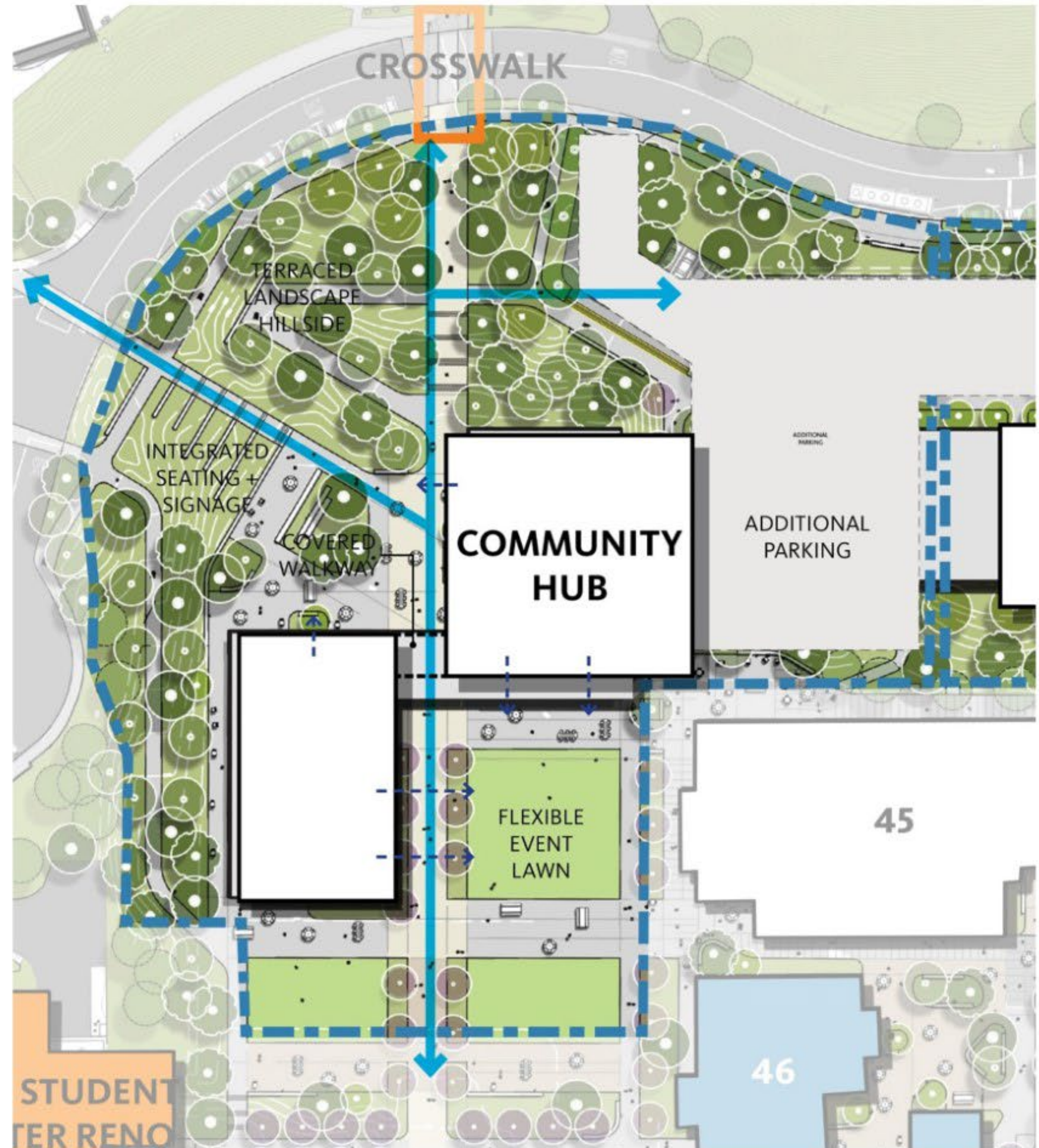
Total Building ASF **17,070 ASF**

Total Building GSF (65% EFFICIENCY) **26,262 GSF**

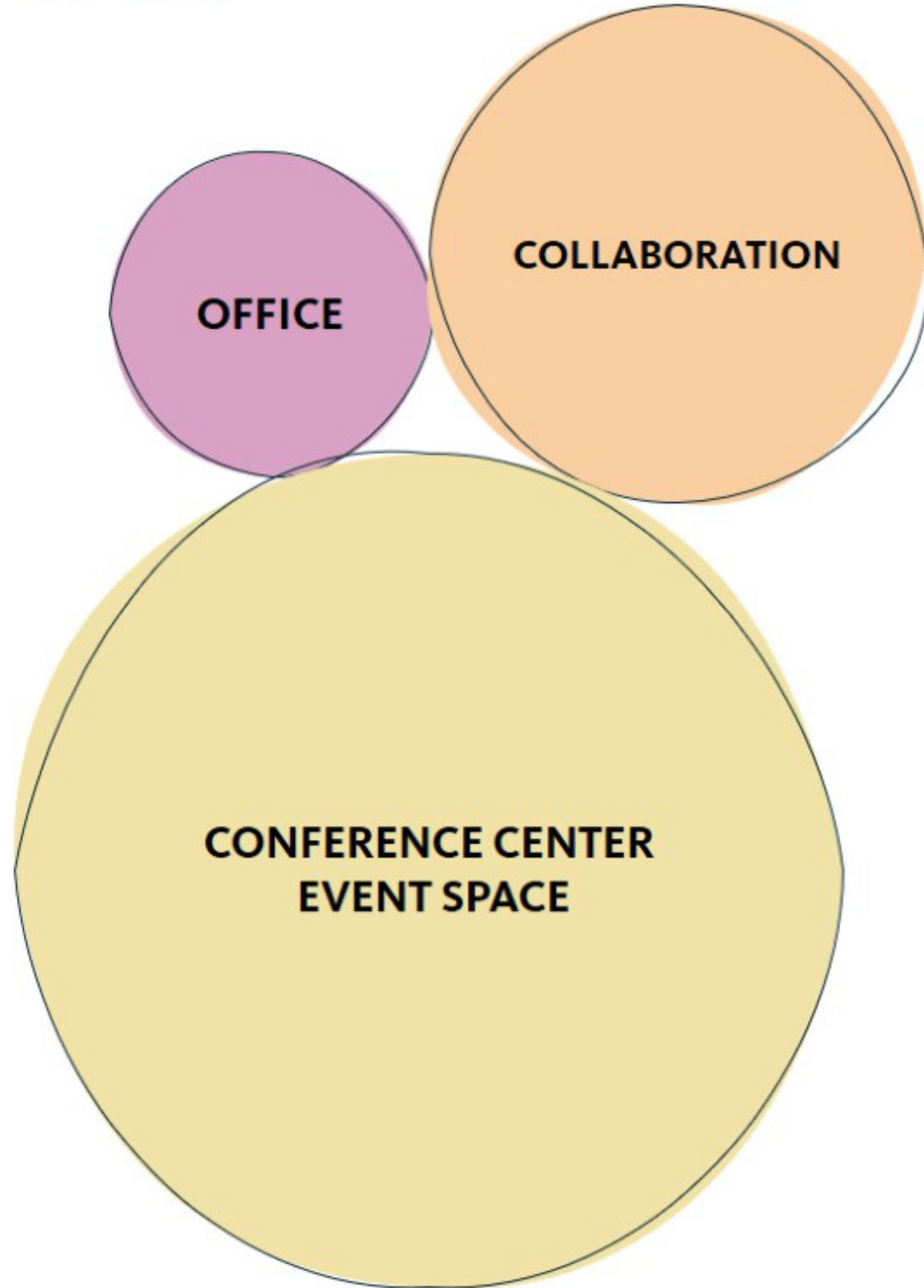
Site Work GSF **129,738 GSF**

The new Community Hub is envisioned as a welcoming gateway on the northwest edge of campus, establishing a strong connection to a new diagonal corridor of activity within the campus core. Designed as a flexible, multi-use destination, the facility will accommodate a range of programs, including a large conference center, meeting rooms, and collaborative gathering spaces.

Framing the building, an elevated plaza on the north side will capture expansive ocean views, offering a distinctive setting for informal gathering and events. To the south, a flexible event lawn will support larger campus and community functions, reinforcing the Hub's role as a vibrant center for connection, engagement, and shared experiences.



COMMUNITY HUB PROGRAM



Category	Description	Qty	SF/Unit	SFTotal	Typ Headcount	Comments
OFFICE	Dean/Director Offices	3	160	480	1	space for SBDC, Civic Center
	Shared Offices	2	140	280	2	
	Workstations	3	70	210	1	
				970	Subtotal	

STUDY / COLLABORATION						
	Lounge / Study Spaces	1	300	300	15-20	
	Large Conference Room	2	600	1200	24	Can be grouped into 1 larger room
	Medium Conference Room	1	300	300	12	
	Focus room	2	200	400	8	Could be a green room
				2200	Subtotal	

OTHER						
	Lobby	1	2500	2500		
	Large Multiuse Conference	1	2000	2000	80	7 BOT, 1 student rep, 3 execs, 2 senate, 1 staff (16 total) 25 target
	Multiuse Storage + Kitchenette	1	400	400		
	Conference Center Event Space	1	6750	6750	270	ideally 400-500 banquet with staging / divisible by 2
	Conference Center Catering Kitchen	1	500	500		
	Enhanced Vending	1	250	250		
	Storage	1	1500	1500		
				13900	Subtotal	

BUILDING COMMONS						
	Circulation					
	Building Services					
	Restrooms					

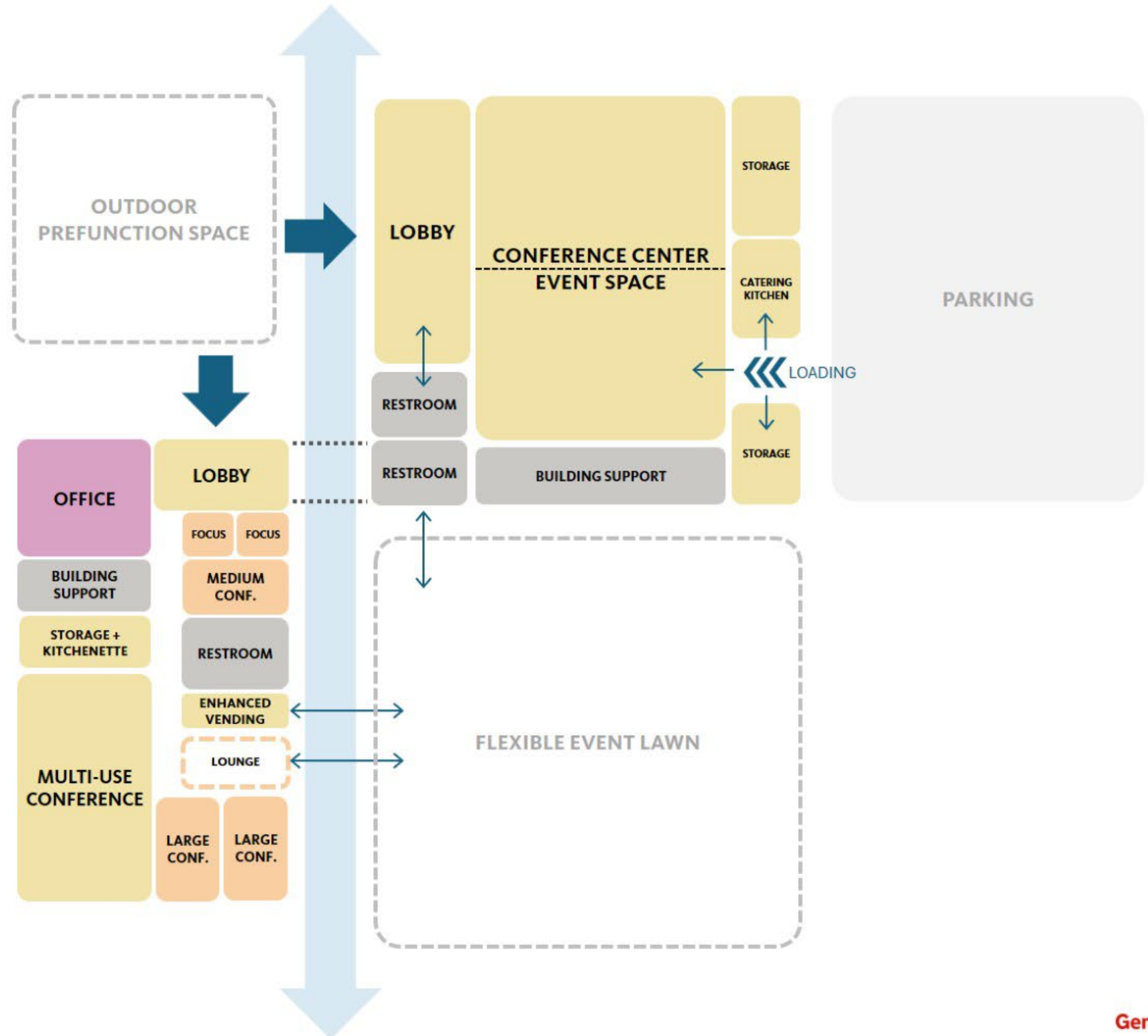
17,070	Total ASF
26,262	Total GSF (65% Efficiency)
26,262	Ground Floor GSF (Building Footprint on site)

SITE						
	Site Improvements			105,738		Loading dock, circulation, general improvements, outdoor patio
	New Parking	68.57	350	24000	69 spots	adjacent to Business Tech

129,738	Site Work GSF
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156,000	Total Limit of Work
26,262	Total Building GSF
26,262	Ground Floor GSF (Building Footprint on site)
129,738	Site Work GSF

OCEANSIDE CAMPUS
COMMUNITY HUB
 ADJACENCY DIAGRAM



OCEANSIDE CAMPUS
COMMUNITY HUB
AERIAL VIEW



OCEANSIDE CAMPUS
COMMUNITY HUB
ENTRY VIEW



OCEANSIDE CAMPUS
COMMUNITY HUB
ENTRY VIEW



OCEANSIDE CAMPUS

BUSINESS AND TECH

1 STORY, 2 BUILDINGS

Total Limit of Work **125,000 GSF**

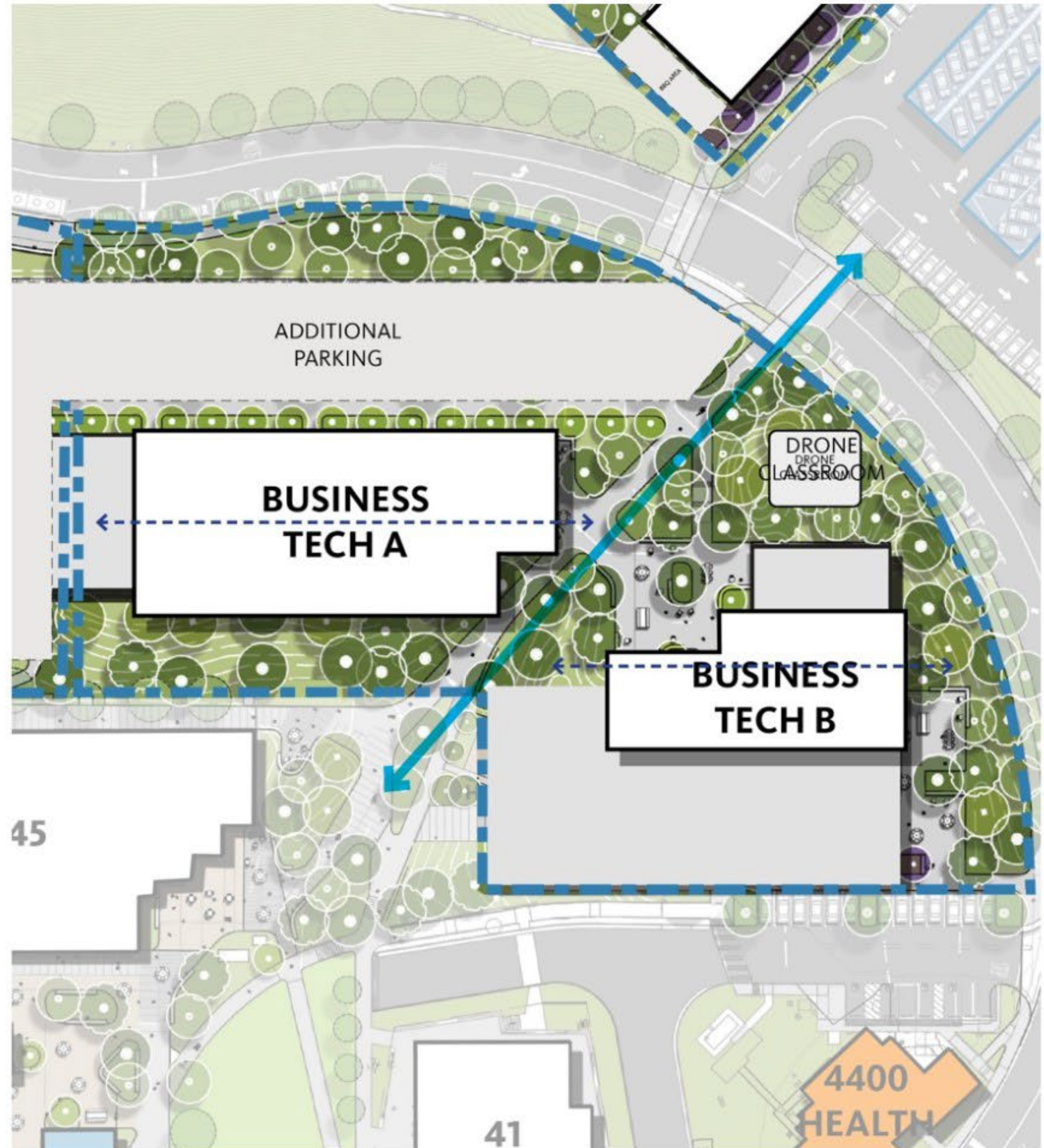
Total Building ASF **17,530 ASF**

Total Building GSF (65% EFFICIENCY) **26,969 GSF**

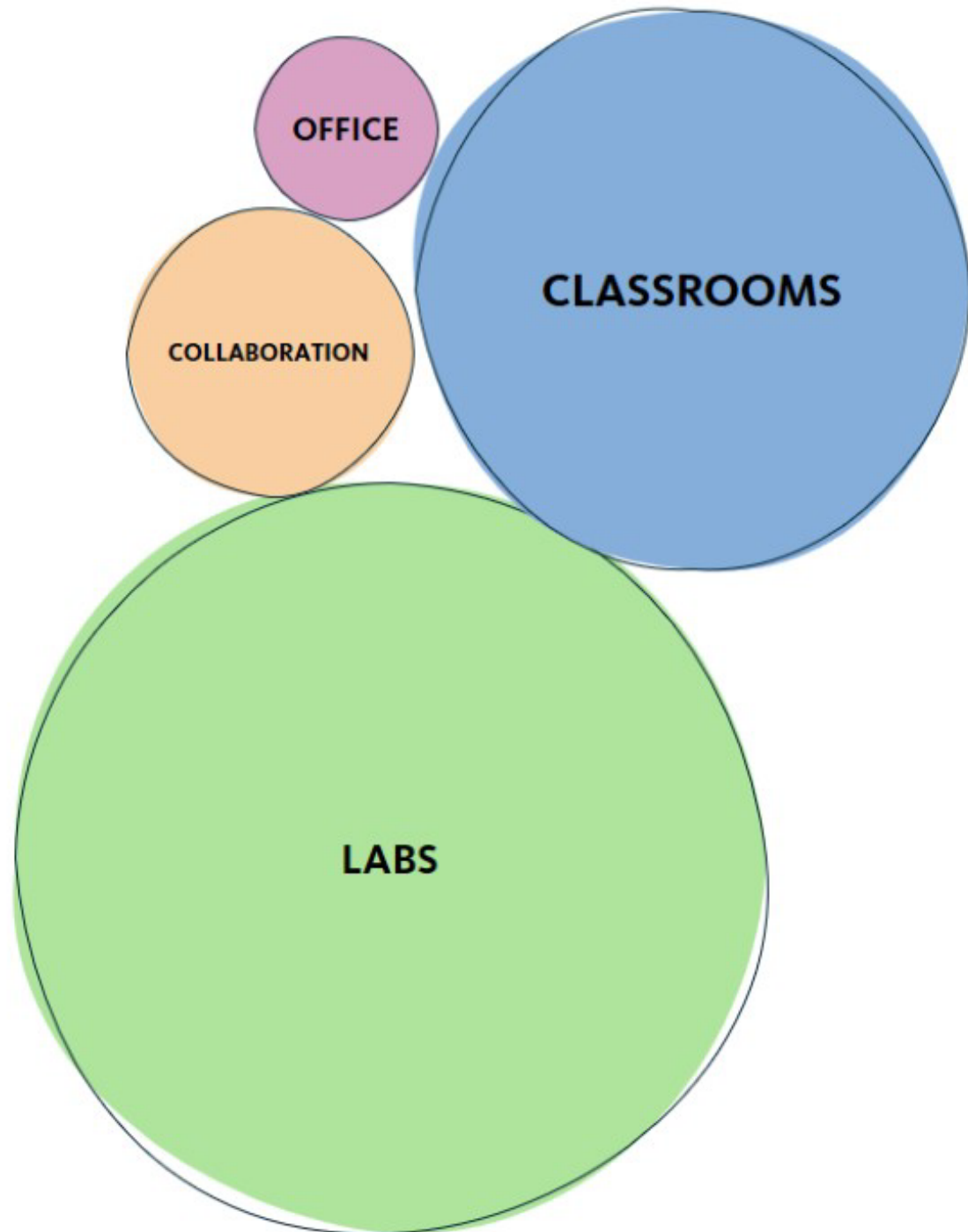
Building A: 16,969 SF; Building B: 10,000 SF

Site Work GSF **98,031 GSF**

The new Business and Technology Hub will anchor the north side of campus that integrates with the sloping topography. Adjacent to the STEM Hub, these new buildings will expand the campus core and provide interdisciplinary learning environments in modern facilities. A new parking area will be developed in this zone, to improve access and connections.



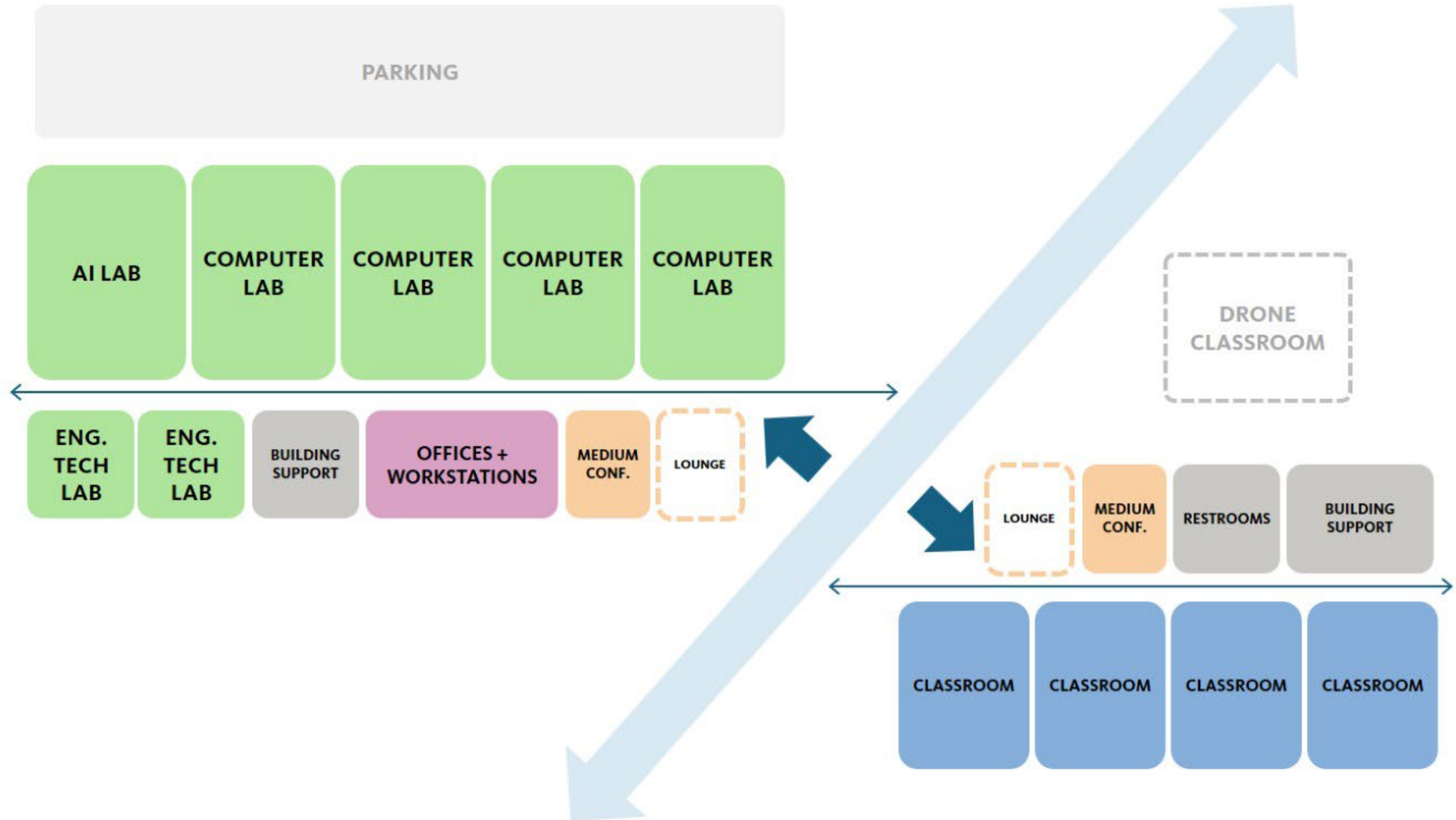
BUSINESS AND TECH PROGRAM



Category	Description	Qty	SF/Unit	SF Total	Typ Headcount	Comments
CLASSROOM						
	Classroom - General Purpose	4	1,250	5,000	40	Accounting, Administration of Justice
				5,000	Subtotal	
LAB						
	Engineering Tech Lab	2	900	1,800	24	combined with Fabrication/Assembly
	Computer Lab	4	1,600	6,400	40	
	AI Lab	1	2,000	2,000	12	Cantina wall adjacent to computer lab, server room + office
				10,200	Subtotal	
OFFICE						
	Dean/Director Offices	1	160	160	1	
	Manager/Lead/Faculty & Staff Offices	2	100	200	1	
	Shared Offices	5	140	700	2	space for 10 faculty
	Workstations	1	70	70	1	
				1,130	Subtotal	
STUDY / COLLABORATION						
	Lounge / Study Spaces	2	300	600	15-20	
	Medium Conference Room	2	300	600	12	
				1200	Subtotal	
BUILDING COMMONS						
	Circulation					
	Building Services					
	Restrooms					
				17,530	Total ASF	
				26,969	Total GSF (65% Efficiency)	
				26,969	GSF per floor (Building Footprint on site)	
SITE						
	Site Improvements	1	76,231	76,231		Rock garden, living wall, connecting plaza
	Parking	57.14	350	20000	57 spots	
	Drone Classroom	1	1800	1800		Contained in a cage; closer to parking
				98,031	Total GSF	
				125,000	Total Limit of Work	
				26,969	Total Building GSF	
				26,969	Ground Floor GSF (Building Footprint on site)	
				98,031	Site Work GSF	

BUSINESS AND TECH

ADJACENCY DIAGRAM



OCEANSIDE CAMPUS

FIRST YEAR HUB

2 STORY

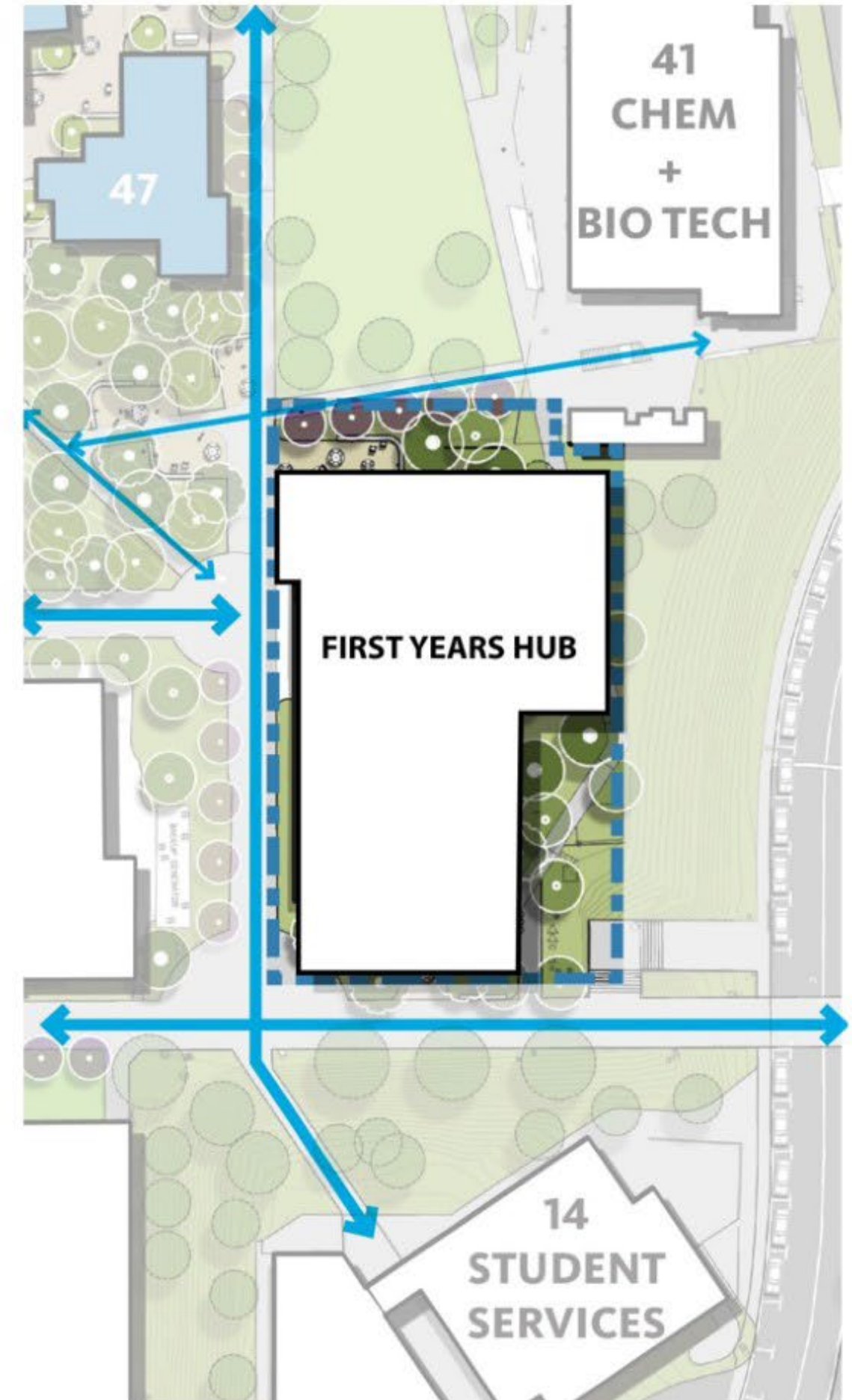
Total Limit of Work **33,000 GSF**

Total Building ASF **30,620 ASF**

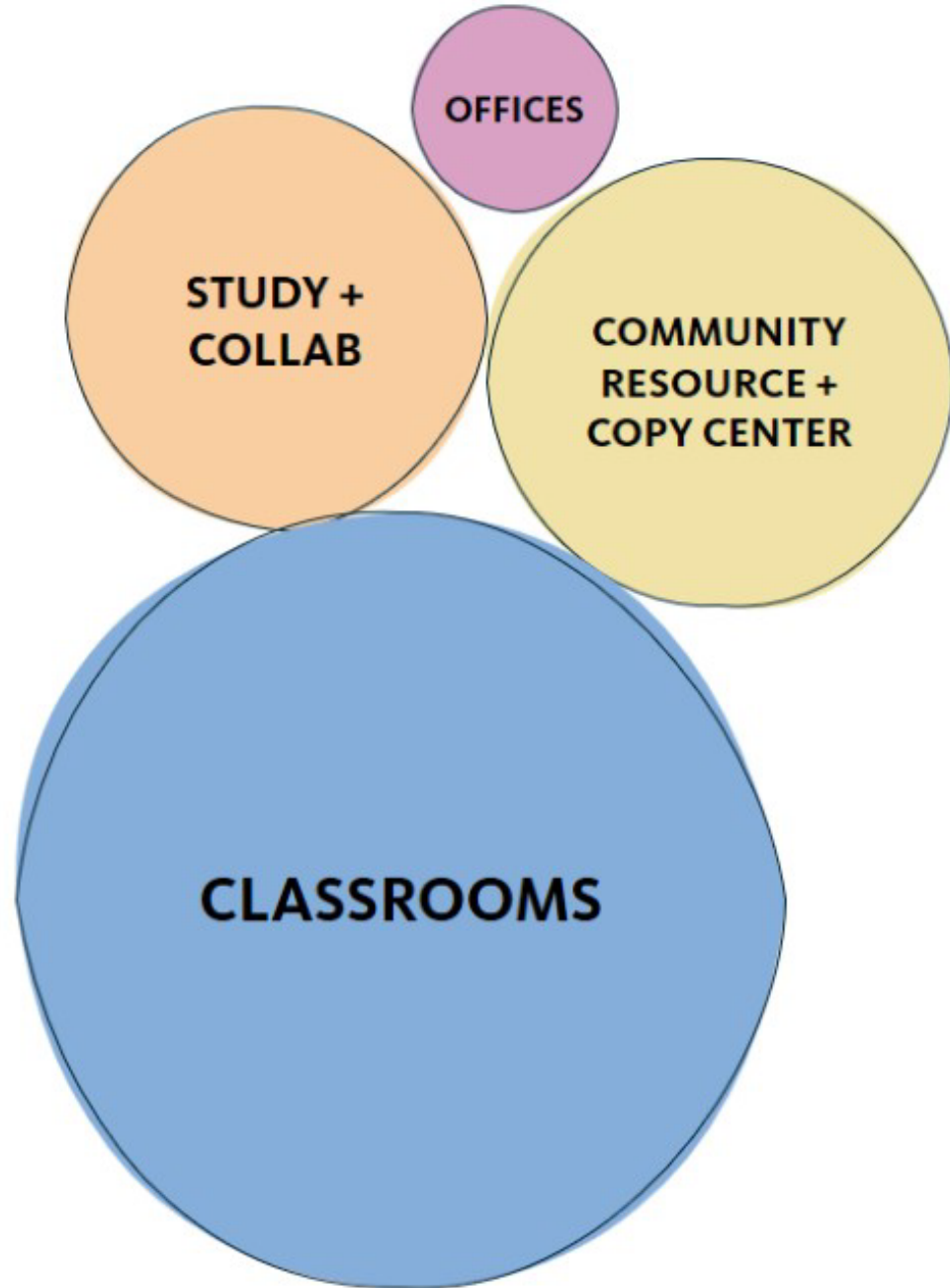
Total Building GSF (65% EFFICIENCY) **47,108 GSF**

Site Work GSF **9,446 GSF**

A new First Year Hub will be developed to replace functions currently located in the 3500 and 3600 buildings. The central location, adjacent to the existing library and student services will improve access and create opportunities for enhance collaboration and use. Flexible learning environments, study and office areas will be designed to support program needs and promote interdisciplinary collaboration.



FIRST YEAR HUB PROGRAM



Category	Description	Qty	SF/Unit	SF Total	Typ Headcount	Comments
CLASSROOM						
	Classroom - General Purpose	18	1,250	22,500	40	most used, most in person (+2)
				22,500	Subtotal	

OFFICE						
	Dean/Director Offices	1	200	200	1	
	Shared Offices	10	140	1400	2	20 total
	Dean's Assistant Workstation	1	70	70	1	
				1,670	Subtotal	

STUDY / COLLABORATION						
	Open Collaboration	1	2000	2000	Varies	
	Lounge / Study Spaces	2	300	600	15-20	1 per floor
	Medium Conference Room	2	300	600	12	1 per floor
				3200	Subtotal	

OTHER						
	Assignable Storage - Community Resource Center	1	2000	2000		increased storage for basic needs
	Copy Center	1	1000	1000		
	Work / Break Rooms	1	250	250		include mail
				3250	Subtotal	

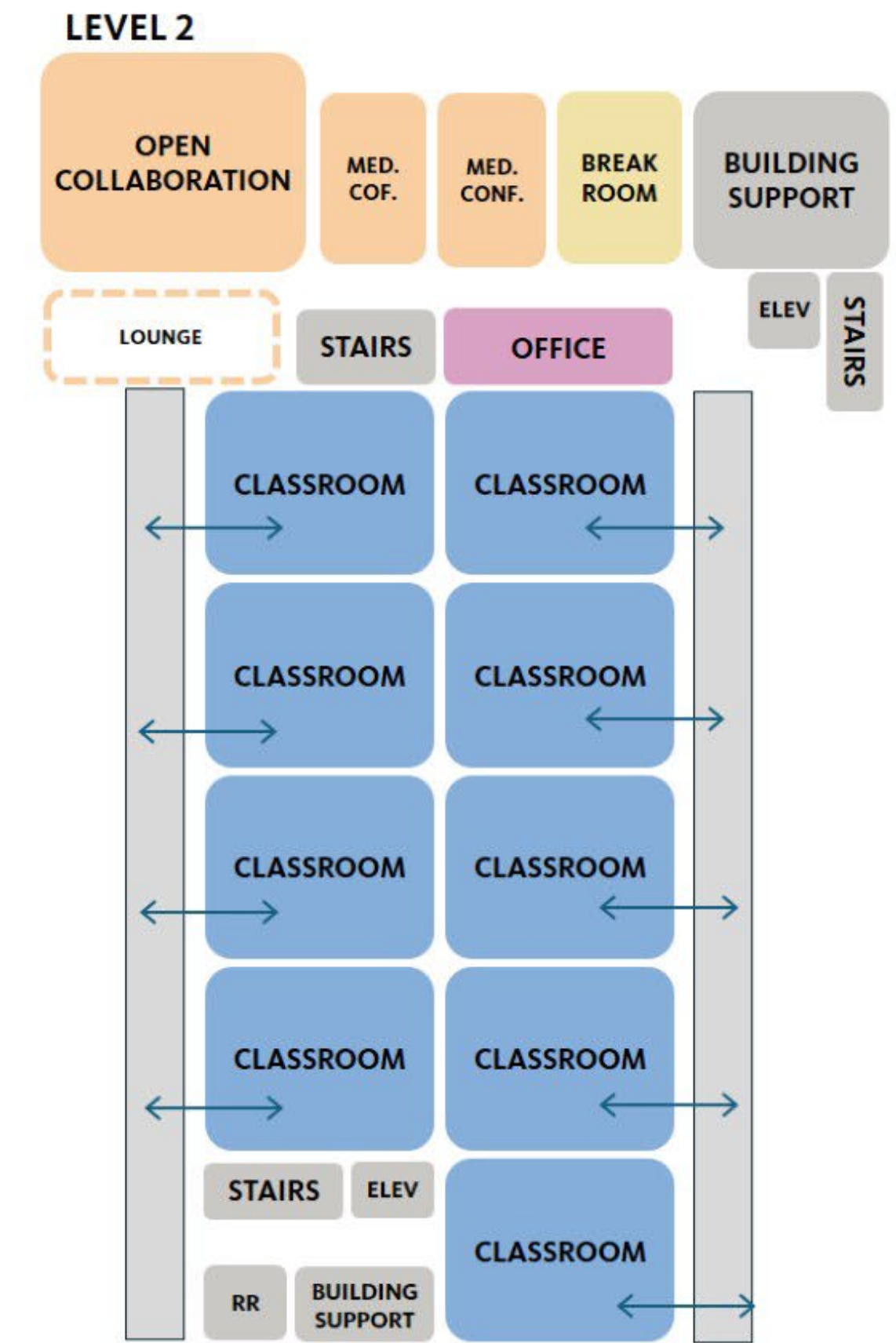
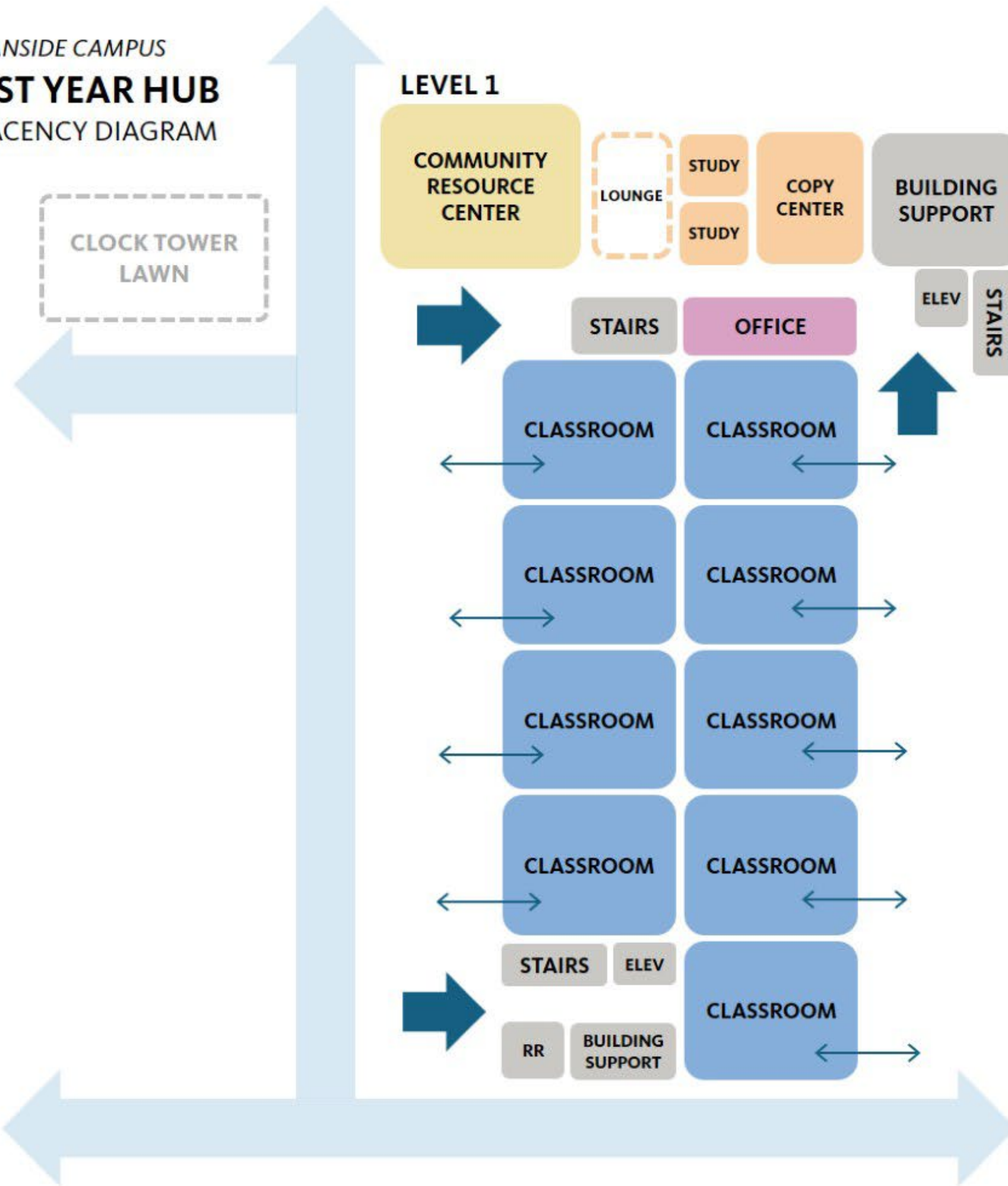
BUILDIN						
	Circulation					
	Building Services					
	Restrooms					

30,620	Total ASF
47,108	Total GSF (65% Efficiency)
23,554	Ground Floor GSF (Building Footprint on site)

SITE						
	Related Site Improvements	1	9,446	9446.15		General landscape, hardscape, etc
				9,446	Site Work GSF	

33,000	Total Limit of Work
47,108	Total Building GSF
23,554	Ground Floor GSF (Building Footprint on site)
9,446	Site Work GSF

FIRST YEAR HUB ADJACENCY DIAGRAM



OCEANSIDE CAMPUS

HEALTH EXPANSION

2 STORY

Total Limit of Work **20,000 GSF**

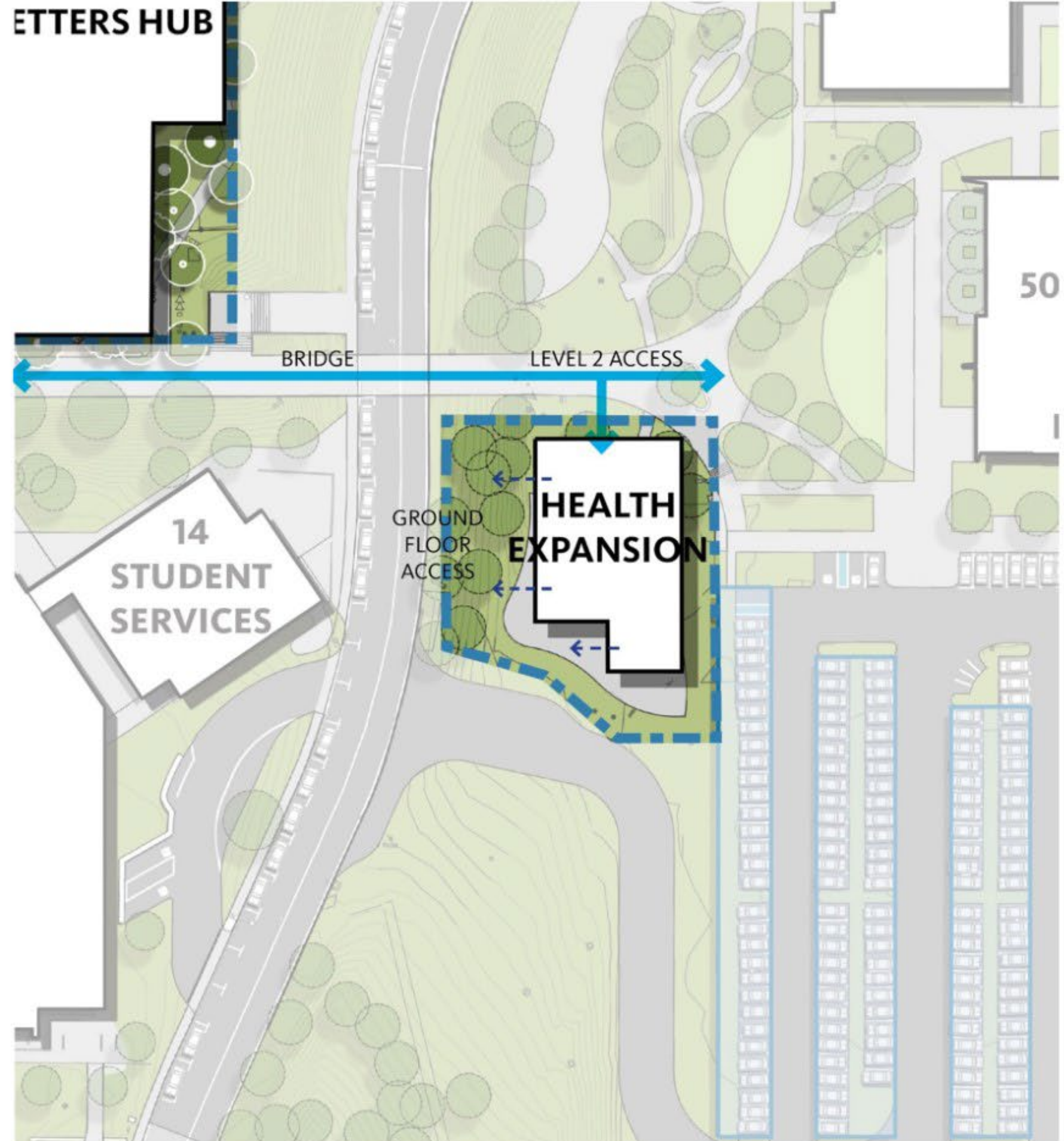
Total Building ASF **8,130 ASF**

Total Building GSF (65% EFFICIENCY) **12,508 GSF**

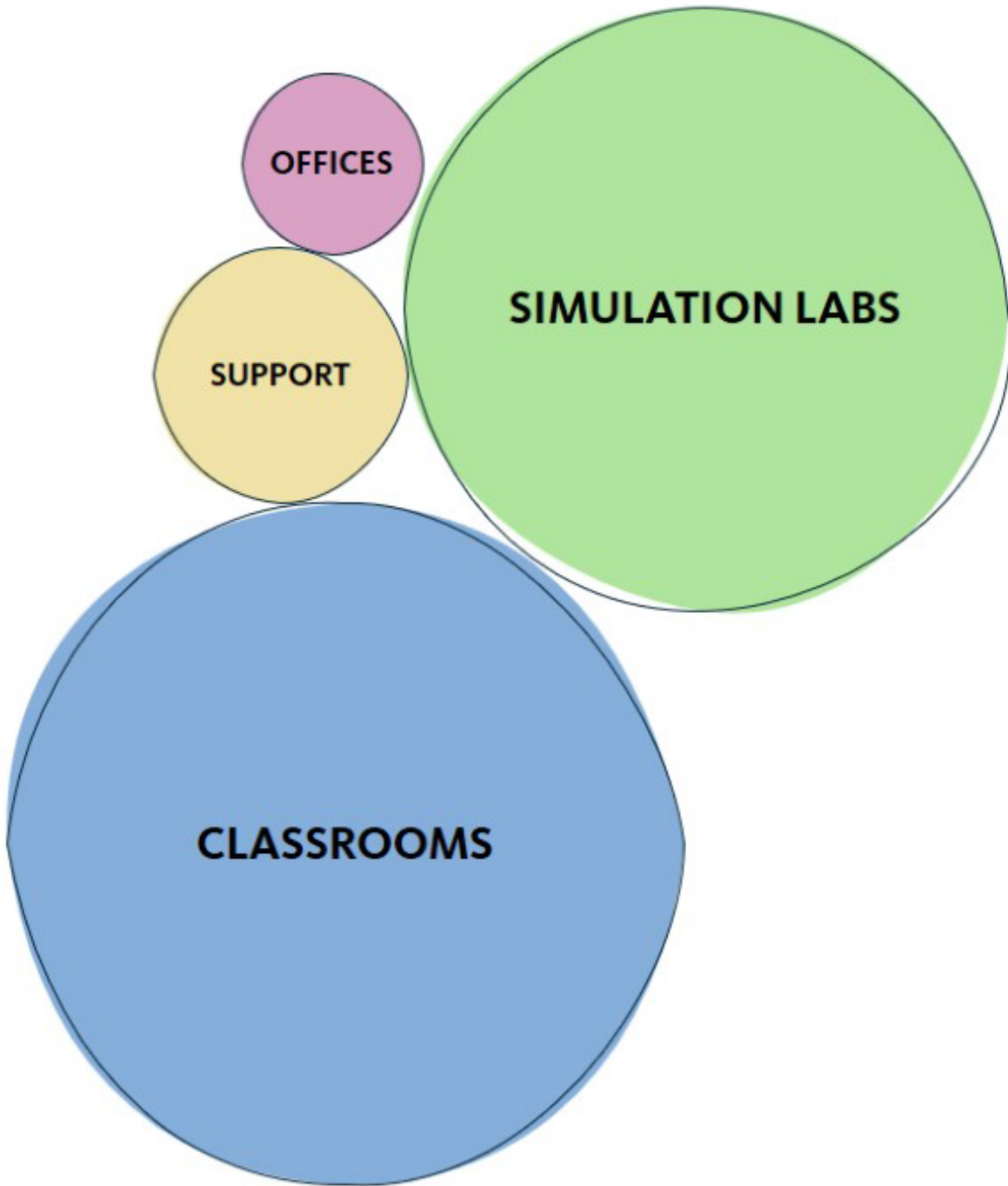
Site Work GSF **7,492 GSF**

The new Health Expansion Building is envisioned as a strategic addition that enhances and supports the existing 4400 Health Building. Designed to meet growing program needs, the facility will provide expanded simulation labs, flexible classroom environments, and dedicated spaces for SIM-based instruction.

Positioned directly across from Student Services and adjacent to the Allied Health Building, the project strengthens key academic adjacencies and improves access to essential student resources. This intentional placement fosters connectivity between programs, creating a cohesive health sciences hub that supports collaboration, hands-on learning, and student success.



HEALTH EXPANSION PROGRAM



Category	Description	Qty	SF/Unit	SF Total	Typ Headcount	Comments
CLASSROOM						
	Classroom - General Purpose	2	1,250	2,500	40	Pharm Tech, BMET (need adj space for equipment)
	SIM Classroom	2	550	1,100		
				3,600	Subtotal	

LAB						
	SIM Area	3	1,080	3,240	40	1 observation + 2 SIM areas
				3,240	Subtotal	

OFFICE						
	Manager/Lead/Faculty & Staff Offices	2	100	200	2	2 shared offices
	Shared Offices	1	140	140	2	
				340	Subtotal	

OTHER						
	Student Gathering / Waiting Space	1	150	150	12	Level 2 - outdoor
	Assignable Storage	1	800	800		
				950	Subtotal	

BUILDING COMMONS						
	Circulation					
	Building Services					
	Restrooms					

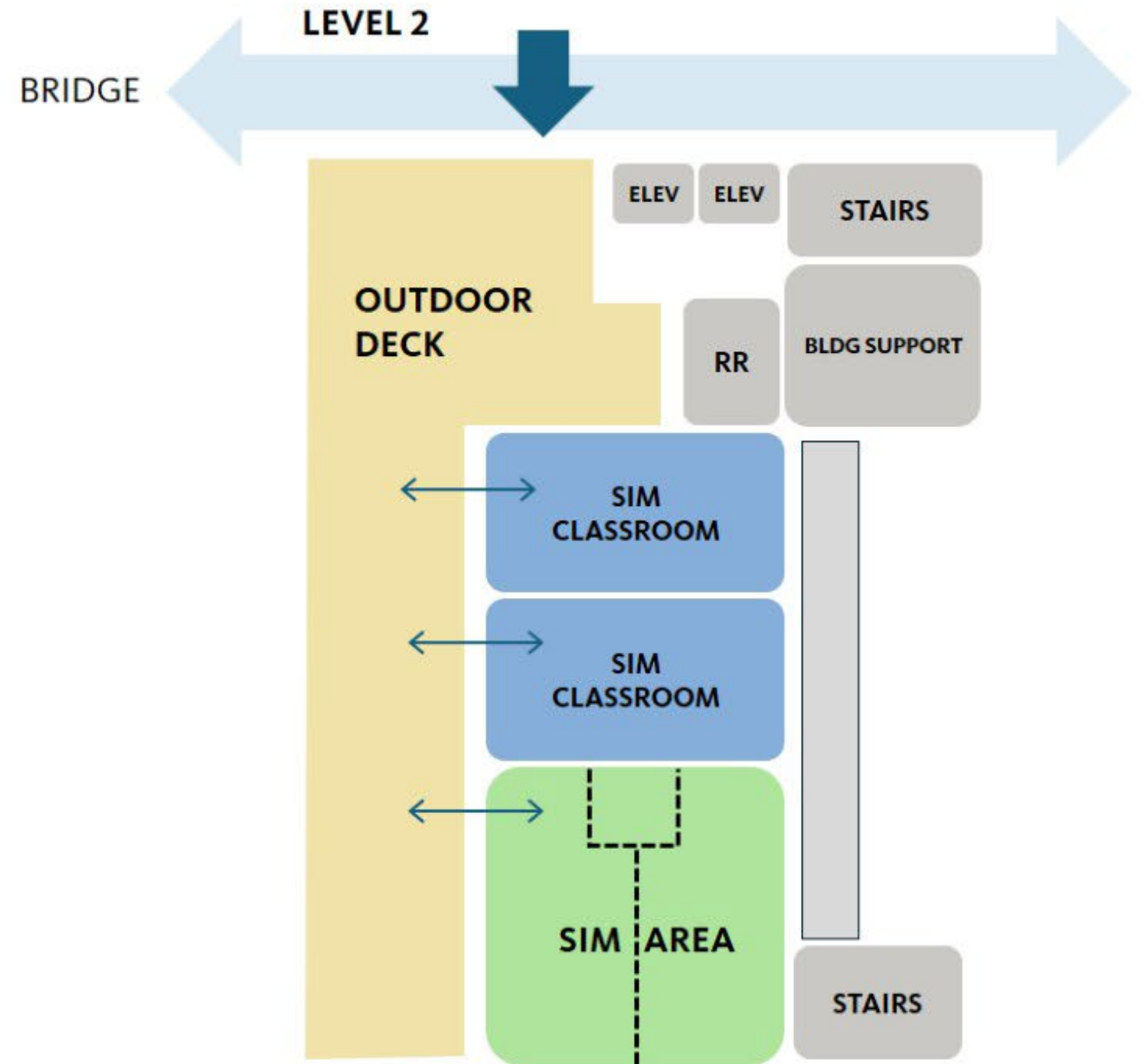
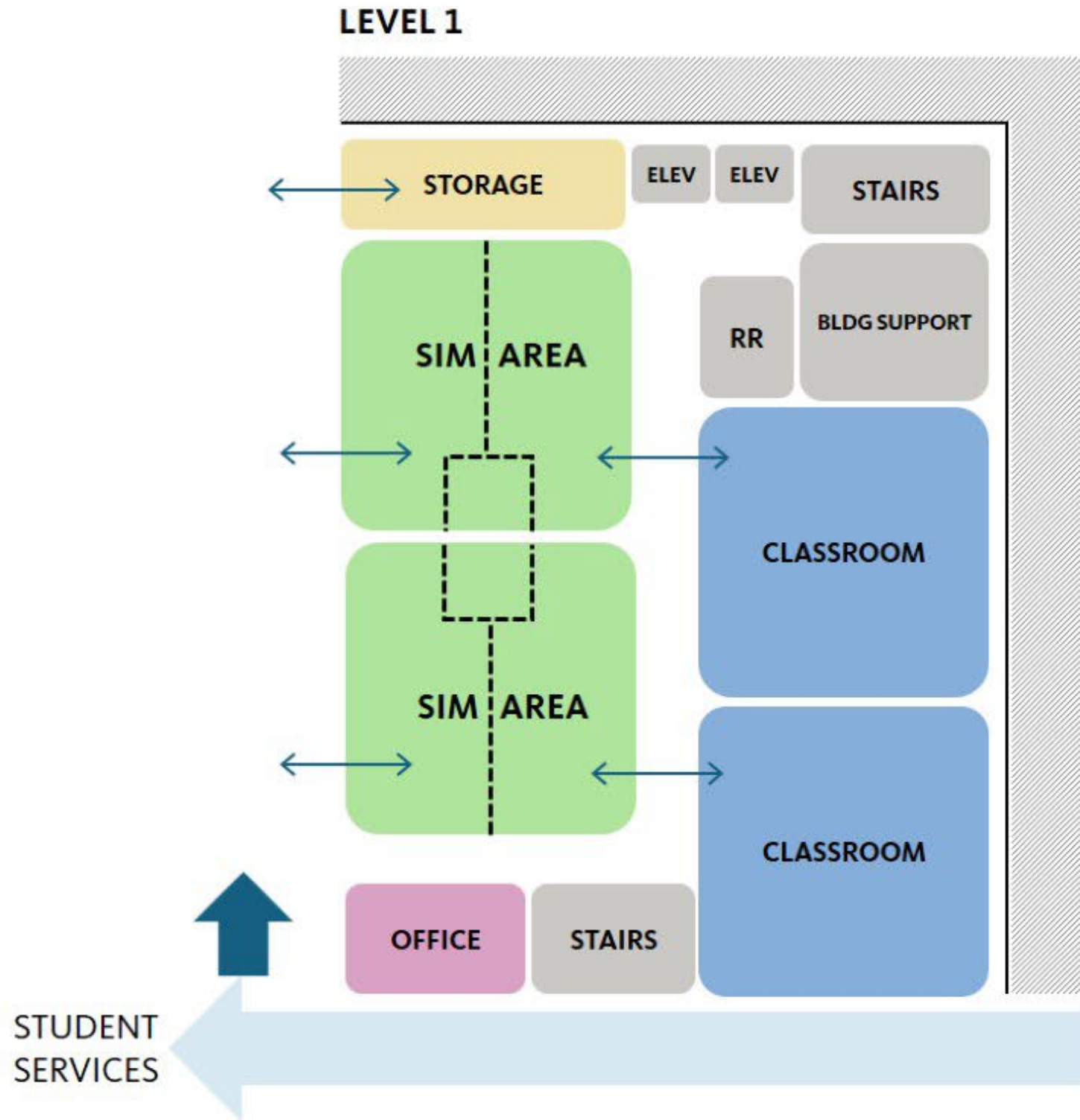
8,130	Total ASF
12,508	Total GSF (65% Efficiency)

SITE						
	Related Site Improvements					

20,000	Total Limit of Work
12,508	Total Building GSF
7,600	Ground Floor GSF (Building Footprint on site)
12,400	Site Work GSF

HEALTH EXPANSION

ADJACENCY DIAGRAM



OCEANSIDE CAMPUS
HEALTH EXPANSION
AERIAL VIEW



OCEANSIDE CAMPUS

HEALTH EXPANSION

ENTRY VIEW



OCEANSIDE CAMPUS

ARTS EXPANSION

2 STORY

Total Limit of Work **34,000 GSF**

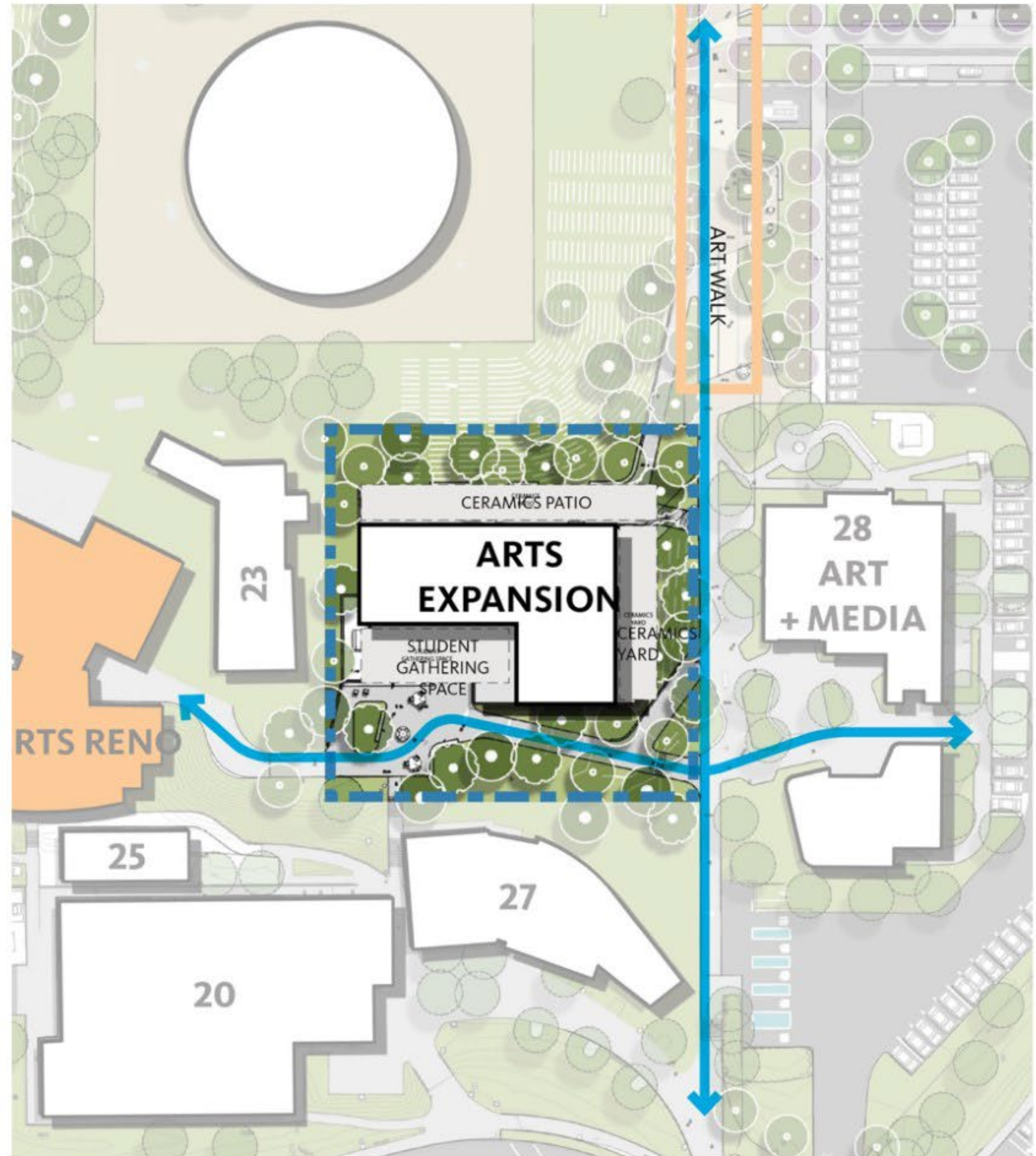
Total Building ASF **10,765 ASF**

Total Building GSF (65% EFFICIENCY) **16,562 GSF**

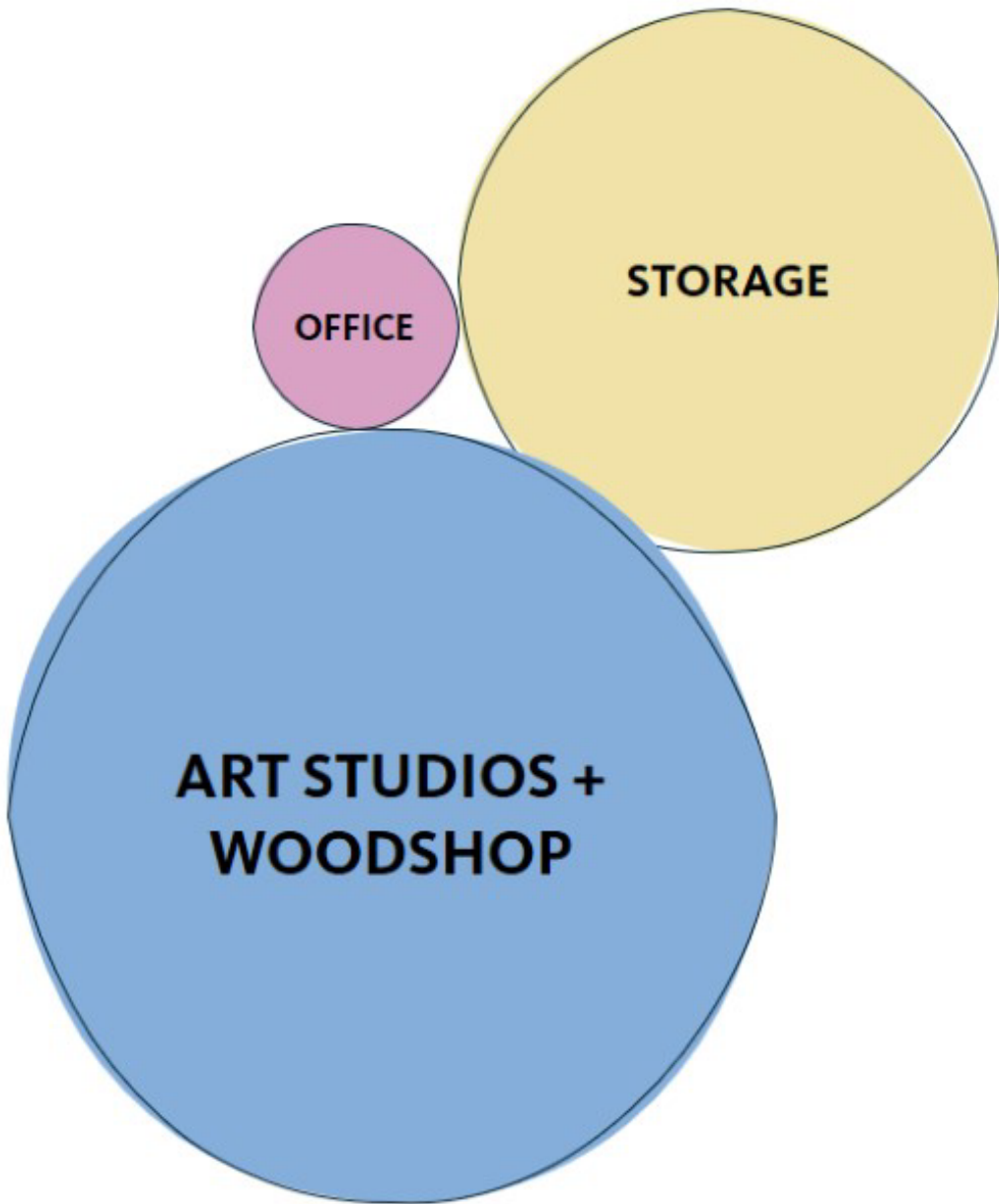
Site Work GSF **23,131 GSF**

The new Arts Expansion Building will strengthen the campus Arts Hub by providing much-needed space to support evolving program demands and replace aging facilities. Designed as a key component of the college's creative ecosystem, the building will offer flexible, modern environments that foster artistic exploration and interdisciplinary collaboration.

Strategically located along the North-South Arts Walk spine, the facility will serve as both a destination and a connector—celebrating the arts while enhancing campus connectivity. Its placement reinforces the Arts Walk as a vibrant, visible corridor, promoting interaction, showcasing creative work, and strengthening collaboration across disciplines.



ARTS EXPANSION PROGRAM



Category	Description	Qty	SF/Unit	SF Total	Typ Headcount	Comments
CLASSROOM						
	Ceramics Classroom	1	2,200	2,200	30	
	Ceramics Glaze Room	1	215	215	30	
	Woodshop	1	2,500	2,500	25	Critiques, projection requirements
	Painting	1	2,000	2,000	30	adjacent to service/storage space, natural light
	Painting Storage	1	200	200		
	Printmaking Studio	1	1,500	1,500	24	existing printmaking becomes storage
	Class Lab Service	2	120	240	2	Serves ceramics lab + woodshop
				8,855	Subtotal	

OFFICE						
	Manager/Lead/Faculty & Staff Offices	2	100	200	1	ceramics, woodshop
	Workstation	3	70	210	1	printmaking, ceramics, woodshop tech
				410	Subtotal	

OTHER						
	Office Storage	1	200	200		services office and woodshop
	Assignable Art Storage (Warehouse)	1	500	500		roller doors to outside (2600 replacement), delivery & waste collection area, hub for art supplies/storage (1) office to be adjacent to this storage and eliminate the wk station in the woodshop
	Art Storage	1	800	800		CLC (Bldg C) 137A+B climate control
				1500	Subtotal	

BUILDIN						
	Circulation					
	Building Services					
	Restrooms					

10,765	Total ASF
16,562	Total GSF (65% Efficiency)
10,869	Ground Floor GSF (Building Footprint on site)

SITE						
	Site Improvements	1	16,231	16,231		Landscape, circulation, general improvements
	Ceramics Patio	1	2200	2200		Gathering / Working / Spray booth/
	Ceramics Yard	1	3000	3000		Foundry + Kiln
	Student Gathering Space	1	1700	1700		

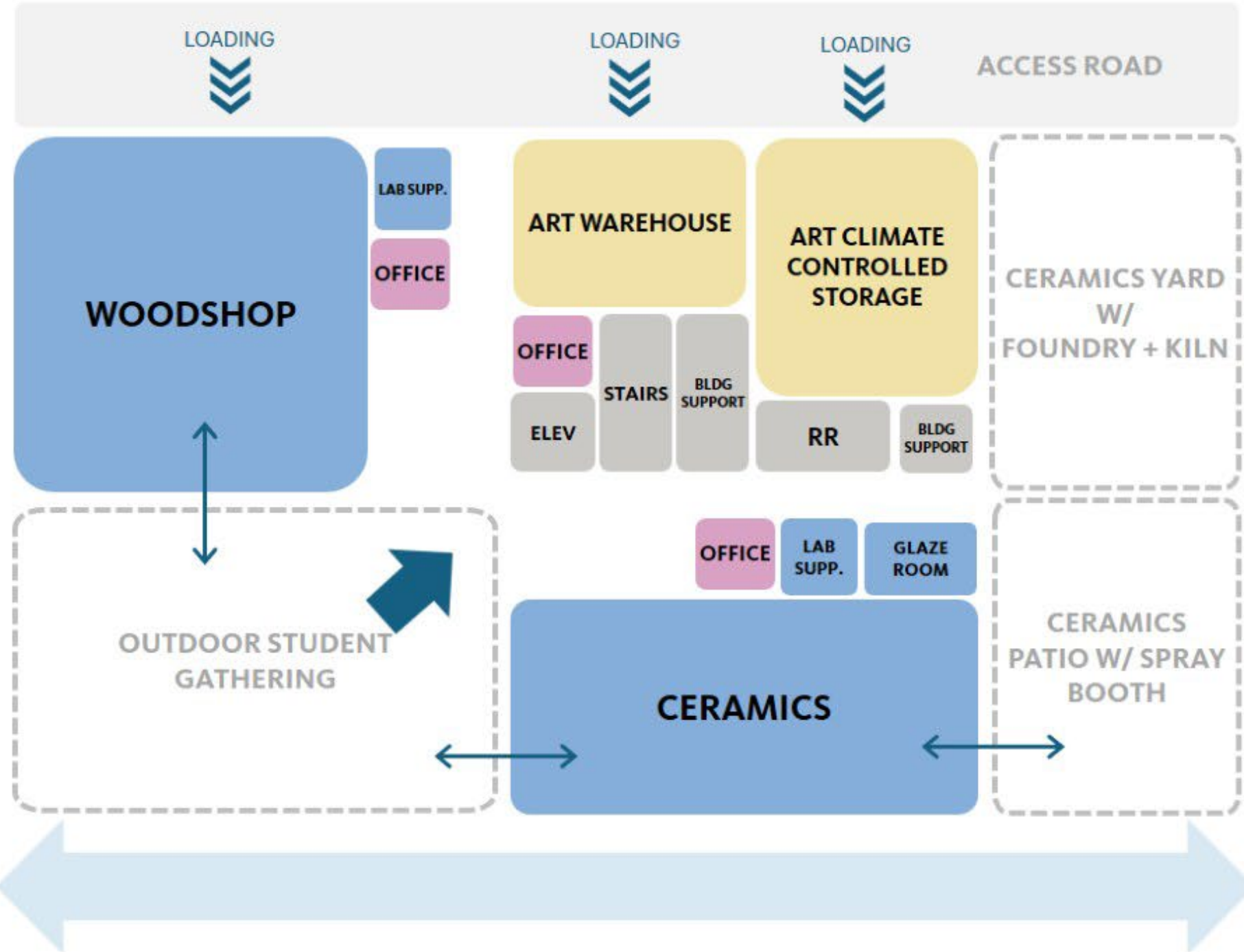
23,131	Site Work GSF
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34,000	Total Limit of Work
16,562	Total Building GSF
10,869	Ground Floor GSF (Building Footprint on site)
23,131	Site Work GSF

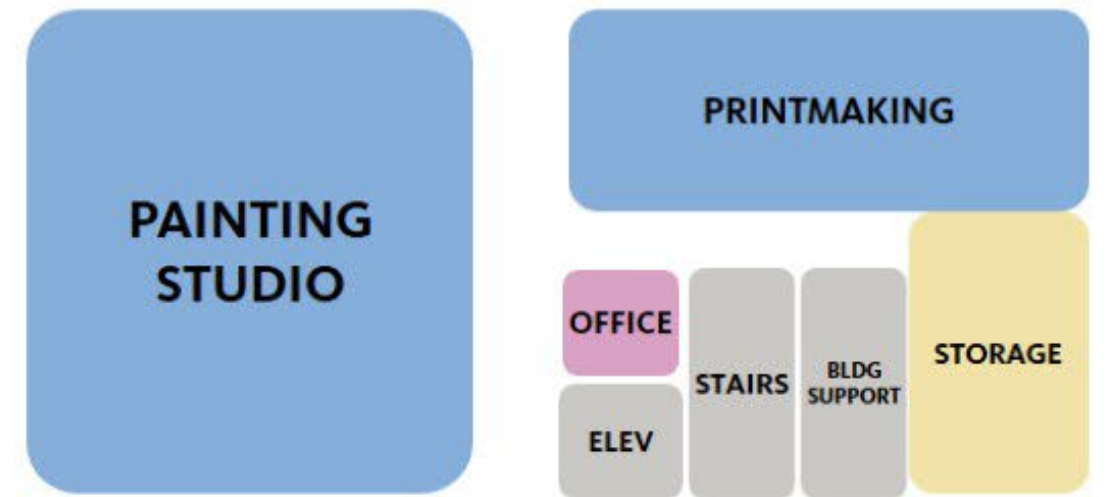
ARTS EXPANSION

ADJACENCY DIAGRAM

LEVEL 1



LEVEL 2



OCEANSIDE CAMPUS

ADMINISTRATIVE SERVICES AND OPERATIONS

2 STORY

Total Limit of Work **71,000 GSF**

Total Building ASF **17,690 ASF**

Total Building GSF (65% EFFICIENCY) **25,271 GSF**

Site Work GSF **51,557 GSF**

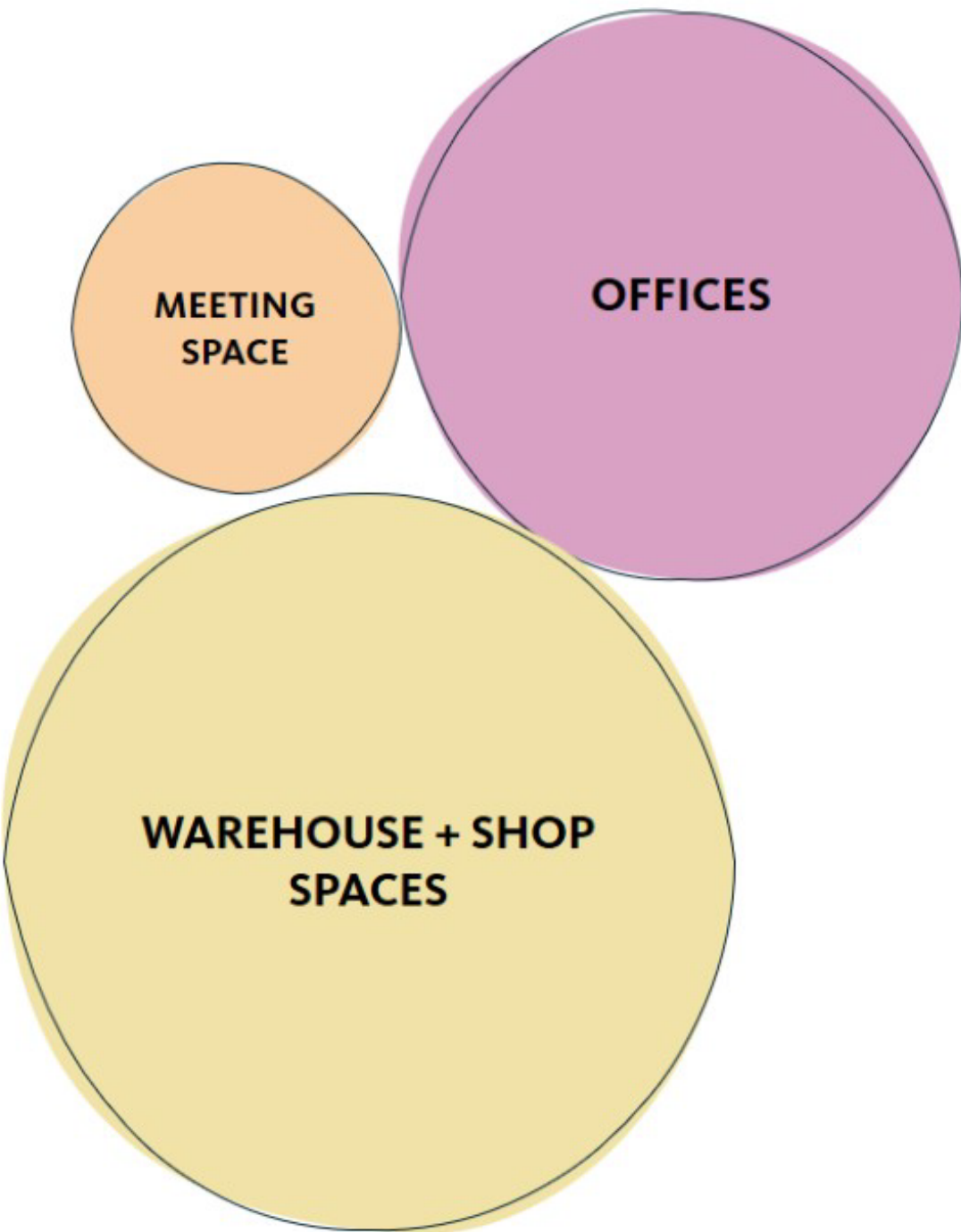
The proposed Business and Operations Complex will consolidate key operational functions into a purpose-built facility located on the west side of campus, outside the academic core. Sited below the main campus plateau, the project reclaims an underutilized parking area to create a more efficient and strategically organized service zone.

The new complex will bring together functions currently housed in the 4000 Building, along with warehouse and storage uses dispersed across under-performing or temporary facilities. In addition, it will provide dedicated office space for Administrative Services staff, supporting improved coordination and daily operations.

By centralizing these essential services, the project enhances operational efficiency while freeing up valuable space within the campus core for student-focused programs and future growth.



ADMINISTRATIVE SERVICES AND OPERATIONS PROGRAM



Category	Description	Qty	SF/Unit	SF Total	Typ Headcount	Comments
OFFICE	VPAS	1	200	200	1	
	Purchasing Director	1	160	160	1	
	Finance Director	1	160	160	1	
	Facilities Director	1	160	160	1	
	Contractor Offices	4	100	400	1	
	Manager/Supervisor Office	7	100	700	1	2 PC+MM, 3 facilities, 1 admin services, 1 fiscal,
	Shared Offices		140	0	2	
	Admin Services Workstations (Staff)	1	70	70	1	
	Fiscal Workstations (Staff)	10	70	700	1	
	PC + MM Workstations (Staff)	7	70	490	1	2 warehouse, 1 contracts
	Facilities Workstations (Maintenance)	12	70	840	1	2 custodial, 8 maintenance, 1 grounds lead, 1 facilities admin
	Facilities Workstations (Grounds)	14	40	560	1	
			4,440	Subtotal		

STUDY / COLLABORATION						
	Large Conference Room	1	1000	1000	50	
	Medium Conference Room	1	300	300	12	
	Small Conference Room	2	150	300	4	
				1600	Subtotal	

OTHER						
	Transportation Shop	1	800	800	Varies	room for 1 vehicle and lift
	Maintenance Shop	1	800	800		Includes key room
	Warehouse	1	8000	8000		Include record retention, facilities storage (hi-bay space), custodial storage, IT
	Mail Center	1	250	250		adjacent to warehouse
	Facilities Break Room	1	500	500	8 workstations	shared touchdown space for custodial (level 1)
	Break Room	1	250	250		level 2
	Copy/Work Room	1	250	250		mail boxes for staff (11)
	Showers + Lockers	2	400	800		for grounds and maintenance
				11650	Subtotal	

ADMINISTRATIVE SERVICES AND OPERATIONS PROGRAM



BUILDING COMMONS

Circulation				
Building Services				
Restrooms				

17,690	Total ASF
25,271	Total GSF (70% Efficiency)
19,443	Ground Floor GSF (Building Footprint on site)

SITE

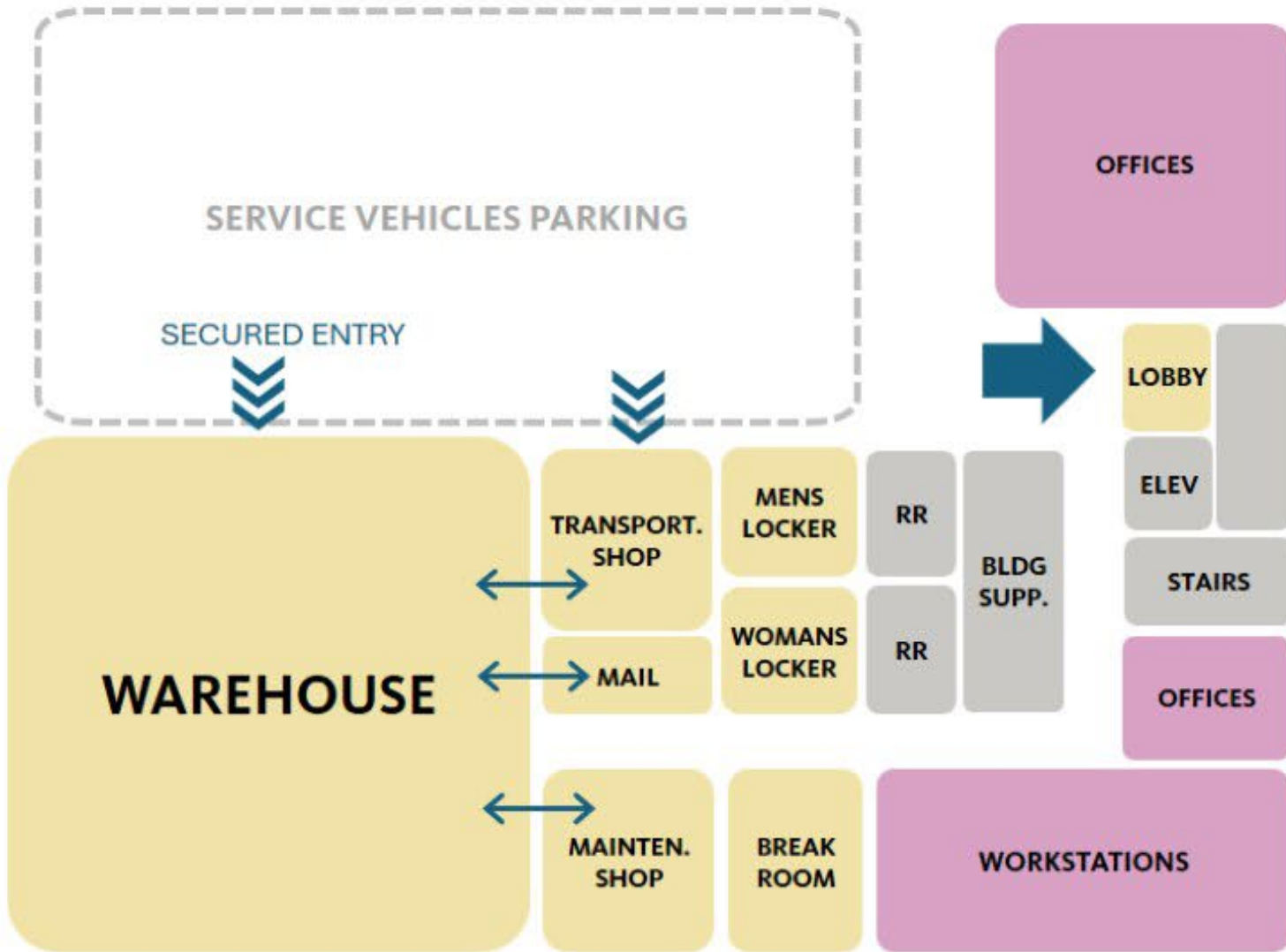
Site Improvements	1	12,028	12028.1	
Electric Carts	75	100	7500	
Utility Vehicles	5	140	700	
Pickup/Service Trucks	23	325	7475	
Forklifts	6	150	900	
Trailers	8	250	2000	
Large Equipment	35	276	9660	

28,235	Grounds SF
39,529	Grounds GSF (40% Circulation)
51,557	Site Work GSF

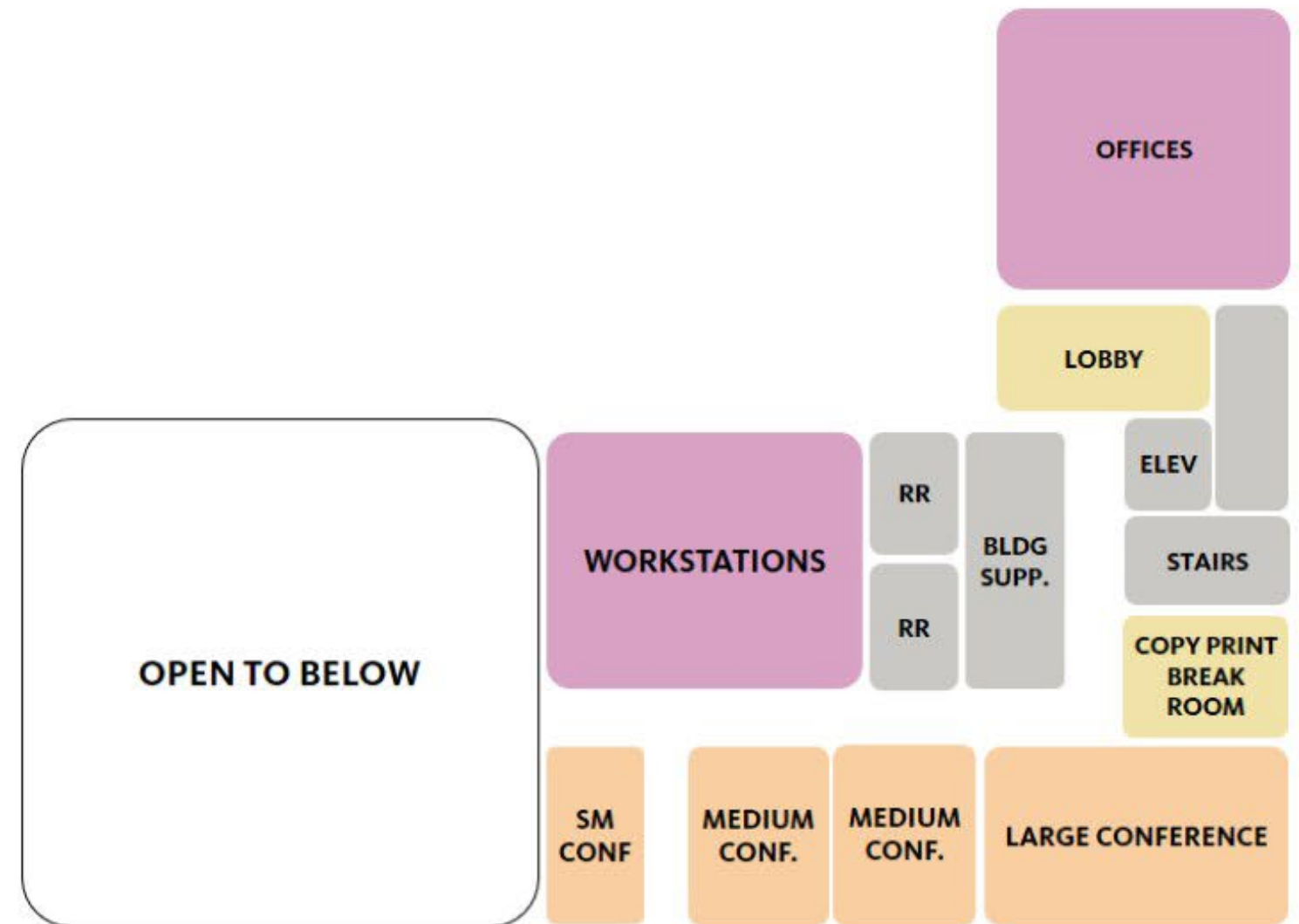
71,000	Total Limit of Work
25,271	Total Building GSF
19,443	Ground Floor GSF (Building Footprint on site)
51,557	Site Work GSF

ADMINISTRATIVE SERVICES AND OPERATIONS

ADJACENCY DIAGRAM



LEVEL 1



LEVEL 2

OCEANSIDE CAMPUS

CAMPUS POLICE

1 STORY

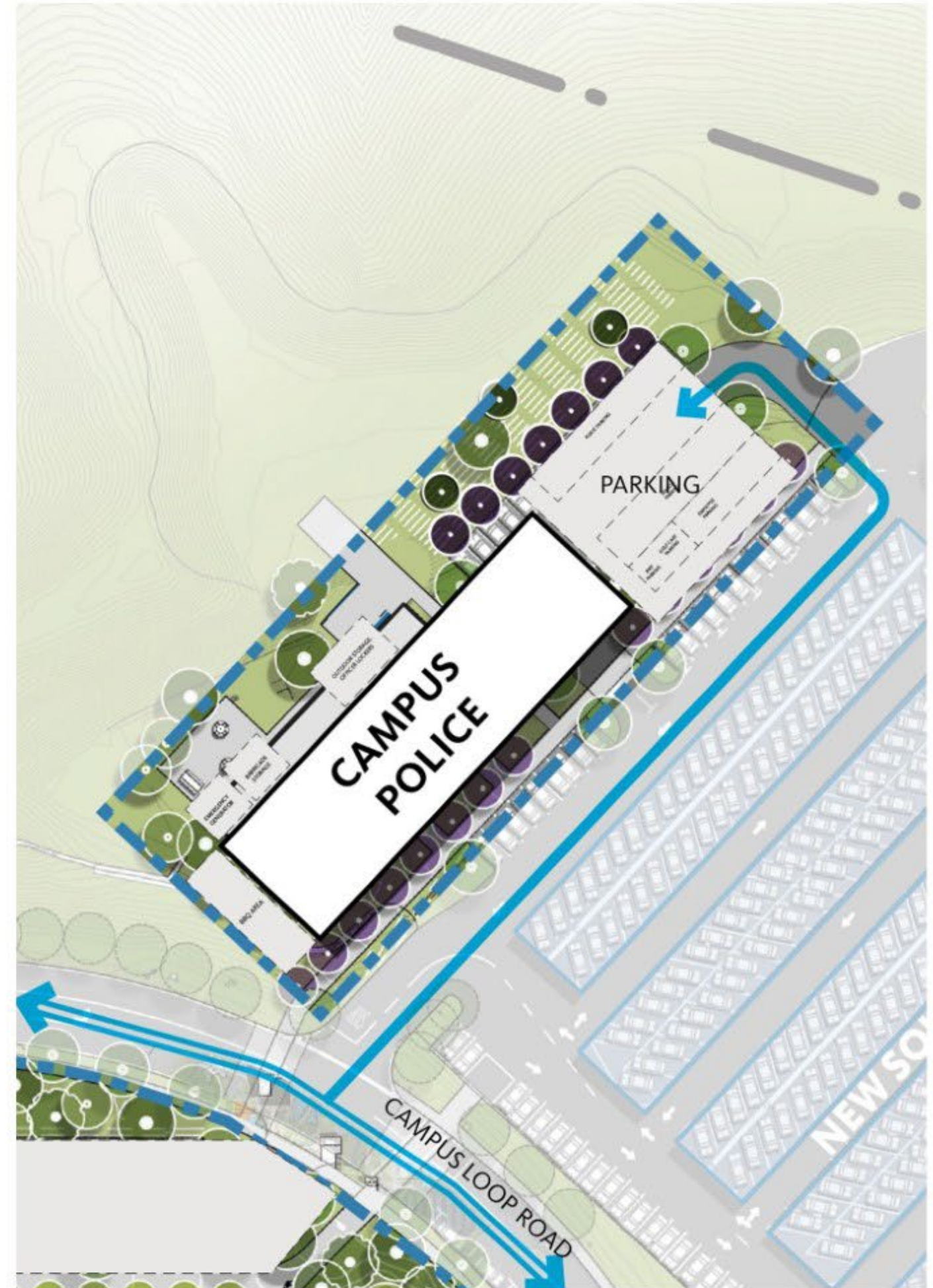
Total Limit of Work **47,000 GSF**

Total Building ASF **7,650 ASF**

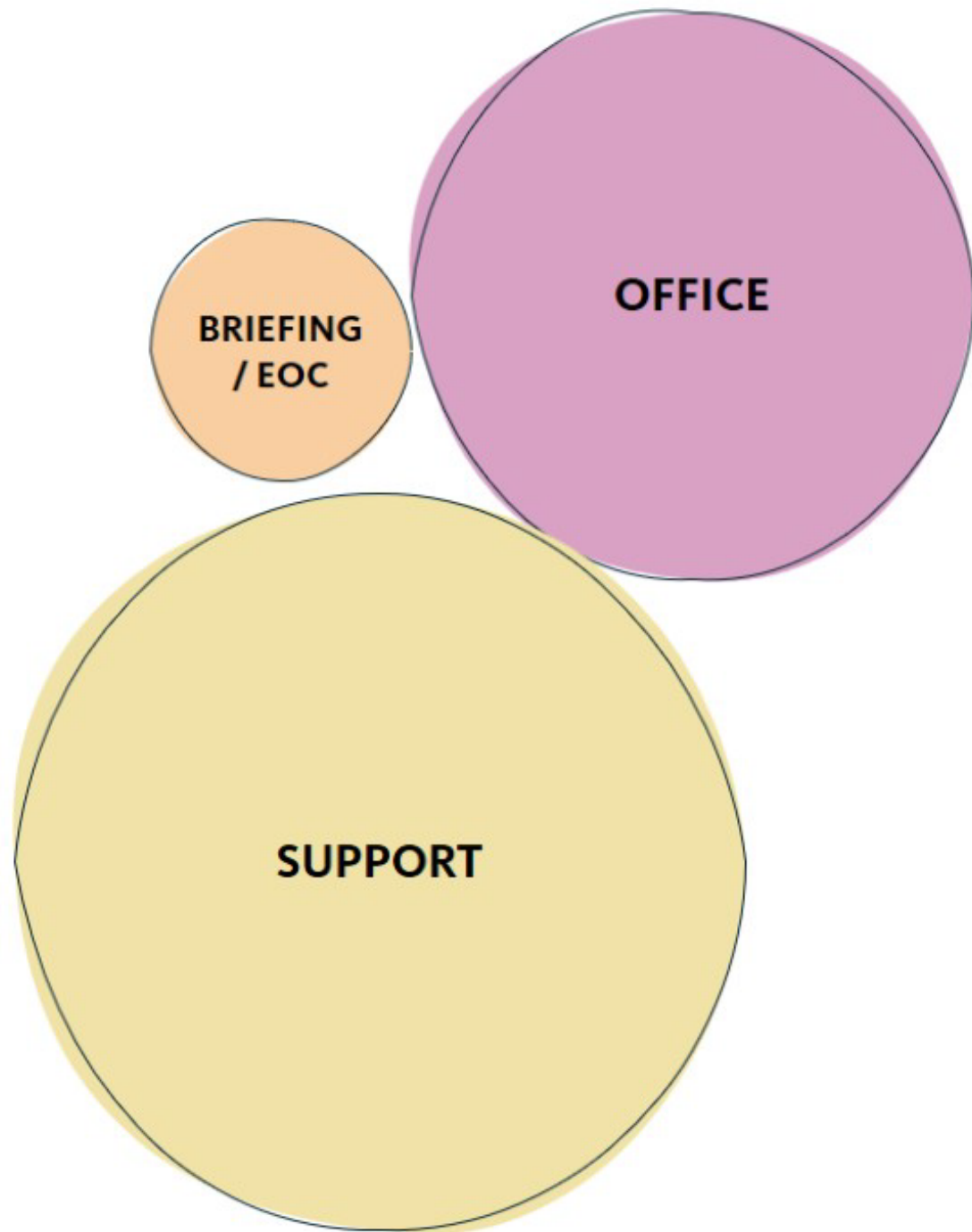
Total Building GSF (65% EFFICIENCY) **11,954 GSF**

Site Work GSF **35,046 GSF**

A new Campus Police building will be located on the Northeast side of campus and will be accessed directly from the main campus loop road. The proposed location is strategically positioned between the campus entries and improves access to the campus core. The location is adjacent to a parking lot and provides space to support both indoor and outdoor program needs, including additional storage and secured parking.



CAMPUS POLICE PROGRAM



Category	Description	Qty	SF/Unit	SF Total	Typ Headcount	Comments
OFFICE	Dean/Director Offices	1	200	200	1	
	Detective	1	100	100	1	
	Sergeant	2	100	200	1	
	Dispatch Manager	1	100	100	1	
	Future Growth	1	100	100	1	
	Officer Report Writing Area (Workstations)	8	70	560	8	1 shift
	Director's Assistant Workstation	1	70	70	1	
	Dispatch Workstations	3	70	210	1	3 dispatchers (includes +2 growth)
	Holding Cell / Custody Room	2	80	160	2	interviews, custody (1 male/1 female)
	Evidence Processing Area	1	100	100	3	storage for people in custody (need lockers storage for 90 days). Space to lay out evidence and photograph
	Copy/Work Room	1	150	150		
	Front Desk	1	250	250	5	5 workstations total; 2 PSAFT, 2 interns, 1 ADA counter
	Civilian Area	1	150	150	5	
	Entry Lobby	1	350	350	10	10 ppl, seating 2-4, (1) computer station; adjacency to restroom
Interview Room	1	120	120	4		
			2,700	Subtotal		

STUDY / COLLABORATION						
	Briefing Room	1	1650	1650	60	white boards, TV, function as EOC, training room in house and firearm simulator; general teaching space; include divider

OTHER						
	Fitness Area	1	1250	1250	4-5 at a time	Treadmills, weights, bikes, mats, open to outdoors
	Evidence Storage	1	100	100		adjacent to evidence processing area
	Lockers, Showers, restrooms, Decontamination	2	1250	2500	16	Mens & Womens
	Lost & Found Closet	1	100	100	-	separate from evidence processing
	Armory Storage	1	300	300	-	space for secured cabinets for rounds; check out system
	Defensive Tactic Equipment	1			-	PPE, Body Armor, Helmets, Shields
	Emergency Preparedness	1	200	200	-	Rations (30 people for 3 days), additional water, battery-operated lamps
	First Aid CPR Equipment	1	100	100	-	CPR dummies + props
	General Storage	1	150	150	-	Tables, chairs, tents, swag for community events
	Break Rooms	1	250	250	15	Social gatherings, lunch/kitchenette; adjacent to fitness
				4950	Subtotal	

CAMPUS POLICE PROGRAM



BUILDING COMMONS

Circulation				
Building Services				
Restrooms				

7,650	Total ASF
11,769	Total GSF (65% Efficiency)
11,769	Ground Floor GSF (Building Footprint on site)

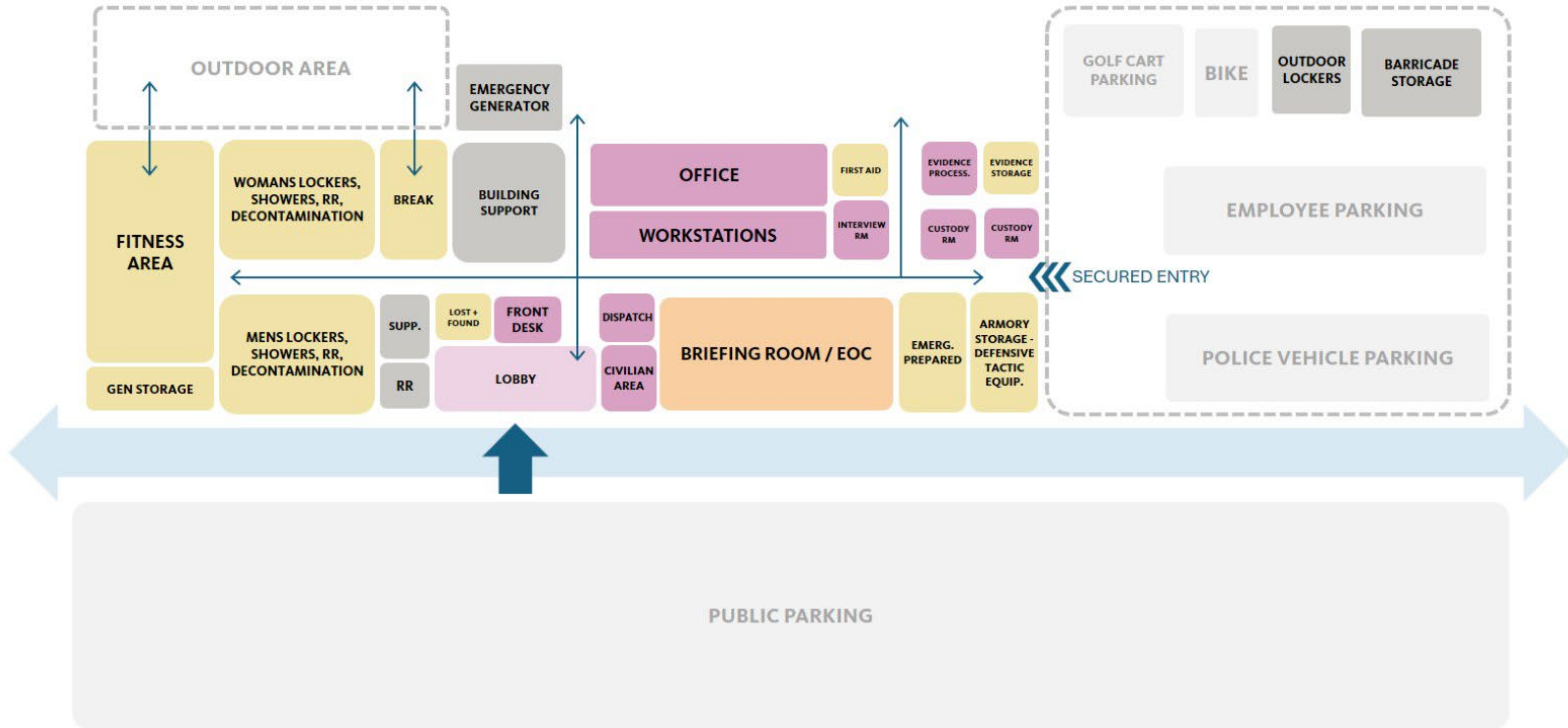
SITE

Related Site Improvements	1		28,221		
Barricade Storage	1	400	400	-	Barricades, cones, etc; outside, secured, covered
Outdoor Storage	15	50	750	12-15 bags (30x18" per bag)	space for outdoor lockers for officer go bags
Emergency Generator	1	400	400		
Outdoor Area	1	600	600		adjacent to fitness area
Vehicle Parking	9	300	2700		should be secured and gated
Golf Cart Parking + Charging	2	100	200		should be secured and gated
Bike Parking	4	40	160	4	e-bikes & regular bikes
Employee Parking	6	300	1800		

35,231	Site Work GSF
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47,000	Total Limit of Work
11,769	Total Building GSF
11,769	Ground Floor GSF (Building Footprint on site)
35,231	Site Work GSF

OCEANSIDE CAMPUS
CAMPUS POLICE
 ADJACENCY DIAGRAM



OVERALL SUMMARY
CONSTRUCTION COST



NEW CONSTRUCTION
\$256,986 M

BUILDING + SITE RENOVATIONS TOTAL
\$18,156 M

		Pricing Date: 7/1/2026		Escalate to Future Date *			
		Construction Cost	Project Costs				
		Total (\$'000s)	Soft Costs	Total (\$'000s)	Midpoint	Esc./YR	Total ('000s)
Oceanside							
New Construction (Incl. Site Development and Site Utilities)							
Business + Tech (Option A)	47,902	30%	62,273	-	-	-	62,273
Health Expansion (Option A)	20,439	30%	26,571	-	-	-	26,571
Arts Expansion	25,226	30%	32,794	-	-	-	32,794
Community Hub	53,434	30%	69,464	-	-	-	69,464
Facilities, MOP	35,950	30%	46,735	-	-	-	46,735
Letters	53,168	30%	69,118	-	-	-	69,118
Campus Police	20,867	30%	27,127	-	-	-	27,127
Renovations							
Building 4400 (Health)	2,982	30%	3,877	-	-	-	3,877
Building 3400 (Student Center)	3,284	30%	4,269	-	-	-	4,269
Building 2200 (Arts)	876	30%	1,139	-	-	-	1,139
Pickleball Courts (South)	1,372	30%	1,784	-	-	-	1,784
Pickleball Courts (Northeast)	594	30%	772	-	-	-	772
Crosswalk Reno	119	30%	155	-	-	-	155
Art Walk Reno	772	30%	1,004	-	-	-	1,004
Volleyball Seating	767	30%	997	-	-	-	997
Track and Field Bleachers	2,260	30%	2,938	-	-	-	2,938
Athletic Fields	2,287	30%	2,973	-	-	-	2,973
Parking Lot A	1,979	30%	2,573	-	-	-	2,573
Parking Lot B	864	30%	1,123	-	-	-	1,123
Total Oceanside	275,142		357,686				357,686
* Escalation per year: 5%		TOTAL CONSTRUCTION COST:			TOTAL PROJECT COST:		
		\$275,142 M			\$357,686 M		

COMMUNITY LEARNING CENTER



COMMUNITY LEARNING CENTER

Facilities Futures Plan



 Future New Construction



COMMUNITY LEARNING CENTER

AUTOTECH + FABRICATION

2 STORY

Total Limit of Work **80,000 GSF**

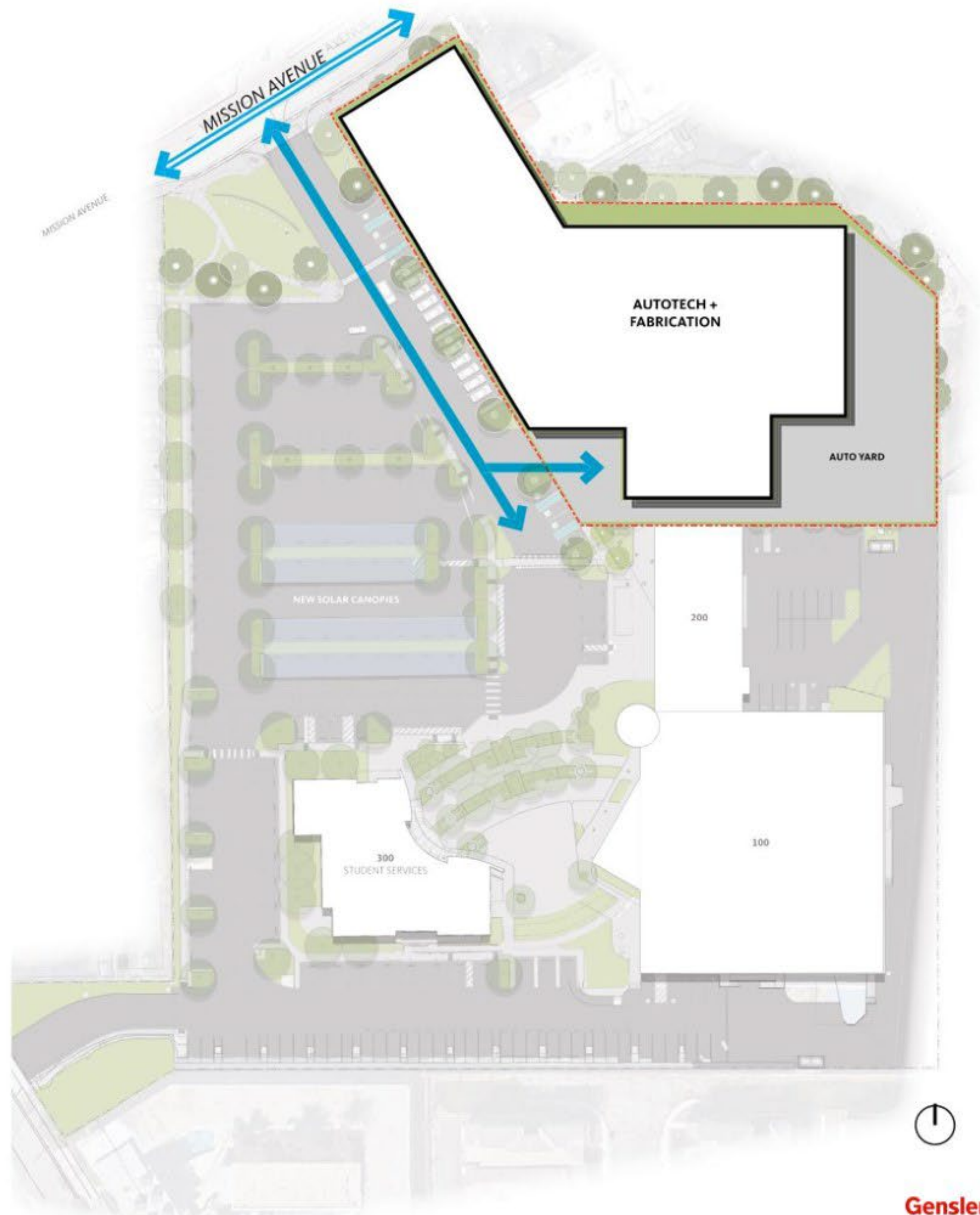
Total Building ASF **48,680 ASF**

Total Building GSF (65% EFFICIENCY) **74,908 GSF**

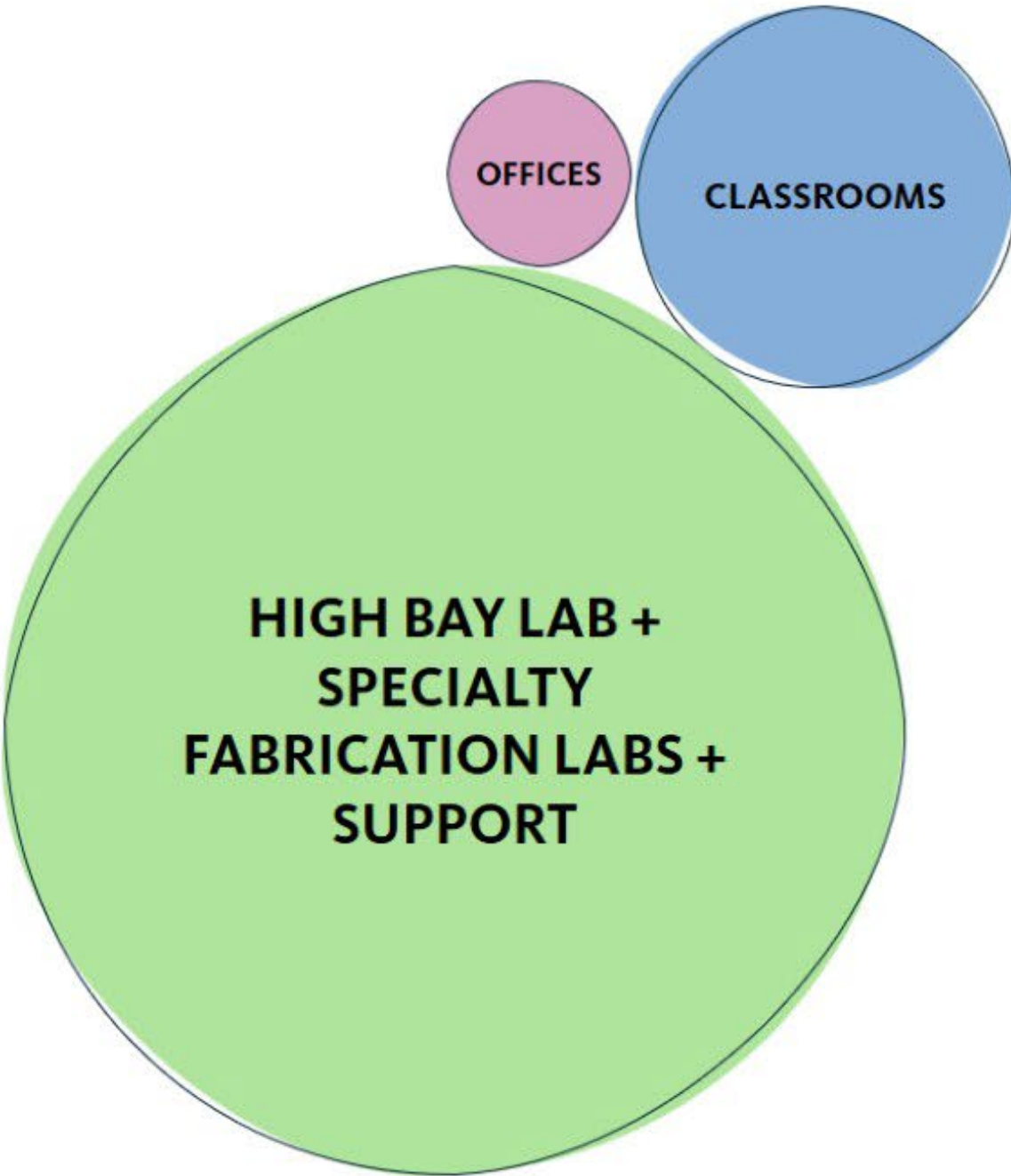
Site Work GSF **27,323 GSF**

A new Autotech and Fabrication Complex will be constructed to house programs and functions currently located in the aged and underperforming 4000 Building and free up space in the campus core for the Business + Technology Hub.

The new complex will include specialized indoor and outdoor instructional spaces to serve the evolving automotive sector. The proposed location on the Community Learning Center campus will provide high visibility along Mission Avenue and provide ample space for an indoor/outdoor instructional complex with protected outdoor spaces for storage.



AUTOTECH + FABRICATION PROGRAM

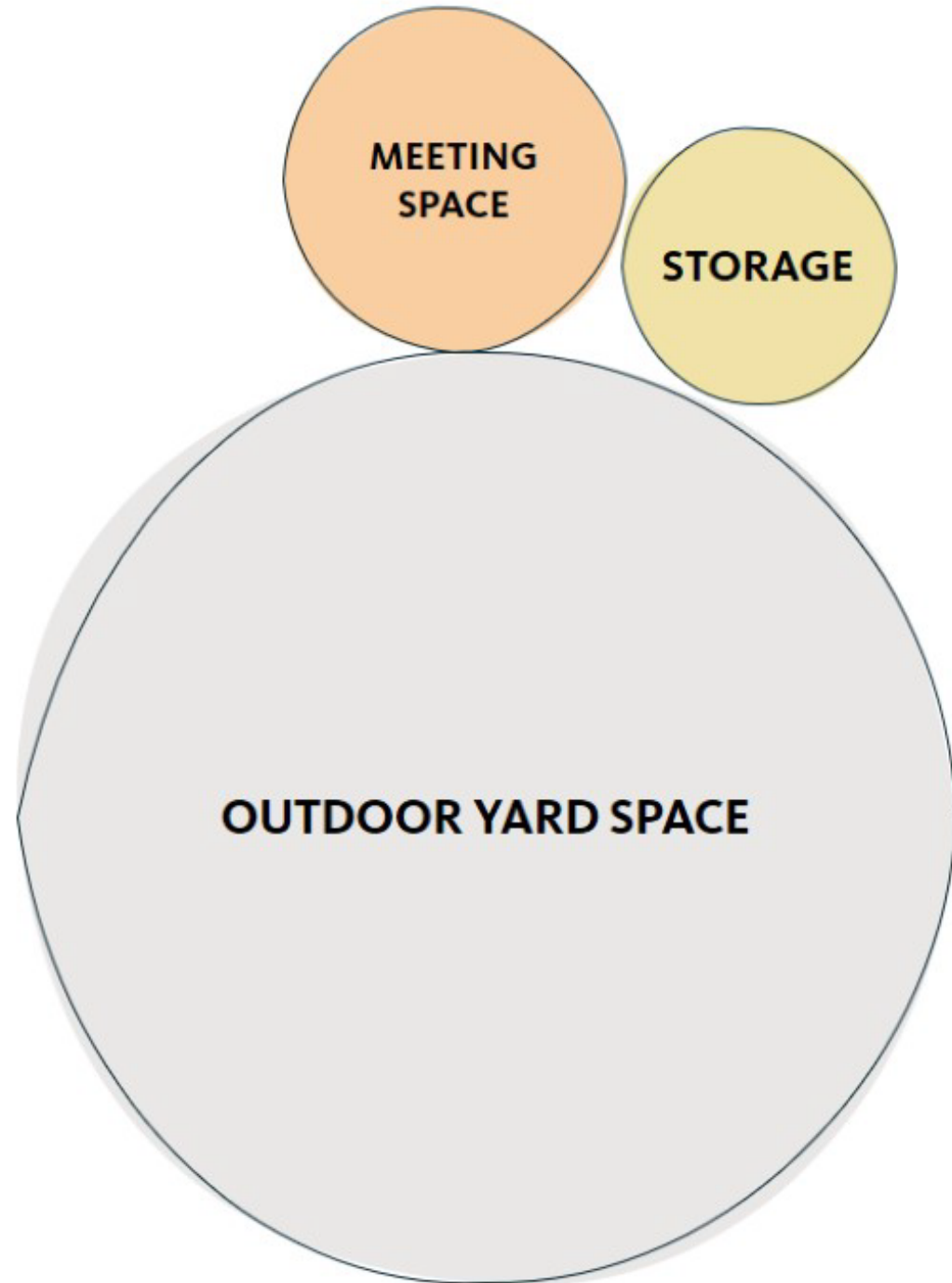


Category	Description	Qty	SF/Unit	SF Total	Typ Headcount	Comments
CLASSROOM						
	Classroom - General Purpose	4	1,250	5,000	40	Auto, HVAC, Elec, Fabrication (include VR training room)
				5,000	Subtotal	

Category	Description	Qty	SF/Unit	SF Total	Typ Headcount	Comments
LAB						
	High Bay Lab	1	15,000	15,000	24	General Automotive lab - plan for 6 lifts
	Internal Comb. Engine / Performance Lab					
	EV & hybrid systems Lab	1	2,900	2,900	24	plan for 6 groups of 4 (could be 4)
	Emissions & Alternative fuels Lab					Diagnostics, emissions control; 2 lifts
	Demo Lab	2	1650	3300	24	with lift - double height space
	Computer Diagnostics Lab	1	1,000	1,000	24	
		1	1,650	1,650	24	40x40' footprint; flexible/rolling battery processing + packaging (not development but fabrication). Working with companies in Carlsbad. Similar to shopspace with high electrical requirements, need flexibility use; everything on castors, power and data from above. Can be linked to clean rooms
	Clean rooms	2	1,000	2,000	12	Ultra-low humidity dry rooms to support battery & energy lab; include general access
	HVAC / Elec Lab	2	1,650	3,300	24	Focus on residential; Elec lab adjacent to clean room
	Engineering Tech Lab	1	2,000	2,000		CNC; adjacent to fab lab and welding
	Fabrication "Innovation" Lab	1	2,000	2,000	24	3D Printing; adjacent to engineering tech
	Welding Lab	1	2,000	2,000	24	turn space into testing center for AWS certification. shielded welding, circle pipe welding, etc
	Computer Lab	2	750	1,500	24	AutoCAD, Revit, Programming; preferably adjacent to engineering, fab, welding labs
	Tool Shop	1	500	500	0	combine w storage
	Tool Storage	1	1200	1200	0	
	Cleaning Bay	1	350	350	0	
	Lab support	1	1000	1000	0	
	Laundry / PPE	1	300	300	0	
				40,000	Subtotal	

Category	Description	Qty	SF/Unit	SF Total	Typ Headcount	Comments
OFFICE						
	Shared Offices	3	140	420	2	
	Workstations	2	70	140	Varies	
				860	Subtotal	

AUTOTECH + FABRICATION PROGRAM



STUDY / COLLABORATION

Open Collaboration	1	800	800	Varies	
Extra Large Conference Room	1	600	600	24	EM training, HS partnerships.
Testing / Certification Room	2	90	180	4	
			1580	Subtotal	

OTHER

Assignable Storage	1	1000	1000		
Break Room	1	250	250		
			1250	Subtotal	

BUILDING COMMONS

Circulation					
Building Services					
Restrooms					

48,690	Total ASF
74,908	Total GSF (65% Efficiency)
52,677	Ground Floor GSF (Building Footprint on site)

SITE

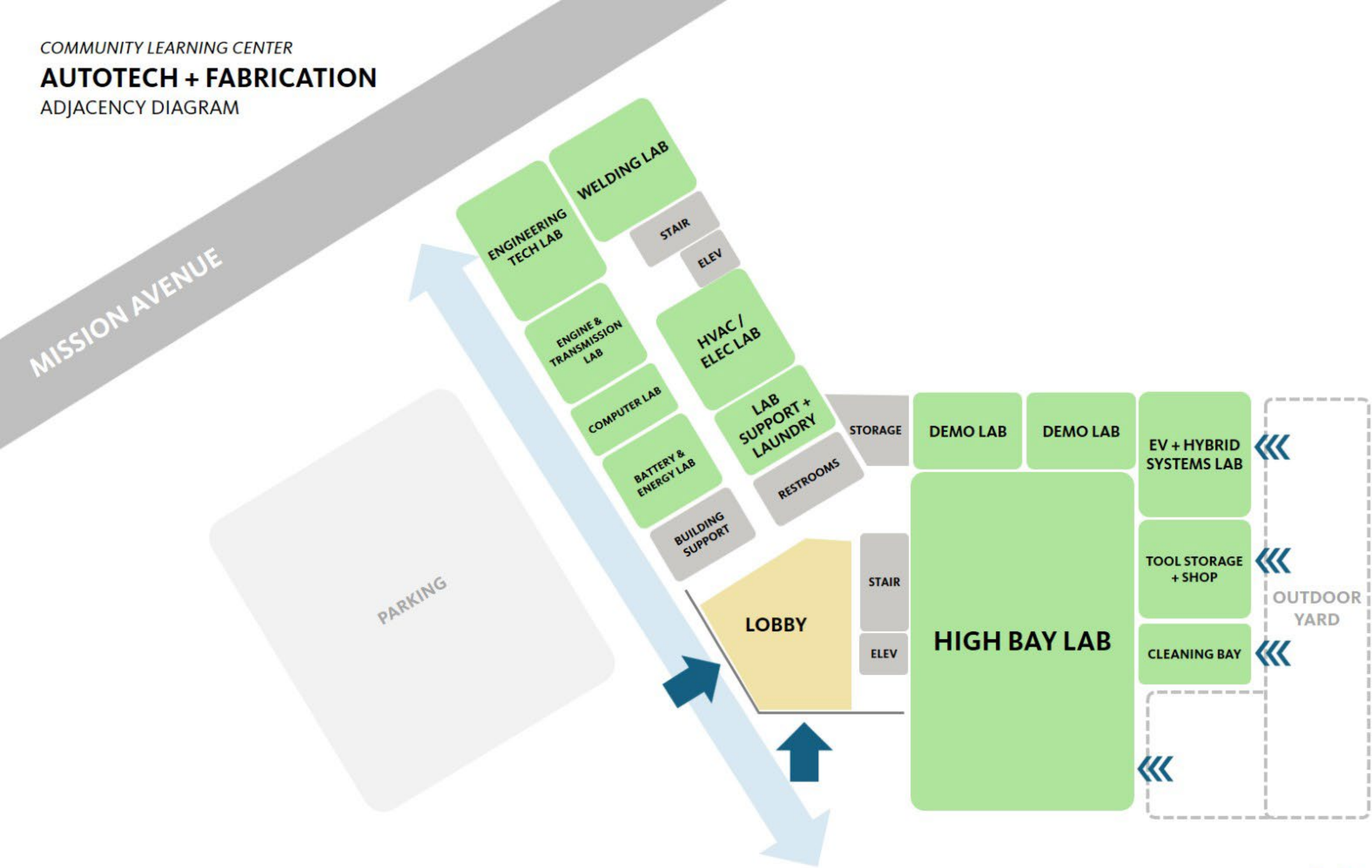
Related Site Improvements	1	7,323	7,323		
Outdoor yard for Auto	1	20000	20000		

27,323	Site Work GSF
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80,000	Total Limit of Work
74,908	Total Building GSF
52,677	Ground Floor GSF (Building Footprint on site)
27,323	Site Work GSF

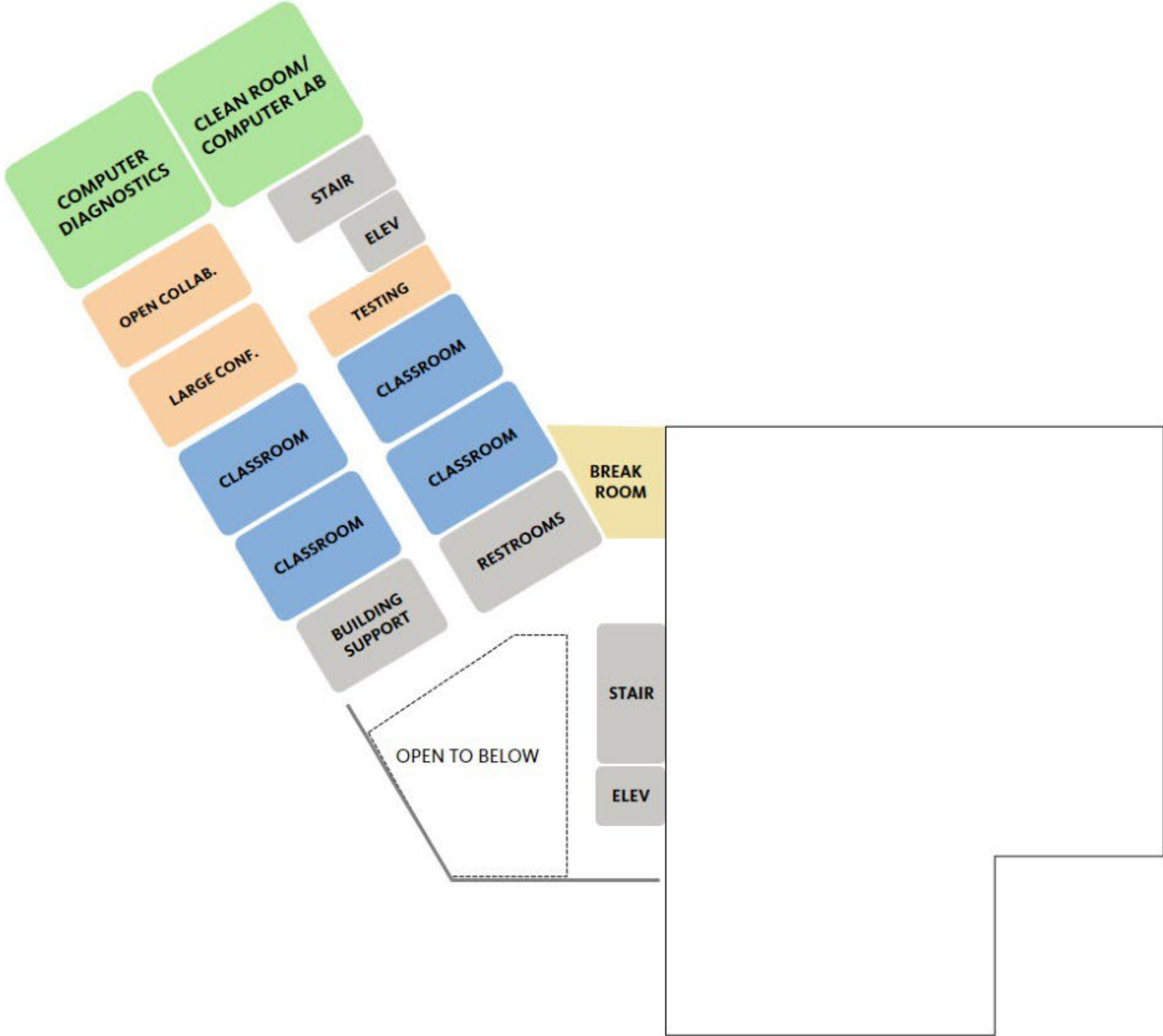
AUTOTECH + FABRICATION

ADJACENCY DIAGRAM



AUTOTECH + FABRICATION

ADJACENCY DIAGRAM



COMMUNITY LEARNING CENTER
AUTOTECH + FABRICATION
AERIAL VIEW



COMMUNITY LEARNING CENTER
AUTOTECH + FABRICATION
ENTRY VIEW



COMMUNITY LEARNING CENTER
OVERALL SUMMARY
 CONSTRUCTION COST



	Pricing Date: 7/1/2026		Project Costs		Escalate to Future Date *		
	Construction Cost		Soft Costs	Total (\$'000s)	Midpoint	Esc./YR	Total ('000s)
	Total (\$'000s)						
Community Learning Center							
New Construction (Incl. Site Development and Site Utilities)							
Autotech + Fabrication	94,269	30%	122,550	-	-	122,550	
Total Community Learning Center	94,269		122,550			122,550	
* Escalation per year: 5%		TOTAL CONSTRUCTION COST:			TOTAL PROJECT COST:		
		\$94,268 M			\$122,550 M		

A photograph of a modern building at dusk. The building features a large glass facade on the left side, reflecting the interior lights. To the right, there is a section with a textured brick or stone wall. A set of concrete stairs with metal railings leads up to the entrance. A tall black lamp post stands to the left of the stairs. The sky is a deep blue, and some trees are visible in the foreground and background. The text "SAN ELIJO CAMPUS" is overlaid in white, bold, sans-serif font in the center of the image.

SAN ELIJO CAMPUS

SAN ELIJO

Facilities Futures Plan



 Future New Construction

SAN ELIJO

NEW CONSTRUCTION + RENOVATIONS

Name/Description	GSF
Entrepreneur Center	
1 Story	
Total Limit of Work	5,352
Total Building GSF	5,231
Ground Floor GSF (Building footprint on site)	5,231
Level 2 GSF (if applicable)	NA
Site Work GSF	NA
Renovations + Site Projects	
Building 200	2,199
Building 200 Amphitheater	3,000
Building 1100	1,884
Demo 800	4,000
Quad	20000
Building 700 Site	7900

TOTAL CONSTRUCTION COST:
NEW CONSTRUCTION
\$6,744 M

TOTAL CONSTRUCTION COST:
BLDG + SITE RENOVATIONS
\$5,300 M

TOTAL CONSTRUCTION COST:
BUILDING + SITE
\$12,044M

	PARKING / SITE WORK
	GROUND FLOOR FOOTPRINT
	RENOVATIONS



OVERALL SUMMARY
CONSTRUCTION COST



NEW CONSTRUCTION
\$6,744 M

BUILDING + SITE RENOVATIONS TOTAL
\$5,300 M

	Pricing Date: 7/1/2026		Project Costs		Escalate to Future Date *		
	Construction Cost		Soft Costs	Total (\$'000s)	Midpoint	Esc./YR	Total ('000s)
	Total (\$'000s)						
San Elijo Campus							
New Construction (Incl. Site Development and Site Utilities)							
● Entrepreneur Center	6,744	30%	8,767	-	-	8,767	
Renovations							
Building 200	827	30%	1,075	-	-	1,075	
Building 1100	724	30%	941	-	-	941	
● Site Renovations	3,749	30%	4,874	-	-	4,874	
Total San Elijo Campus	12,044		15,657			15,657	
* Escalation per year: 5%							
		TOTAL CONSTRUCTION COST:		TOTAL PROJECT COST:			
		\$12,044 M		\$15,657 M			

A wide-angle photograph of a university campus. In the center background, a tall, white, square clock tower stands on a grassy lawn. The tower has two clock faces on its upper section. In the foreground, a paved walkway curves across the frame. Several students are walking along this path. To the right, a stone fountain with a curved edge is visible, with a student sitting on the edge and another student standing nearby. The background features various campus buildings, trees, and a clear blue sky. The overall scene is bright and sunny.

SUMMARY

OVERALL SUMMARY

COST ESTIMATES

OCEANSIDE

TOTAL PROJECT COST:
\$357,686 M

Year 1: \$375,570,300
Year 2: \$394,348,815
Year 3: \$414,066,256
Year 4: \$434,769,569
Year 5: \$456,521,000

5% ANNUAL ESCALATION
~INCREASE OF \$98.8M



CLC

TOTAL PROJECT COST:
\$122,550 M

Year 1: \$128,677,500
Year 2: \$135,111,375
Year 3: \$141,866,944
Year 4: \$148,960,291
Year 5: \$156,408,306

5% ANNUAL ESCALATION
~INCREASE OF \$33.9M



SAN ELIJO

TOTAL PROJECT COST:
\$15,657 M

Year 1: \$16,439,850
Year 2: \$17,261,843
Year 3: \$18,124,935
Year 4: \$19,031,182
Year 5: \$19,982,741

5% ANNUAL ESCALATION
~INCREASE OF \$20M



TOTAL

TOTAL COMBINED COST:
\$495,893 M

Year 1: \$520,687,650
Year 2: \$546,722,033
Year 3: \$574,058,135
Year 4: \$605,761,042
Year 5: \$632,912,047

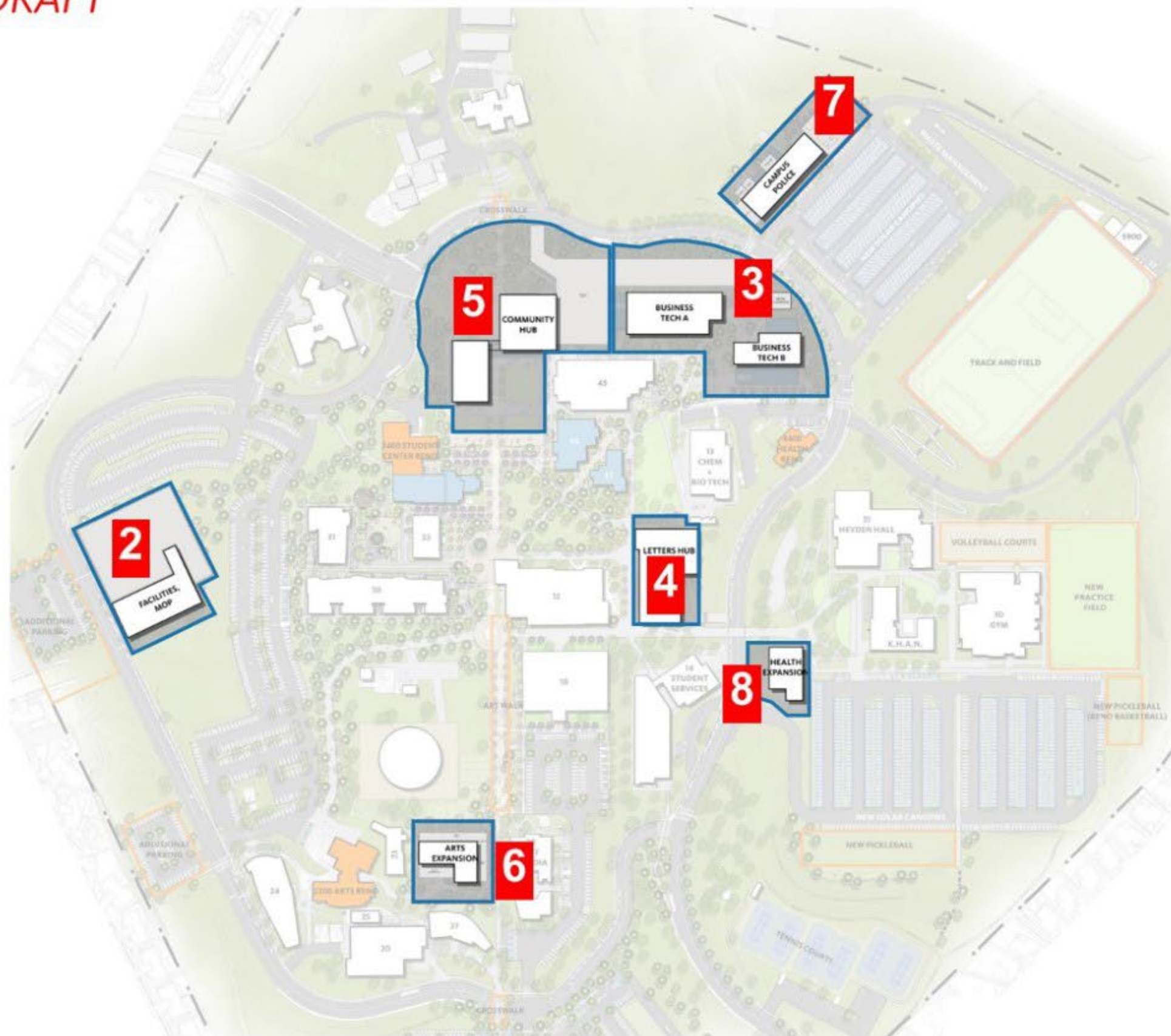
5% ANNUAL ESCALATION



PROJECT PHASING

PROJECT PHASING

DRAFT





THANK YOU

MiraCosta College | Campus Programming