



ACADEMIC SENATE

Regular Meeting – October 16, 2026

Time – 9:00AM

Hyflex Meeting – SAN 1131 and Via Zoom

3333 Manchester Ave., Cardiff, CA 92007

Join Zoom Meeting: <https://miracosta-edu.zoom.us/j/7034991839?omn=83614665665>

Meeting ID: [703 499 1839](https://miracosta-edu.zoom.us/j/7034991839?omn=83614665665)

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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. Approve Minutes of the Regular Meeting of October 2, 2026
- VI. Reports
 - A. Associate Student Government - Hutchinson ([access report](#))
- VII. Discussion
 - A. Core Competencies MOU

Description: A discussion of 10+1 issues related to the College's MOU with the FA related to core competencies. The Senate seeks to guide the FA on any 10+1 related ideas or concerns as they negotiate this MOU with the College.
 - B. Online Education Report

Description: Jim Julius will discuss the annual Online Education report with the Academic Senate as part of the Senate's Goal 1 related discussions about the relationship between access, learning, and engagement
- VIII. Reports
 - A. Classified Senate – Streagle ([access report](#))
- IX. Action Item, First Read
 - A. Recommended Ranking of Full-Time Faculty Hiring Requests - Ante-Contreras

Description: The Senate will discuss the Academic Affairs Committee's rankings of 21 submitted full-time faculty hiring requests.
 - B. Academic Senate Fall 2026 HyFlex Recommendations - Sullivan

Description: *This draft identifies three Senate recommendations emerging from our review and discussion of Hyflex class offerings at MiraCosta.*

X. Reports

- A. College Superintendent/President – Johnson ([access report](#))
- B. Senate Leadership – Allyn ([access report](#))

XI. 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

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

DRAFT MINUTES — OCTOBER 2, 2026

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

I. Call to Order

The meeting was called to order at 9:00 AM.

II. Roll Call

Present: Afifa Zaman, Kristine Arquero, Robin Allyn, Ghada Osman, Alexis Tucker Sade, Shawn Firouzian, Sean Davis, Jorge Guerrero, Julie Graboi, Katrina Tamura, Brian Page, Polo Mariscal, Adrean Askerneese, and Jim Sullivan.

Absent: Krista Warren-Yagubyan.

Others Present: Classified Senate VP Jennifer Streagle, Student representative Aidan Hutchinson, VPI Denee Pescarmona, and Dean John Makevich. Dr. Lennor Johnson joined via Zoom later in the meeting.

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.

Senators shared campus announcements, including information about the CLC Tutoring Center and a Teaching and Learning Active Teaching evening. Dr. Ghada Osman noted a connection between Student Affairs and Health Services.

IV. Changes to Agenda Order

No changes to the agenda order were recorded in the meeting notes.

V. Consent Calendar

A. Approve Minutes of the Regular Meeting of September 18, 2026

B. Equivalency Request in Music (Approved by Equiv 9/24/2026)

The September 18, 2026 minutes were pulled from the consent calendar. The remaining consent item, the Music equivalency request approved by the Equivalency Committee on September 24, was approved by unanimous consent.

VI. Information

A. AI Frameworks Coordination Plan Update

Description: The AS President will Update the Senate on conversations with subcommittee chairs and other faculty leaders about progress toward the goals and ideas presented in the AI Frameworks Coordination Plan.

Senators discussed continuing faculty work on the AI Frameworks Coordination Plan. Suggestions included setting aside time on a Thursday during Flex Week for faculty to meet and continue developing the framework, while making room for discussion of resistance to AI and AI fatigue.

B. Education Futures Plan Theme 1

Description: Because of its alignment with Academic Senate Goal #1, the Senate will briefly review Theme 1 from MiraCosta's Education Futures Plan

The Senate reviewed Theme 1 in relation to Academic Senate Goal 1. Discussion considered a shift from transactional approaches toward transformational, student-centered education. Senators raised the relationship between responsive education models, access, and student support, and noted that access without support is not opportunity. The discussion also connected strategies for supporting students at different points in their educational pathways.

VII. Discussion

A. Academic Senate Goal 1 - Access, Learning, and Connection: Hyflex

Description: A discussion of the accessibility benefits and limitations of hyflex as well as the impact of this modality on the learning experience, human connection, and the development of core competencies. Hyflex @ MiraCosta Overview

The Senate discussed the accessibility benefits and limitations of HyFlex and its effects on learning, human connection, and core competencies. Senators noted that success data are difficult to compare across modalities, while early data suggest improving success rates and growing faculty skill. The Senate discussed the need for clear information for students about HyFlex and for resources that support both students and instructors, including well-designed modules, training, instructional support, and technical assistance.

Several senators described HyFlex as a way to reduce barriers for students who have difficulty getting to campus or need flexibility. Others raised concerns about finding HyFlex sections in SURF, confusing modality labels, creating equitable experiences across in-person and Zoom participation, and keeping remote students engaged. Senators discussed the additional planning and navigation required of instructors, the need for well-trained support staff, and the particular challenges of teaching science labs remotely. Examples of effective support at the CLC and North County Campus were shared. Senators also raised questions about student retention, course completion timelines, and how departments should assess which modalities best serve their students. No action was taken.

VIII. Reports

A. College Superintendent/President – Johnson (access report)

Dr. Johnson joined via Zoom. He reported that AB 2466 was approved, expanding support for paid work-based learning opportunities for students. He also noted AB 2504 and the Future of Creative Industries Pilot Program. Dr. Johnson shared reflections from a recent discussion about the future of the San Elijo Campus and thanked Professor Rick White for welcoming him into a class. See the written report for additional information.

B. Classified Senate – Streagle (access report)

Streagle reported that more than 100 Classified Professionals attended the September 15 meeting in person or via Zoom, with standing room only at the Oceanside Campus. Classified Senate is reviewing its policies, procedures, and bylaws to support increased participation. See written report for more information.

IX. Action Item, Second Read (vote required)

A. BP 4010: Academic Calendar - Ante-Contreras

Description: *Changes made to account for CCLC template changes regarding a legal citation to the revised Title 5 regulations on Flexible Calendars and to reference the regulations in the policy.*

A motion by Senator Tucker Sade, seconded by Senator Osman, to approve BP 4010 passed unanimously, 13-0.

B. BP / AP 5505: Academic Integrity - Ante-Contreras

Description: *BP changes suggested regarding streamlining some redundant language, adding references to Ed Code, and including academic integrity in the context of testing environments. The AP has only minor changes to the references.*

A motion by Senator Page, seconded by Senator Mariscal, to approve BP/AP 5505 passed unanimously, 13-0.

C. Academic Senate Goal 2 Artificial Intelligence, Teaching, and Learning

Description: *The AS Senate Leadership Team has revised goal two based on Senate feedback at our last meeting. Senate Goals #2*

The revised Goal 2 incorporated Senate feedback and broadened the goal. A motion by Senator Firouzian, seconded by Senator Osman, to approve the revised Goal 2 passed unanimously, 14-0.

X. Reports

A. Associate Student Government - Hutchinson (access report)

Hutchinson reported that the San Elijo work group is planning a Halloween-themed Matcha Night on October 22 to encourage campus interaction. He and Senator Sullivan are also planning a question-and-answer discussion of the AI Frameworks Coordination Plan for an upcoming Senate meeting. See the written report for additional information.

B. Senate Leadership – Allyn (access report)

Senate Leadership reported on its continuing work and the September 18 meeting. The Senate noted the value of connecting local leadership work with ASCCC resources and statewide discussions, and identified reports on online education, student success, and retention as useful context for Goal 1. See the written report for additional information.

XI. Adjournment

The meeting was adjourned at 10:25 a.m.



MOU Between the
MiraCosta Community College District &
MiraCosta Community College District – Faculty Assembly
26-05

This agreement extends MOU 24-03 and modifies the terms of section C.11.0 of the Faculty Assembly 2025–2028 contract to allow for the specific project identified below:

- 1) The District began conducting ongoing Core Competency Assessments in spring 2018. There is a need to continue this work during the 2026–2027 academic year.
- 2) The Outcomes and Assessment Committee shall put out a call for participation and appoint up to thirty-six (36) faculty members total to participate in the Core Competency Assessment each semester.
- 3) As part of an assessment team, each faculty member engaging in a Core Competency Assessment shall undertake the following responsibilities:
 - a. Planning and preparation, including selecting and discussing assessment instruments;
 - b. Collaboratively reviewing and norming the relevant VALUE rubric;
 - c. Administering assessments to their students and scoring their respective assessments using the rubric;
 - d. Meeting to discuss the results and collaboratively identifying key findings; and
 - e. Contributing to an evaluation of the process and recommendations for future assessments.
- 4) Each full-time faculty member participating in the Core Competency Assessment shall be compensated at their respective non-contractual, non-teaching hourly rate. (C.11.0).
- 5) Each full-time faculty member shall submit an hourly timesheet for the actual hours worked on the project, not to exceed fourteen (14) hours per assessment. All timesheets must be submitted upon the conclusion of the project.
- 6) A Core Competency Coordinator will organize the Core Competency Assessments each semester and work with faculty participants in preparing and completing the assessments. The Coordinator will also work with staff in the Office of Research, Planning and Institutional Effectiveness (RPIE) in completing an institutional report of the results each semester.

- 7) The Coordinator will receive a \$5000 stipend at the end of each cycle in the Fall and Spring semesters. The Coordinator will receive compensation upon written confirmation by the VPIS or designee to the Payroll Manager.

This agreement will become effective upon approval. It shall expire on June 30, 2027.

Lennor Johnson, Ed.D.

William Gunn, Ph.D.

Signature	Date
Superintendent/President	
MiraCosta Community College District	

Signature	Date
President	
MiraCosta College Faculty Assembly	

FALL 2023 CORE COMPETENCY ASSESSMENT



OVERVIEW

At MiraCosta College, the concept of Core Competencies refers to overarching learning outcomes students are expected to acquire while completing coursework required for a degree, certificate, or transfer. Each semester the college conducts a classroom assessment of student skill acquisition from the faculty perspective, allowing faculty to examine whether students are achieving course learning outcomes tied to specific areas of *competence*. In Fall 2023, faculty assessed **Quantitative Literacy**, competency and comfort in working with numerical data, was assessed for the second time, while **Teamwork & Collaboration** was assessed for the third time. This report divides the analysis of each competence into separate sections and contains charts and tables that disaggregate core competency assessments by important student characteristics.

EVALUATION METHODOLOGY

Prior to the semester's start, faculty review and confirm an initial coding process that has mapped a particular core competency to one or more of their course learning outcomes. During the semester, faculty volunteers evaluated students' level of competency in a specific area, using specified criteria, and locally developed rubric. This competency measurement is subsequently merged with student records and analyzed by the Office of Research, Planning, and Institutional Effectiveness (RPIE).

QUANTITATIVE LITERACY

Table 1: Quantitative Literacy	
Number of Course Sections	21
Number of Associate Faculty	7
Number of Full-Time Faculty	10
Students Rated (Duplicated)	380
Average Rating	2.38

Faculty assessed **Quantitative Literacy** from 0 to 4 on the following dimensions:

- **Interpretation** | The ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)
- **Representation** | The ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)
- **Application/Analysis** | The ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis
- **Communication** | Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)

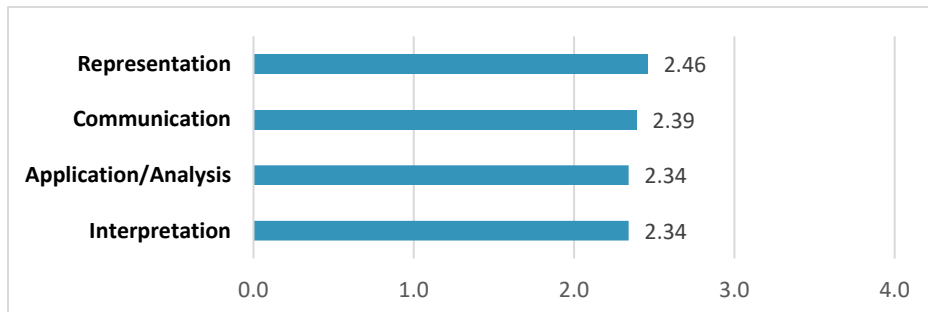
- Students who received a course grade of “W” or “EW” were excluded from the analysis.
- A total of 380 duplicated (369 unduplicated¹) students were included in the evaluation process of this competency in Fall 2023
- Assessment took place in 21 course sections among 7 Full-time faculty and 10 Associate faculty instructors
- Students were rated from 0-4 on each Quantitative Literacy dimension according to the developed rubric, with 0 signifying the lowest level of competence.
- Most students received an average rating of “2”
- Over sixty percent of assessed students received an average rating of “2” or “3”

Figure 1: Number of Students by Quantitative Literacy Average Score

QUANTITATIVE LITERACY BY CRITERION

Figure 2: Average Score in each of the criteria of the Quantitative Literacy Rubric Component

- Average scores on Quantitative Literacy dimensions ranged from 2.34 to 2.46
- **Representation** generated the highest average scores, while **Interpretation** and **Application & Analysis** generated the lowest average scores.



QUANTITATIVE LITERACY SCORE BY COURSE GRADE

- Rubric scores were compared to students’ grades in the course where assessment occurred to examine a potential relationship between variables
- The table suggests that lower Quantitative Literacy scores may increase relatively linearly with progressively higher, grade attainment
- Small samples of “D” and “F” grades impede the ability to statistically evaluate the strength of a potential relationship between these variables.

Table 2: Average Quantitative Literacy score by Grade Received in Course

Grade Received	n	Average Score
A	128	3.08
B	118	2.33

¹ ‘Duplicated students’ refers to the number of overall assessments given and may include a uniquely identifiable student more than once. ‘Unduplicated students’ refers to the number of uniquely identifiable students included in the assessment.

C/P	92	1.88
D	24	1.70
F/NP	18	1.24

- The distribution of grades across Quantitative Literacy Score categories is additionally suggestive of a relationship between course grade and Quantitative Literacy scores
- Over eighty percent of students who earned the grade of **"A,"** also earned an average score of **"3"** or **"4"**
- Over sixty percent of students who earned a grade of **"F"** received a Quantitative Literacy score of **"0"** or **"1"**; However, this sample is extremely small and subject to a high degree of variability
- More observations in lower grade categories are necessary to draw firm conclusions about a potential relationship between course grades and Quantitative Literacy scores (due to smaller sample size)

Table 3: Average Quantitative Literacy score category by Grade- Heat Map

Grade Received	Average Quantitative Literacy Score Category				
	0	1	2	3	4
A	0.0%	3.9%	14.8%	43.8%	37.5%
B	0.0%	11.9%	47.5%	31.4%	9.3%
C/P	2.2%	25.0%	46.7%	20.7%	5.4%
D	0.0%	41.7%	41.7%	8.3%	8.3%
F/NP	16.7%	55.6%	16.7%	5.6%	5.6%

QUANTITATIVE LITERACY DEMOGRAPHIC TABLES & GRAPHS

UNITS ATTAINED AT MIRACOSTA COLLEGE

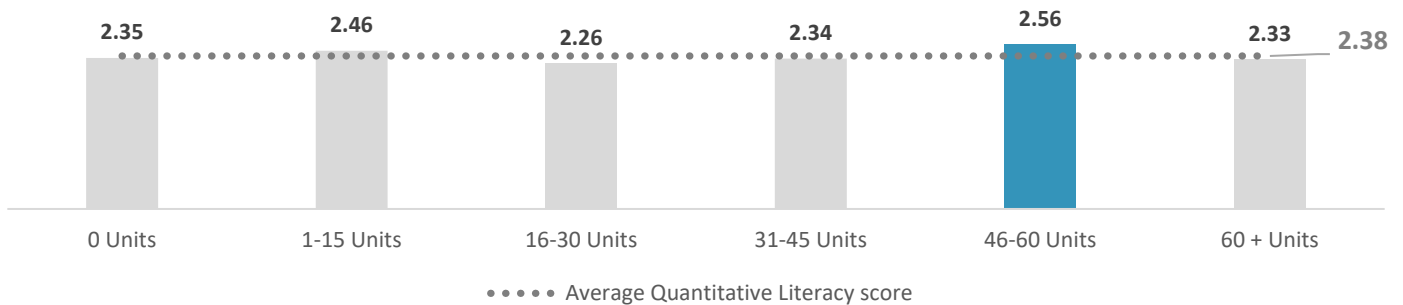
- Quantitative Literacy scores were highest among students who attained **46-60 units** prior to Fall 2023 and lowest among those who accumulated **16-30 units** prior to assessment
- This observed trend may speak to the incremental development of this competency across a student's educational journey but may also reflect random, sample variation as this trend doesn't occur in a linear fashion across unit groupings

- It's essential to interpret these findings cautiously and consider other factors that may influence Quantitative Literacy scores, such as course difficulty or level of student engagement.

Table 4: Average Quantitative Literacy Score by Number of Units Completed Prior to Fall 2023

	n	Average Score
0 Units	82	2.35
1-15 Units	81	2.46
16-30 Units	43	2.26
31-45 Units	80	2.34
46-60 Units	41	2.56
60 + Units	53	2.33

Figure 3: Average Quantitative Literacy score by Units Completed Prior to Fall 2023



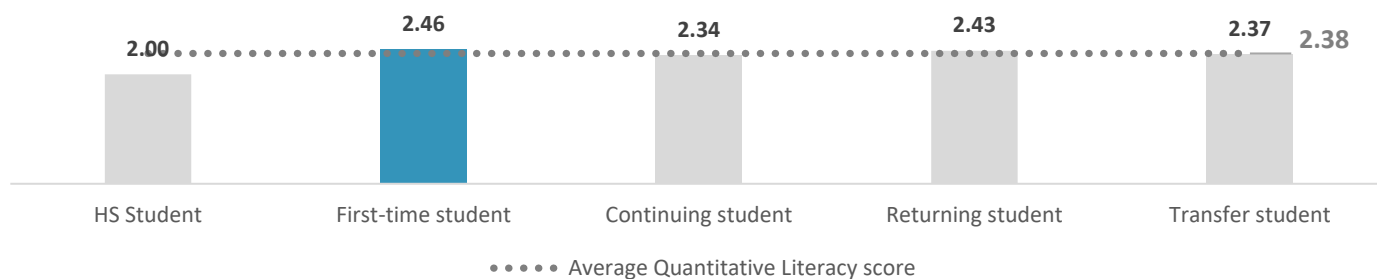
ADMISSION STATUS

- Contrary to expectation, average Quantitative Literacy scores were higher among **First-time students** when compared to other admit type groups
- **Continuing students** tended to generate the *slightly lower* Quantitative Literacy scores than other groups
- This unusual trend may be explained by the difference in courses taken by these groups or by a host of other individual and motivational variables, perhaps even the level of student engagement
- This observed trend may also perhaps be driven by the difference in the size of the groups, as there were nearly twice as many Continuing students included in this sample in comparison to First-time students.

Table 5: Average Quantitative Literacy Score by Admission Status

	n	Average Score
High School Student	3	2.00
First Time Student	98	2.46
Continuing Student	205	2.34
Returning Student	47	2.43
Transfer Student	27	2.37

Figure 4: Average Quantitative Literacy Score Category by Admission Status



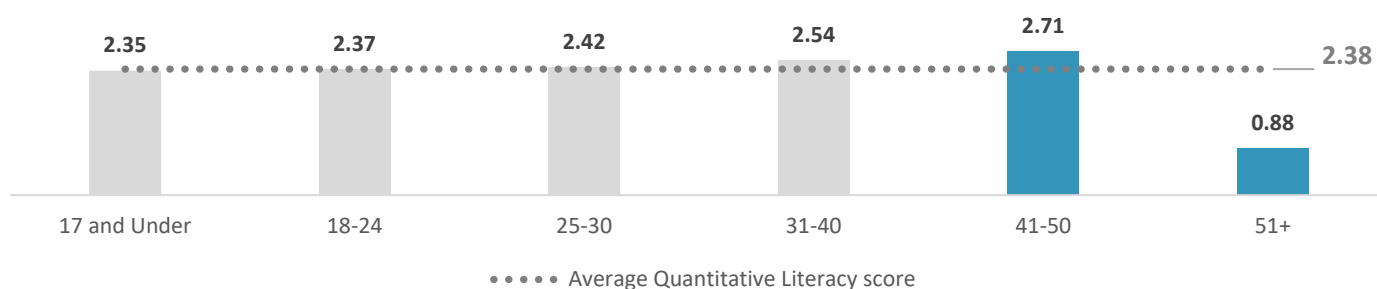
AGE

- A small group of students, **ages 41-50** generated the highest average Quantitative Literacy scores, followed by students **ages 31-40**
- Average Quantitative Literacy scores were *lowest* among students **ages 51+** and students **ages 17 and under**
- Quantitative Literacy scores increased up to ages 41-50, where the average score peaks and sharply declines for the **51+** age group
- Small samples of our older and younger students may not accurately represent the broader population from which they are drawn and have limited generalizability.
- While the data provide insights into the relationship between age and core competency scores, it's essential to interpret these findings cautiously as there may alternative explanations or these patterns and the sample sizes of the represented groups vary widely

Table 6: Average Quantitative Literacy Score by Age

	n	Average Score
17 and under	20	2.35
18-24	274	2.37
25-30	50	2.42
31-40	27	2.54
41-50	7	2.71
51+	2	.88

Figure 5: Quantitative Literacy Score by Age



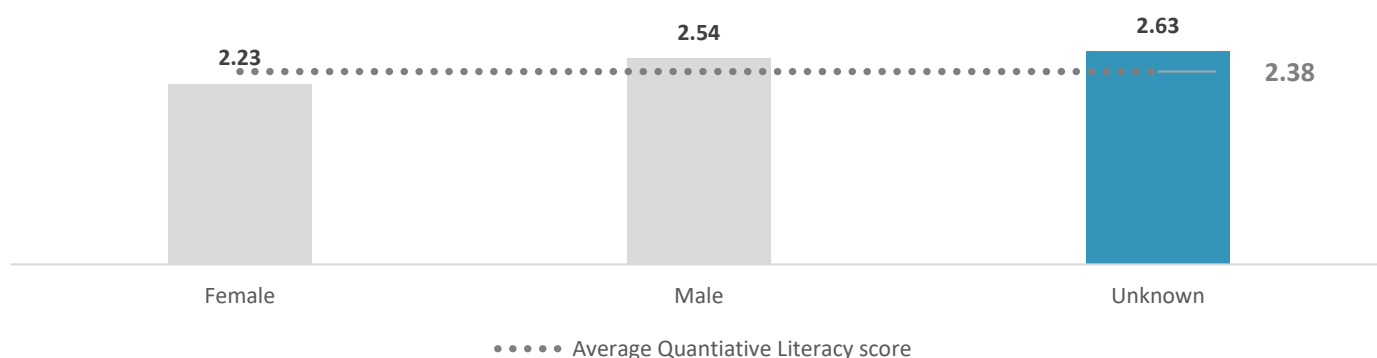
GENDER

- On average, **Male** students generated higher Quantitative Literacy scores followed by the **Other/Unknown** gender students
- **Female** students generated the lowest Quantitative Literacy scores
- While this is preliminary evidence of gender differences in Quantitative Literacy, it's essential to interpret these findings cautiously and consider potential confounding factors that may influence the relationship between gender and core competency scores

Table 7: Average Quantitative Literacy Score by Gender

	n	Average Score
Female	191	2.23
Male	185	2.54
Other/Unknown	4	2.63

Figure 6: Average Quantitative Literacy Score by Gender



ETHNICITY

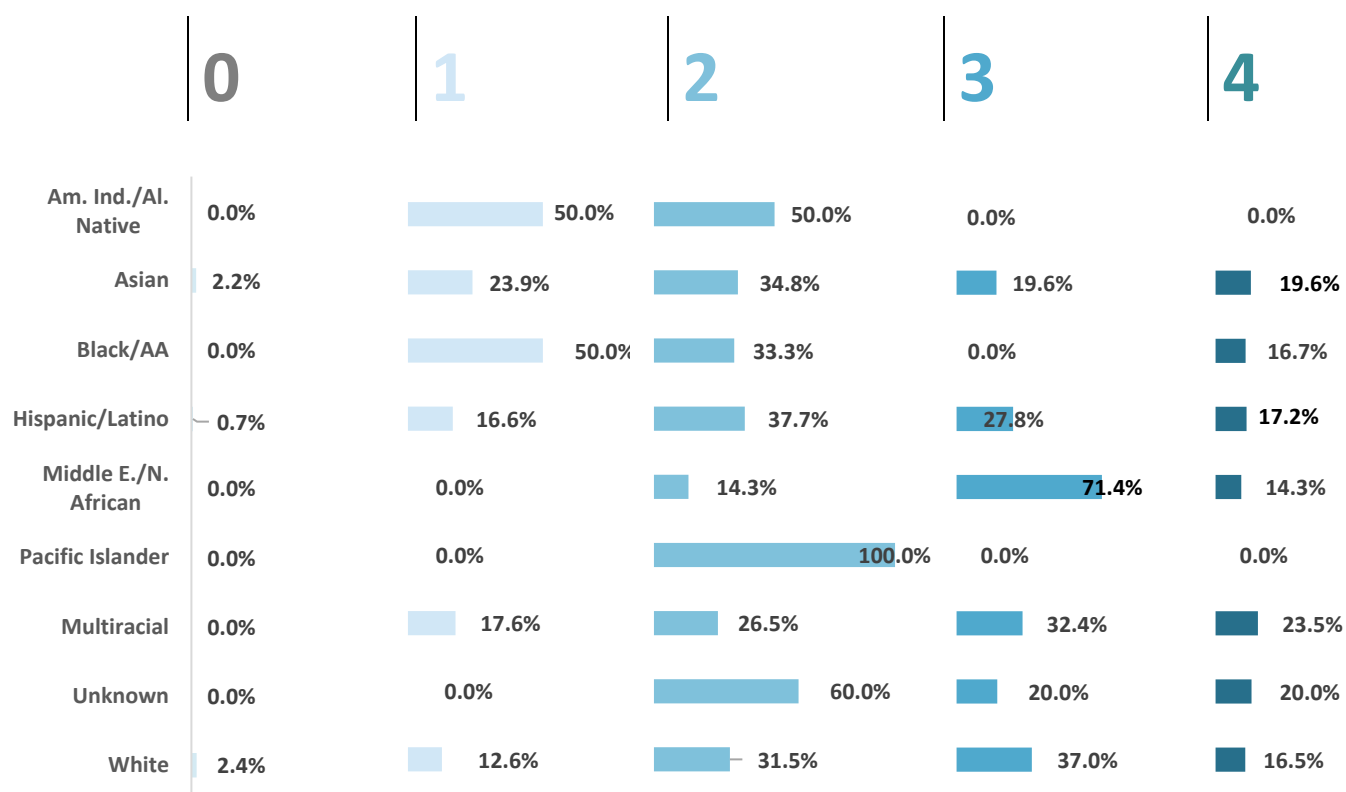
- A small group of **Middle Eastern/North African** students generated the highest average Quantitative Literacy score followed by **Multiracial** students

- **American-Indian/Alaska Native** and **Black/African-American** students generated the lowest average scores, but these groups were very minimally observed.
- As additional Quantitative Literacy data is gathered from students and ethnic groups with small samples are more robustly represented, we will better be able to discern whether a relationship exists between ethnicity and Quantitative Literacy.

Table 8: Average Quantitative Literacy score by Ethnicity

	n	Average Score
American-Indian/Alaska Native	2	1.63
Asian	46	2.23
Black/African American	6	1.71
Hispanic/Latino	151	2.35
Middle Eastern/North African	7	2.82
Pacific Islander	2	2.25
Multiracial	34	2.54
Unknown	5	2.60
White	127	2.45

Figure 7: Proportion of average Quantitative Literacy score category by Ethnicity



The sample of **Quantitative Literacy** core competency assessments was large, however the disaggregation of the data resulted in minimal observations for some subgroups (i.e., older and younger students, Middle-Eastern and American-Indian/Alaska Native students, Transfer students) resulting in a reduced ability to make broad-based inferences about the student body across demographic variables of interest. The strength of the inferences will increase as the college collects more data for this competency in future terms and the captured data is compiled and analyzed together.

The sample for **Teamwork & Collaboration** was relatively smaller in Fall 2023, rendering the analysis of this competency less robust and reliable and the disaggregated statistics less generalizable and representative. The statistics generated by this sample may less closely approximate the overall population of MiraCosta College students, decreasing the generalizability of the analysis.

TEAMWORK & COLLABORATION

Table 9: Teamwork & Collaboration	
Number of Course Sections	7
Number of Associate Faculty	3
Number of Full-Time Faculty	4
Students Rated (Duplicated)	93
Average Rating	3.11

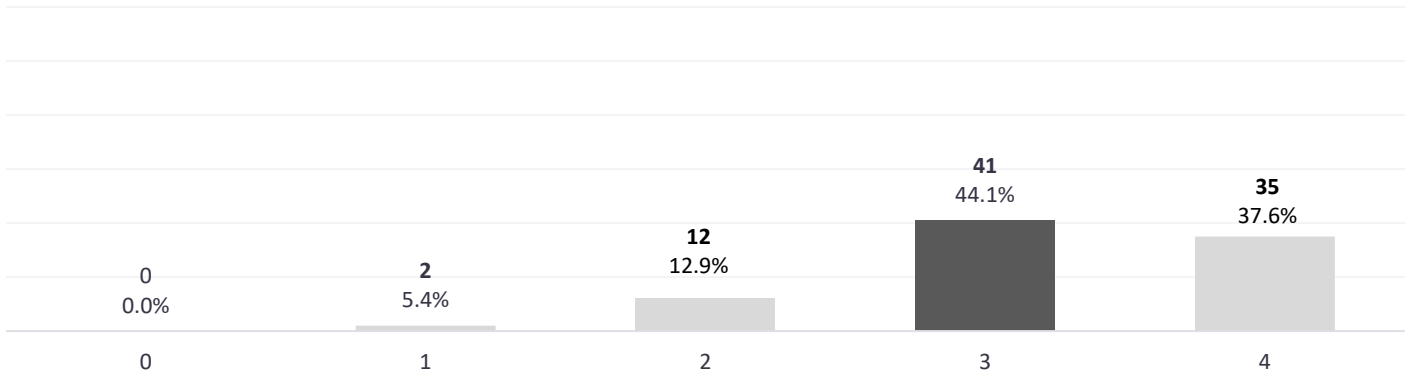
Faculty assessed students' **Teamwork & Collaboration** from 0 to 4 along the following dimensions:

- **Contributes to Team Meetings:** Helping the meeting move forward by articulating the merits of alternative ideas or proposals
- **Facilitates Contributions of Team Members:** Engaging team members in ways that facilitate their contributions to meetings
- **Individual Contributions outside of Team Meetings:** Completing all assigned tasks by deadline; accomplished work is thorough and comprehensive
- **Fosters Constructive Team Climate:** Supports team climate
- **Responds to Conflict:** Addresses conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness

- Four full-time faculty and three associate faculty in 7 different sections participated in the assessment of this core competency
- Students receiving a grade of "W" or "EW" or who dropped the course prior to census were excluded from the analysis.
- Students were rated according to a locally developed rubric, from 0-4 on each dimension, with 0 signifying the lowest level of competence
- A total of 93 duplicated² (89 unduplicated) students were included in the evaluation process
- The most commonly awarded score was "3"

² 'Duplicated students' refers to the number of overall assessments given and may include a uniquely identifiable student more than once. 'Unduplicated students' refers to the number of uniquely identifiable students included in the assessment. In this figure each student counts only once.

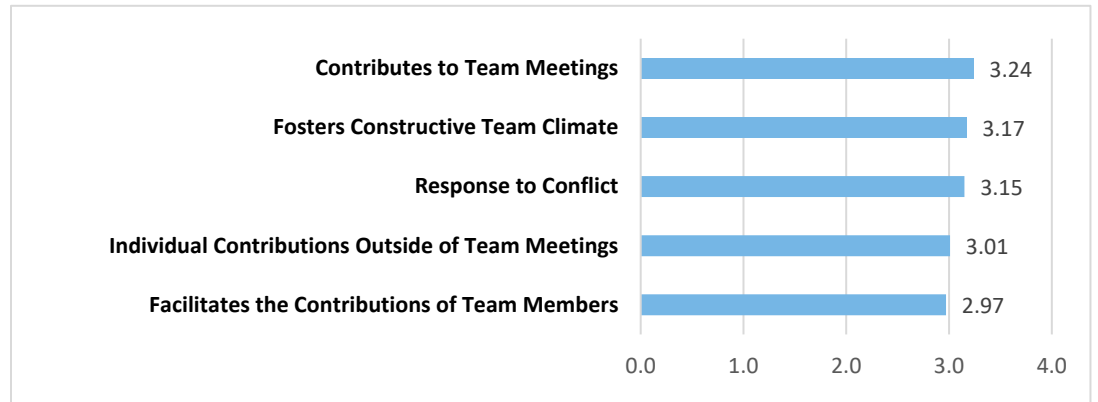
Figure 8: Number of Students by Average Teamwork & Collaboration score



TEAMWORK & COLLABORATION BY CRITERION

Figure 9: Average Score of each in each of the criteria for Teamwork & Collaboration Dimension

- Average scores on Teamwork & Collaboration dimensions ranged from 2.97 to 3.24
- Students generated the highest scores on **Contributing to Team Meetings** and generated the lowest scores on **Facilitating Contributions of Team Members**



TEAMWORK & COLLABORATION SCORE BY COURSE GRADE

Table 10: Average Teamwork & Collaboration Score by Grade Received

Grade Received	Number of Students	Average Score
A	56	3.48
B	23	2.57
C/P	10	2.78
D	1	2.60
F/NP	3	1.47

- Rubric scores were compared with earned course grade to examine a potential relationship between the variables

- The table suggests that as course grades increased, so too did average Teamwork & Collaboration competency ratings
- It is unknown to what extent this finding is representative of the student population at large, or generalizable, as several grade categories have a minimal number of observations and the potential to produce spurious findings.

Table 11: Average Teamwork & Collaboration score by Grade- Heat Map

	Average Teamwork & Collaboration Score Category				
Grade Received	0	1	2	3	4
A	0.0%	1.8%	1.8%	41.1%	55.4%
B	0.0%	8.7%	26.1%	56.5%	8.7%
C/P	0.0%	10.0%	30.0%	40.0%	20.0%
D	0.0%	0.0%	0.0%	100.0%	0.0%
F/NP	0.0%	33.3%	66.7%	0.0%	0.0%

- In examining the distributions of grades across average Teamwork & Collaboration score categories in the heat map below, there appears to be a relatively linear pattern between Teamwork & Collaboration scores and earned course grade
- Of the students who earned the grade of “**A**,” over 90% earn an average score of “**3**” or “**4**”
- All students who earned a grade of “**F**” received a score of “**1**” or “**2**”.
- Small numbers of observations in lower grade categories undermine our ability to evaluate the strength of this relationship with inferential statistics

TEAMWORK & COLLABORATION DEMOGRAPHIC TABLES & GRAPHS

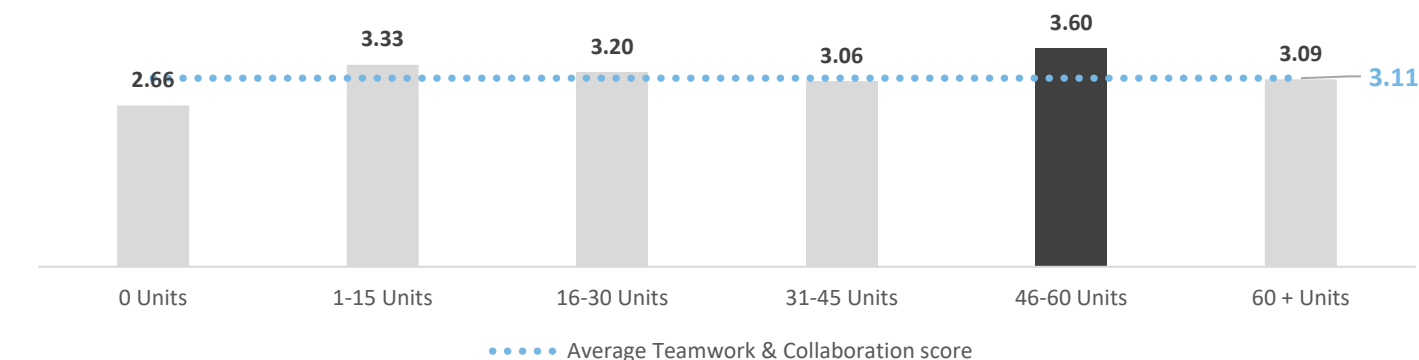
UNITS ATTAINED

- The highest Teamwork & Collaboration scores were generated by students with **46-60 completed units** prior to Fall 2023
- The lowest Teamwork & Collaboration scores were found among students with **0 completed prior units**
- There appears to be a trend where students with more completed academic units tend to have higher average scores, up to a certain point.
- Increased collaborative skills scores among students with more units may point to the development of this competency across a student’s educational journey
- However, it’s important to interpret these findings cautiously and consider potential confounding that may influence the relationship between the number of academic units completed and Teamwork & Collaboration competency scores.

Table 12: Average Teamwork & Collaboration score by Units Completed

	n	Average Score
0 Units	19	2.66
1-15 Units	24	3.33
16-30 Units	10	3.20
31-45 Units	10	3.06
46-60 Units	6	3.60
More than 60 Units	24	3.09

Figure 10: Average Teamwork & Collaboration score by Units Completed



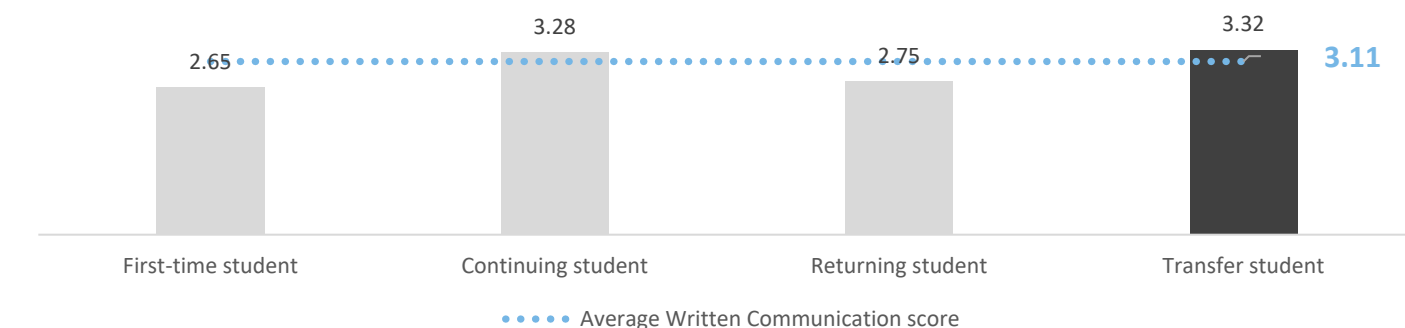
ADMISSION STATUS

- **Transfer students** and **Continuing students** exhibited the highest Teamwork & Collaboration scores
- Teamwork & Collaboration scores were lowest on average among **Returning students**, though observations of this group were minimal
- While sample sizes vary widely among these groups, the data suggests that there may be differences in teamwork and collaboration skills among students based on their admission status or that this skill could develop across students' educational trajectories
- Further investigation, such as examining specific components of teamwork and collaboration or controlling for additional variables, may provide deeper insights into the observed differences among student groups.

Table 13: Average Teamwork & Collaboration score by Admission Status

	n	Average Score
First Time Student	19	2.65
Continuing Student	61	3.28
Returning Student	8	2.75
Transfer Student	5	3.32

Figure 11: Average Teamwork & Collaboration score by Admission Status



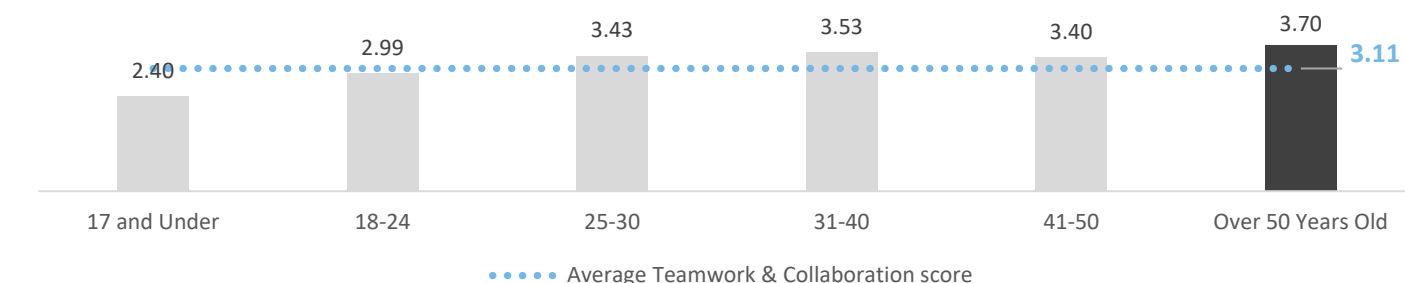
AGE

- Individuals **ages 50+** tend to generate higher Teamwork & Collaboration competency scores, followed by those in the **31-40** and **25-30** age groups.
- Conversely, individuals aged **17 and under** and those in the **18-24** age group generated lower average Teamwork & Collaboration scores.
- It is essential to interpret these findings cautiously and consider other factors with the potential to influence teamwork and collaboration skills, like maturity
- Furthermore, minimal sampling of non-traditional age college students makes it difficult to establish the existence of a relationship between Teamwork & Collaboration scores and age.

Table 14: Average Teamwork & Collaboration score by Age Group

	n	Average Score
17 and under	4	2.40
18-24	61	2.99
25-30	16	3.43
31-40	8	3.53
41-50	2	3.40
50+ Years Old	2	3.70

Figure 12: Average Teamwork & Collaboration score by Age Group



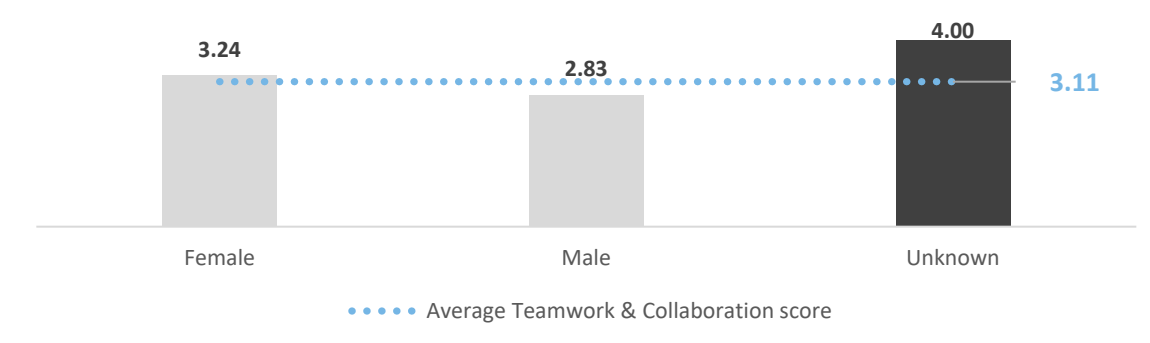
GENDER

- Teamwork & Collaboration scores were higher on average among **female** students
- However, these findings must be interpreted cautiously and other factors that may influence teamwork and collaboration skills must be considered, like differential course taking patterns between these groups
- For example, male students tended to be assessed for this competency in BUS and COMM courses while assessments for females tended to emanate from DNCE and SOC courses.

Table 15: Average Teamwork & Collaboration score by Gender

	n	Average Score
Female	57	3.24
Male	34	2.83
Other/Unknown	2	4.00

Figure 13: Average Teamwork & Collaboration score by Gender



ETHNICITY

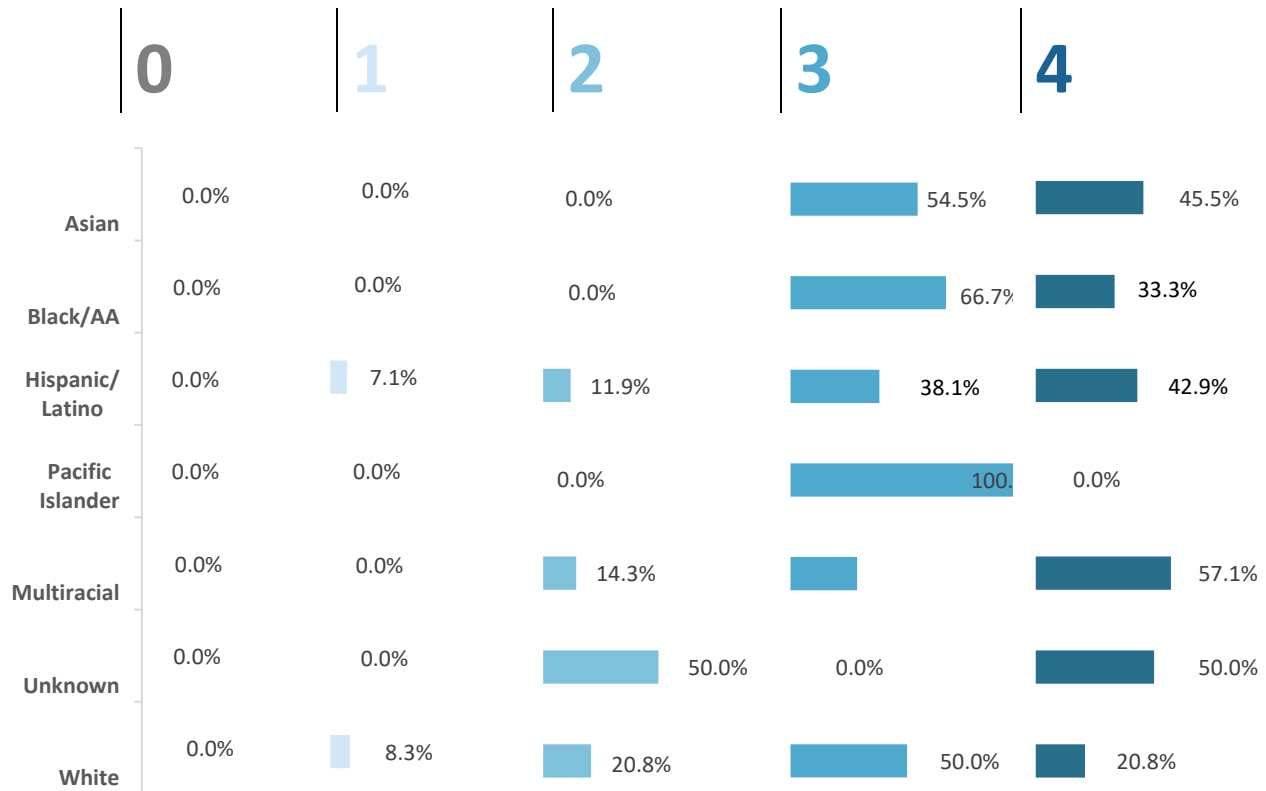
- Among more robustly represented ethnic groups, **Latinx** students generated higher Teamwork & Collaboration scores than **White** students
- **Asian** students generated the highest Teamwork & Collaboration scores but had a relatively small sample
- Small sample sizes for most ethnic categories make it difficult to discern meaningful trends for the remaining ethnic groups

Table 16: Average Teamwork & Collaboration score by Ethnicity

	n	Average Score
Asian	11	3.47
Black/African American	6	3.33
Latinx	42	3.09
Pacific Islander	1	3.00
Multiracial	7	3.31
Unknown	2	2.90

White	24	2.88
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Figure 14: Average Teamwork & Collaboration score category by Ethnicity



SUMMARY

The Outcomes Assessment Committee (OAC) at MiraCosta College set a standard score of '2' out of 4 to signify meeting or achieving a core competency. The original VALUE rubrics that served as the basis for MiraCosta College's calibrated rubrics, were primarily designed for use at four-year institutions. Since the Core Competencies were designed to primarily apply to students who are completing courses for transfer or an associate degree, the committee concluded that a score of '2' was appropriate to the level that would be expected from degree and transfer-seeking students. In Fall 2023, students sampled for core competency evaluation generated **Quantitative Literacy** scores (Mode score = 2) that tended to be at the expected skill level of community college students. Students assessed for **Teamwork & Collaboration** (Mode score = 3) exhibited collaborative skills that exceeded expectation, relative to the minimum criterion score of 2.

For both competencies there was a relatively linear relationship between course grade and the generated competency scores, to the extent that students with greater levels of course success (A relative to B; B relative to C) also tended to generate higher Quantitative Reasoning and Teamwork & Collaboration scores. In other words, Quantitative Literacy and Teamwork & Collaboration competency scores increased incrementally (on average) with gains in academic success. However, a limited number of observations for **Teamwork & Collaboration**, particularly in D/F grade categories, render

it difficult to speculate about the accuracy of these conclusions. As the college gathers more data on Teamwork & Collaboration skills our understanding of the potential relationship between academic achievement and Teamwork and Collaborative skills will become more refined.

First-Time students generated the highest scores for Quantitative Literacy, as did those with **1-15 units completed** at the time of assessment. While this is contrary to expectation, there are a number of factors that could be driving this finding. The college may be enrolling students from specific high schools that have strong quantitative high school programs, for instance, or it may be that first-time students included in this assessment tended to emanate from specific lower-level math courses, where demonstrating competency may be less difficult. There does look to be a differential pattern of course taking among First-time and Transfer or Continuing students. Quantitative Literacy assessments for First-time students tended to come from courses like MATH 126S, ECON 101 and CHEM 140 while assessments for Continuing students tended to come from BIO 102/202, CHEM 150/151, MATH 260 and PHYS 111. Alternatively, Teamwork & Collaborative skills were highest among **Transfer** and **Continuing students** and students who had completed **45-60 units** at the time of assessment. This data may speak to a relationship between educational progression and the development of Teamwork & Collaborative skills, but it could also be the result of maturity, as Quantitative Literacy and Teamwork and Collaboration skills both looked to increase on average as age increased.

For Quantitative Literacy there was a nearly linear incremental increase in generated scores across age categories up to the **50+ age** group where scores drastically declined. For Teamwork & Collaboration, scores increased almost linearly across the age categories. However, a minimal number of observations for students **ages 41+** for both competencies, renders it difficult to know if these captured trends are generalizable to the larger MiraCosta student population.

White students very slightly outperformed **Hispanic/Latino** students in Quantitative Literacy (2.53 vs 2.44; $M_{Diff} = 0.09$) on average, and these groups both outperformed Asian students in Quantitative Literacy ($M = 2.30$). For Teamwork & Collaborative skills **Hispanic/Latino** students performed better than **White** students with (3.09 vs 2.88; $M_{Diff} = 0.21$), while the remaining ethnic groups contained too few individuals to make adequate comparisons to larger, normally distributed groups.

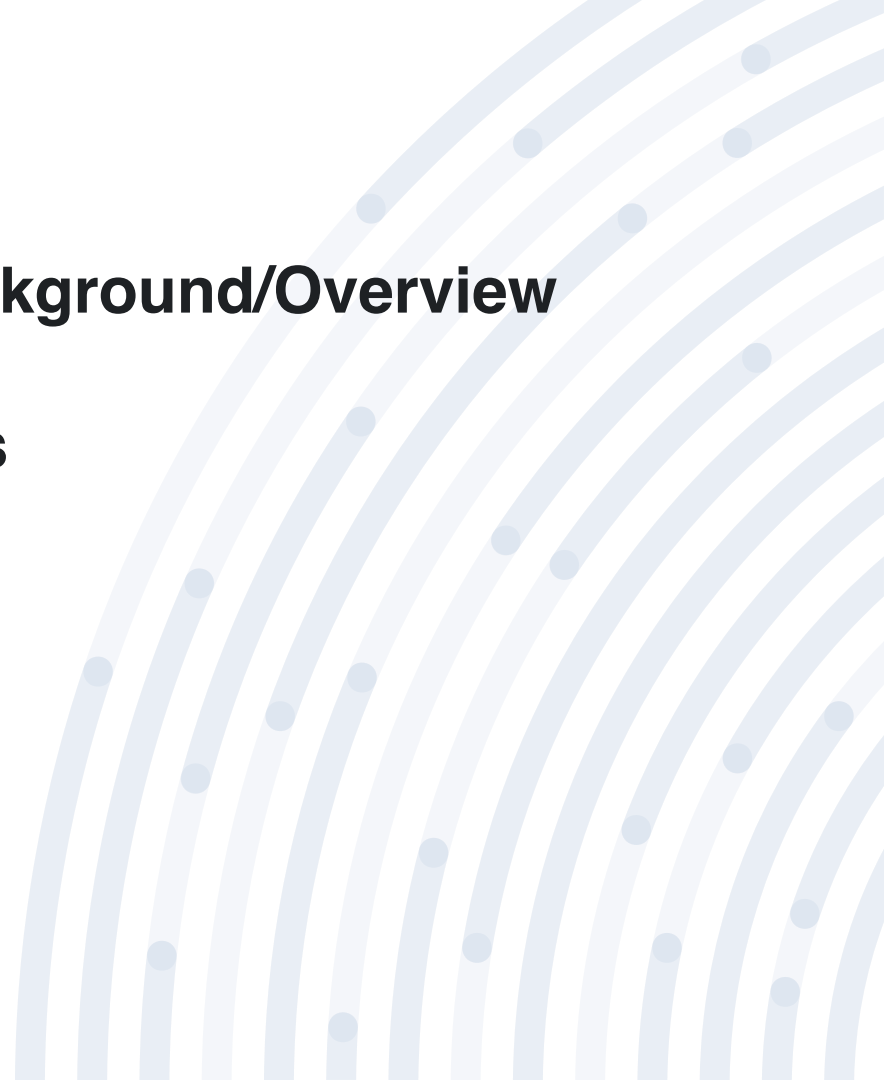
Finally, there were gender differences in the data with **male** students outperforming **female** students in the Quantitative Literacy core competency assessment (2.54 vs 2.23; $M_{Diff} = 0.31$), and **female** students outperforming **male** students in the Teamwork & Collaboration core competency assessment (3.24 vs 2.83; $M_{Diff} = 0.41$). However, some of observed gender differences in these competency assessments may be explained by differential patterns of course taking. For instance, nearly twice as many female students were assessed for Quantitative Literacy in CHEM 140, and five times as many assessed in BIO 202, compared to male students. Nearly twice as many males were assessed for Quantitative Literacy in ANTH 101, ECON 101 and MATH 260 compared to female students. A pattern of differential course taking was also evident among male and female students being assessed for Teamwork & Collaborative skills. Female students tended to be assessed for this competency in DNCE and SOC courses, while male student assessments tended to emanate from BUS and COMM courses. As additional sampling is conducted, and assessments are continued across a wider swath of courses these differences will become more normalized and evenly distributed between groups rendering their comparison more equitable.

MiraCosta College Online Education Board Report 2026

Jim Julius

Faculty Coordinator, Online Education

Report Outline

- 1. Distance Education Background/Overview**
 - 2. Key Data**
 - 3. Current Work Highlights**
- 

Key Terms *(External)*

Distance Education (DE): Instruction in which students and instructor are separate, but have regular and substantive interaction through technology (*Federal*)

DE Class: A class section where over 50% of instructional time occurs via Distance Education. (*state/ACCJC*)

DE Program: A program where 50% or more of the required courses have been approved for offering as DE classes. (*ACCJC*)

Key Terms *(Local)*

Online Class: The entire class may be completed online, asynchronously.

Scheduled Online Class: The entire class may be completed online, including scheduled synchronous meetings.

Hybrid Class: Some instructional time occurs outside of the classroom. May be DE or non-DE. May be entirely online except exams.

HyFlex Class: Class is taught in a classroom and online simultaneously. Students choose how to attend.

Vision

MiraCosta's Online Education leverages an increasingly rich array of teaching and learning resources, experiences, and environments. MiraCosta College will lead in providing effective and innovative Online Education as an integral means of equitable access and student success.

Mission

The mission of Online Education at MiraCosta is to create and support an engaging, equitable, and student-centered learning experience through online instruction, resources, and services..

DE PARTICIPATION AT MIRACOSTA

ALL PROGRAMS

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# of DE Course Sections	992	3,307	2,734	2,289	2,172	2,235	2,315
% of FTES from DE	34.3%	99.3%	89.3%	77.2%	71.4%	71.1%	71.9%
% Students Enrolled in at least one DE Section	55.8%	99.6%	95.9%	91.4%	87.8%	88.7%	89.3%
% Students Enrolled in only DE Sections	22.7%	97.9%	76.4%	63.4%	56.1%	55.6%	56.4%

Source: MiraCosta Data Warehouse

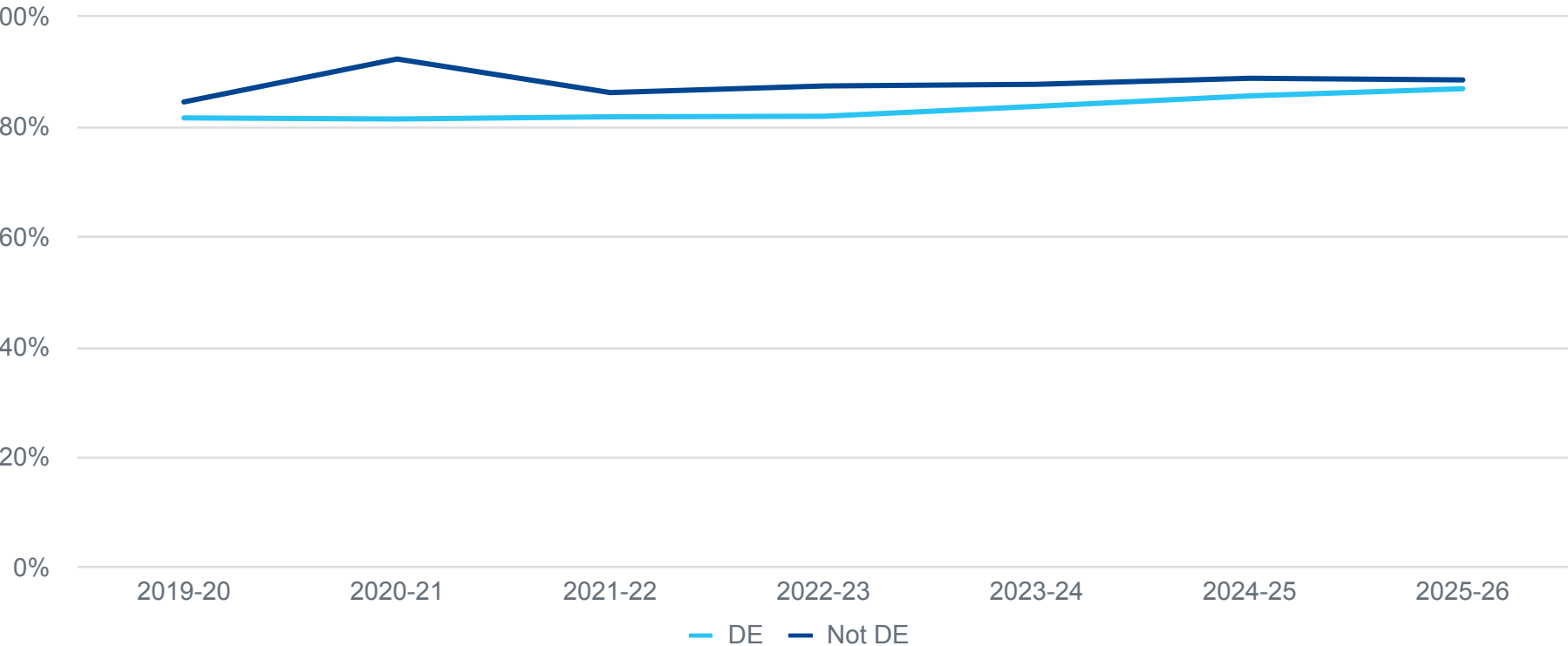
DE PARTICIPATION AT MIRACOSTA

CREDIT ONLY

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# of DE Course Sections	978	2,885	2,362	1,921	1,833	1,898	1,980
% of FTES from DE	37.4%	99.3%	89.2%	76.5%	71.3%	71.4%	72.4%
% Students Enrolled in at least one DE Section	66.8%	99.5%	96.6%	93.0%	91.2%	91.9%	92.6%
% Students Enrolled in only DE Sections	27.5%	97.6%	76.4%	62.6%	56.0%	55.8%	57.2%

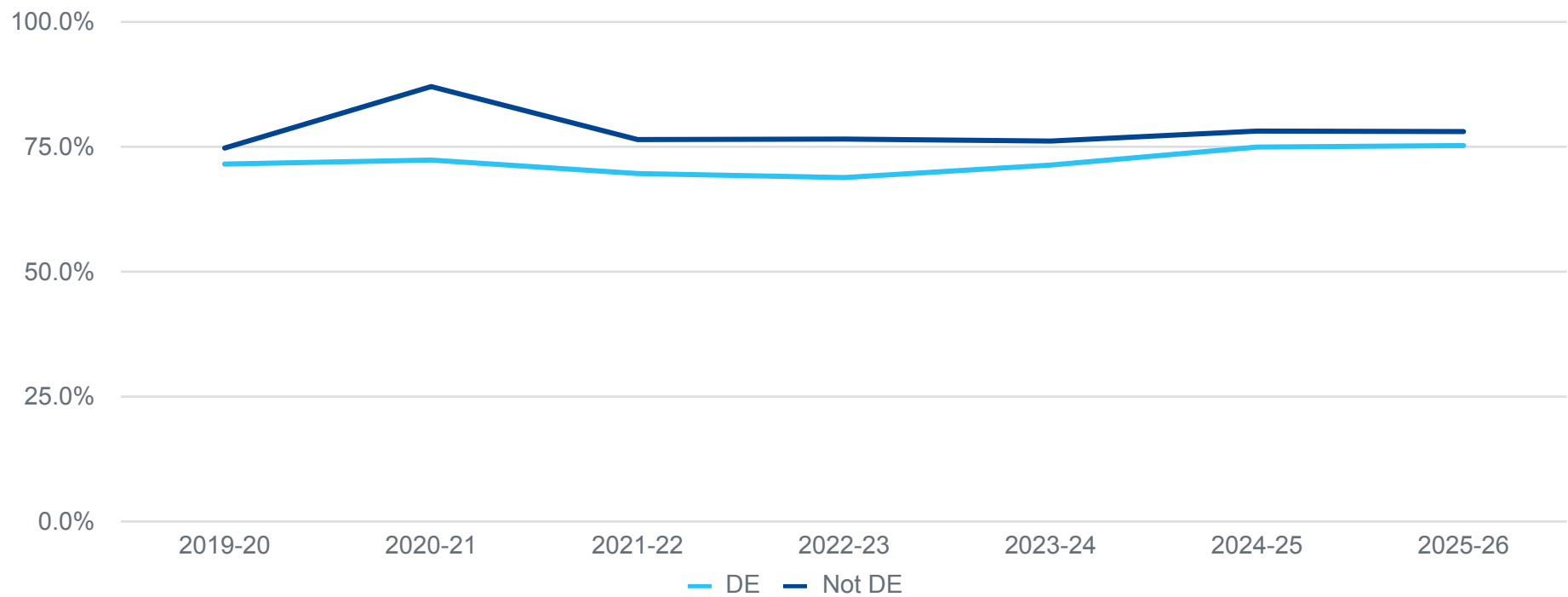
Source: MiraCosta Data Warehouse

MiraCosta Course Retention Rates *Credit Only*



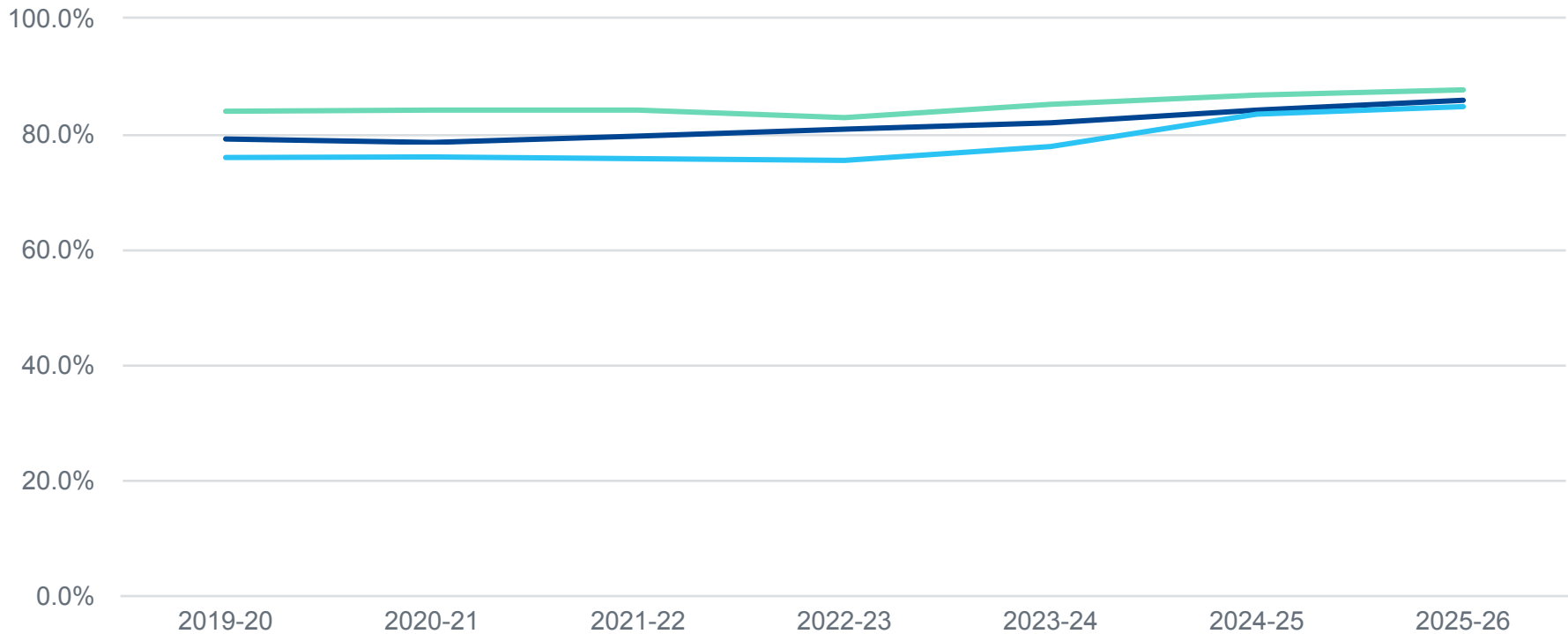
Note: EW grades are treated as traditional withdrawals

MiraCosta Course Success Rates *Credit Only*



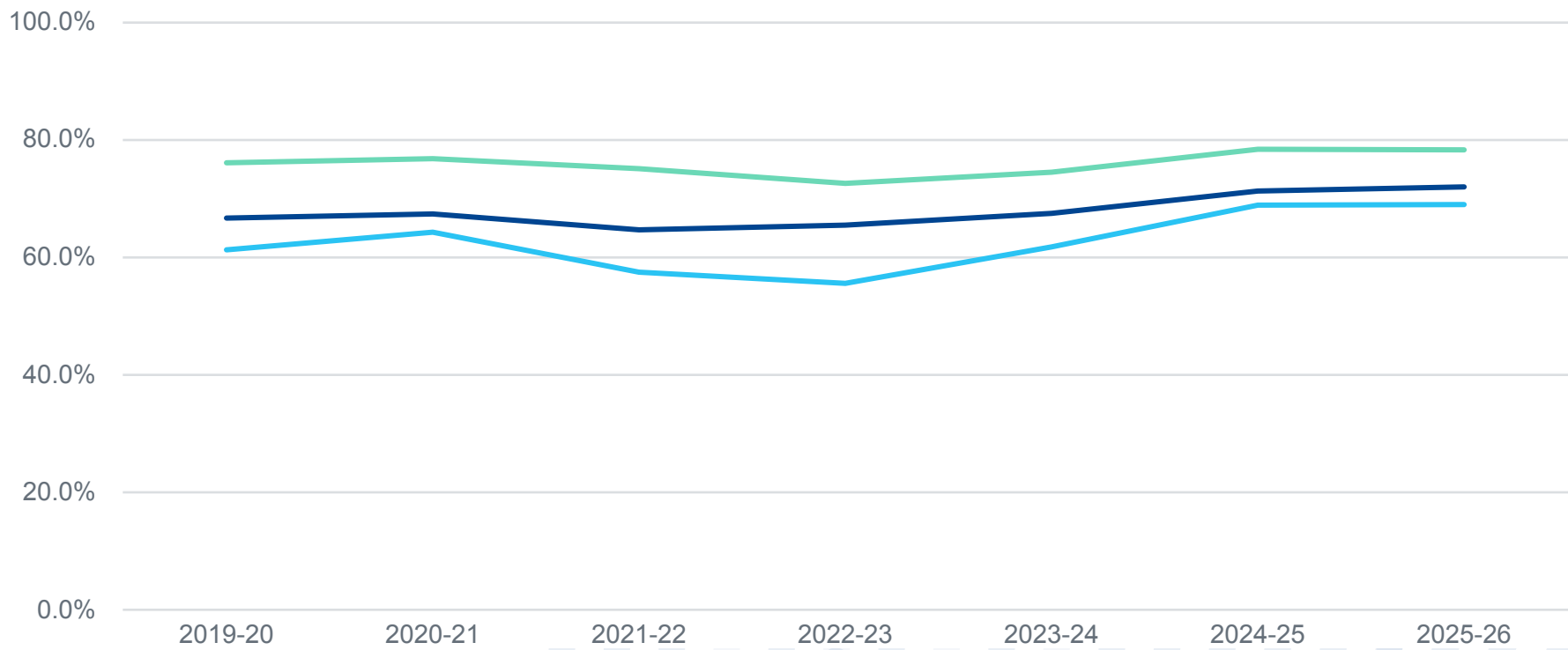
Note: EW grades are treated as traditional withdrawals.

MiraCosta DE Equity Data – Retention *Credit Only*



Note: EW grades are treated as traditional withdrawals.

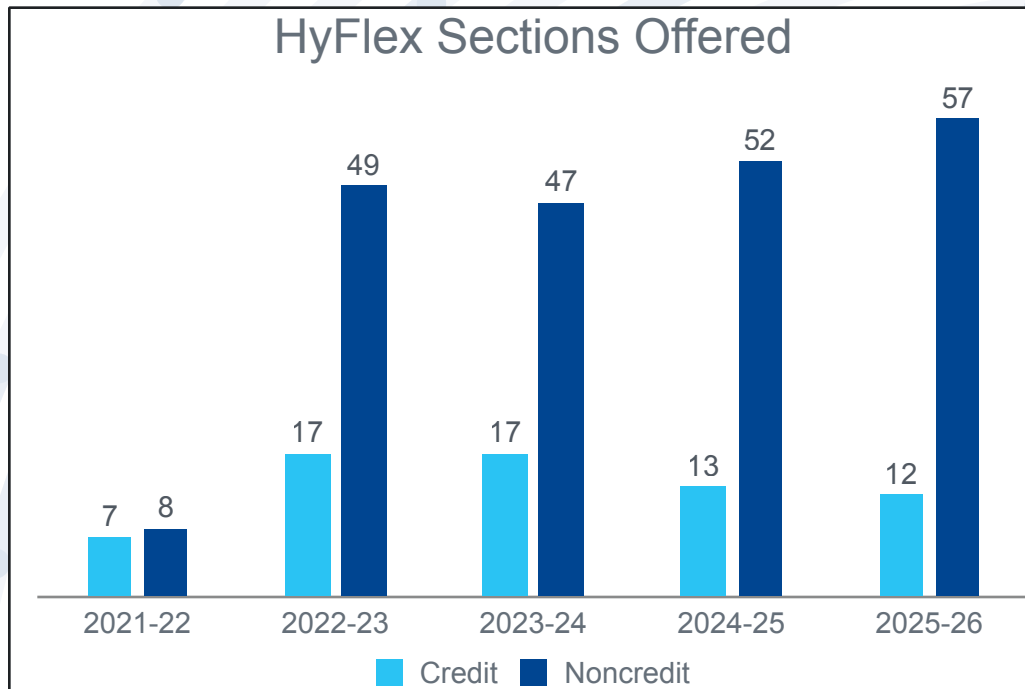
MiraCosta DE Equity Data – Success *Credit Only*



Note: EW grades are treated as traditional withdrawals.

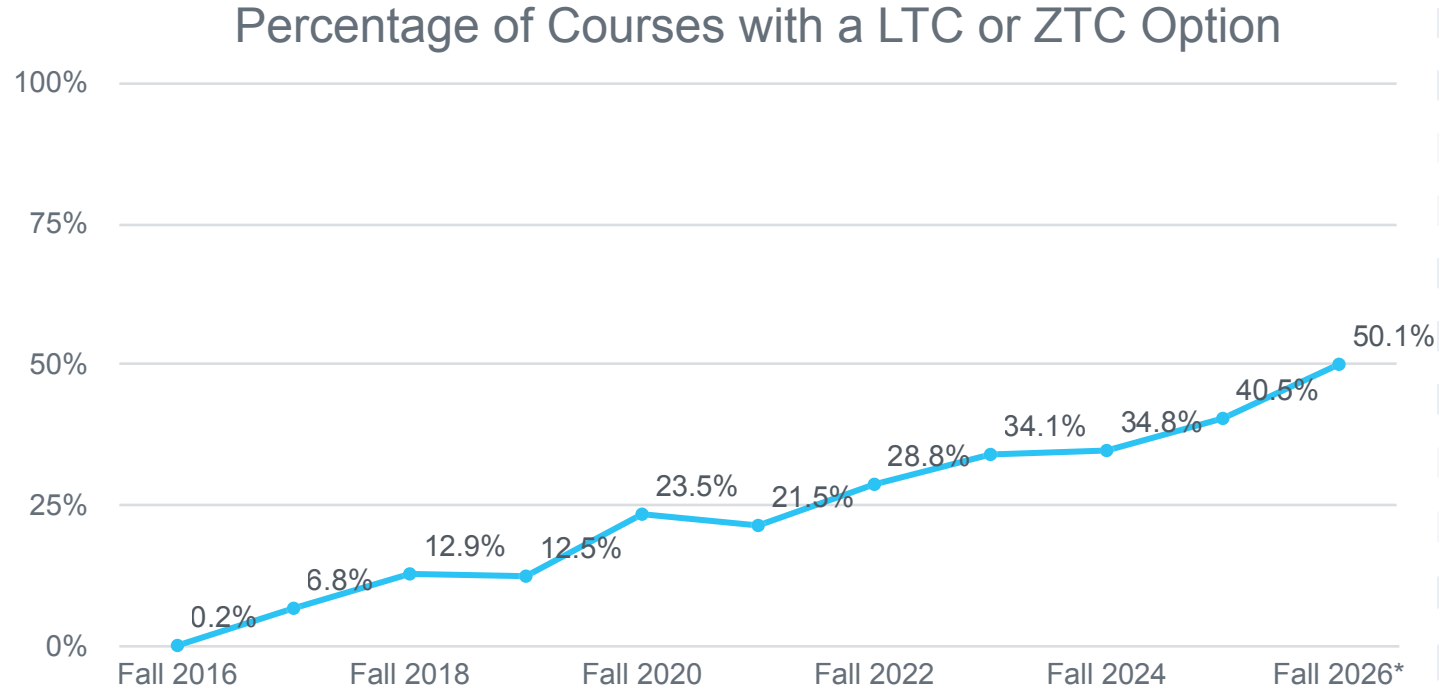
HyFlex Offerings

2025-26 Courses included: Adult High School, English, English as a Second Language, Japanese, Media Arts & Technology, Noncredit Special Education, Workforce Preparation and Math



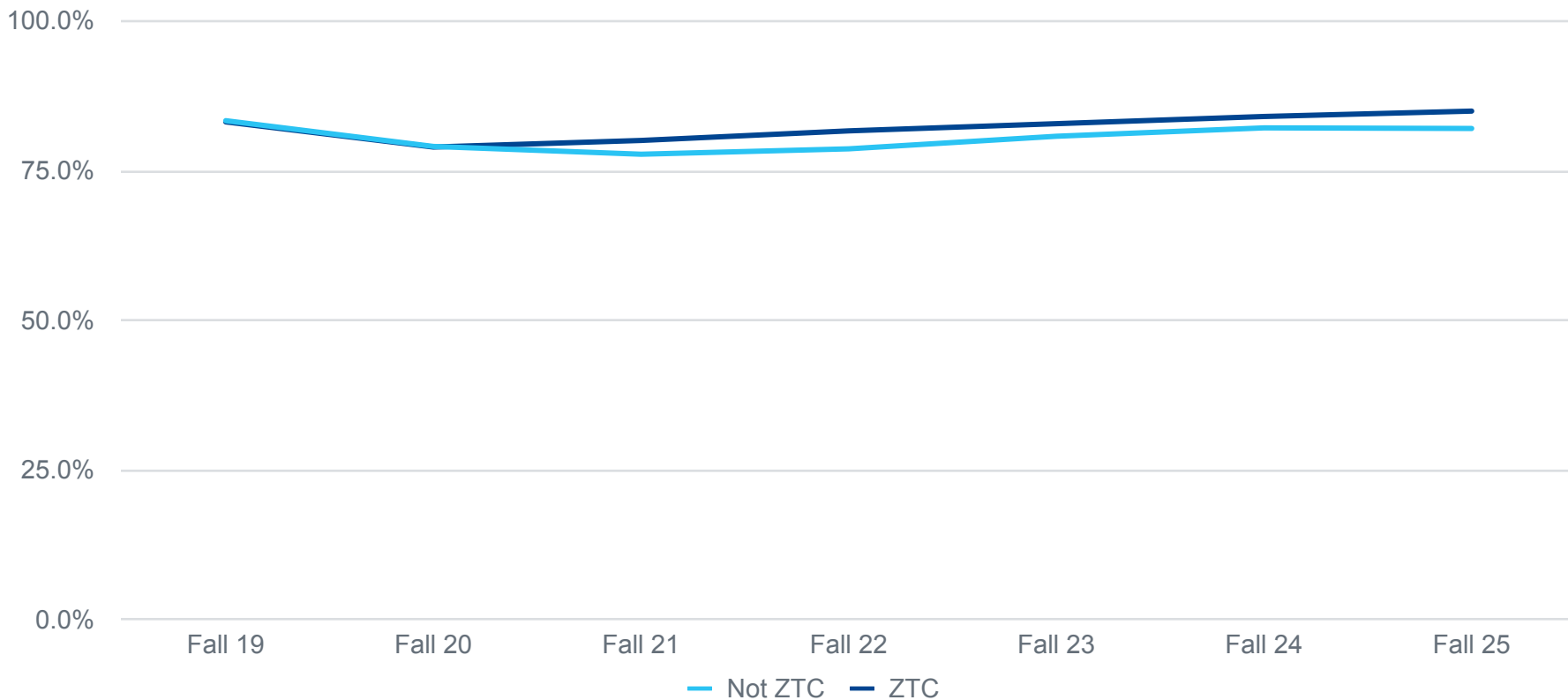
Low & Zero Textbook Cost (LTC/ ZTC)

- Growth in LTC/ ZTC offerings have increased from less than 1% in Fall 2016 to just over half in Fall 2026

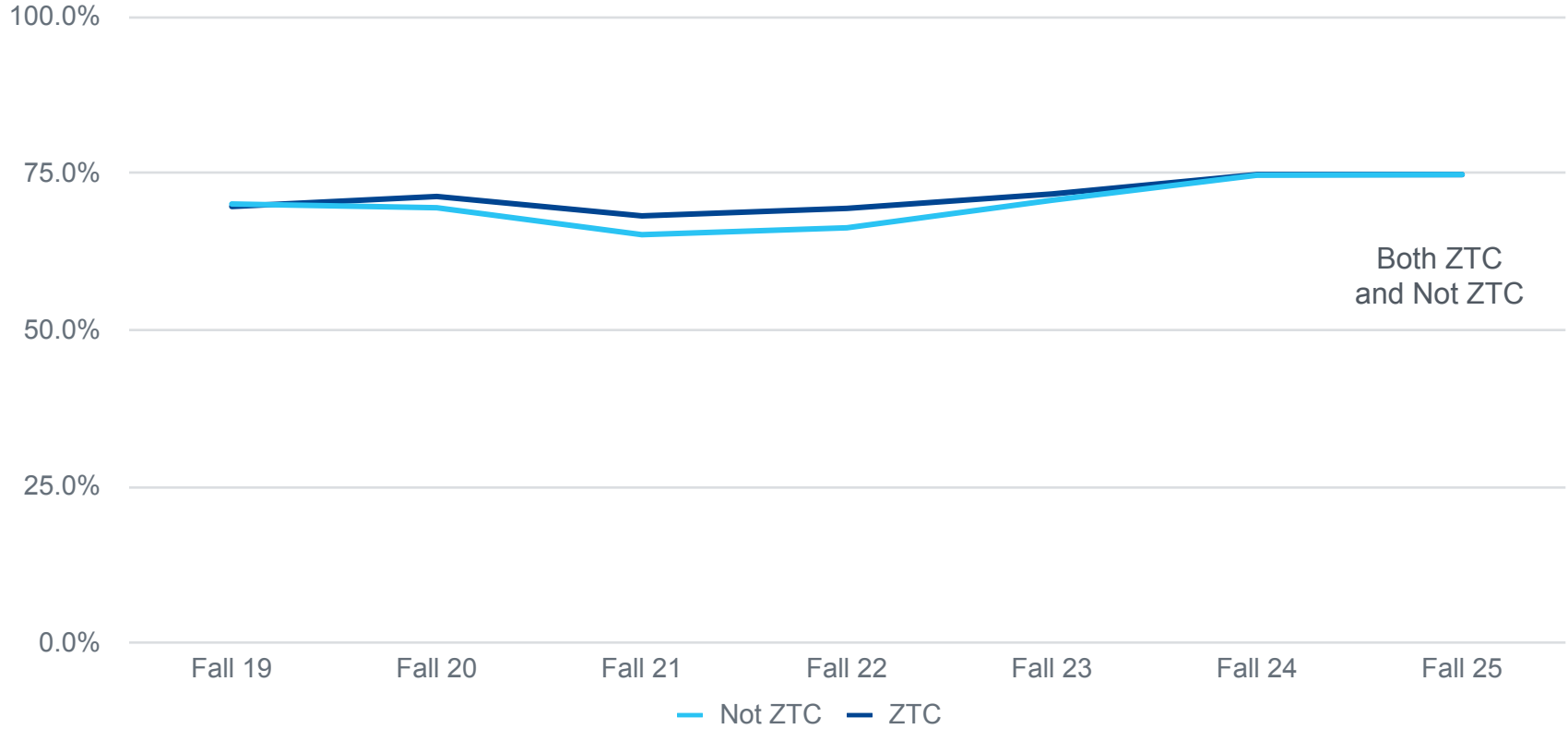


* Fall 2026 still in progress and subject to change

Retention Rates and ZTC Status



Success Rates and ZTC Status



Highlighted Work: Zero Textbook Cost Courses

Faculty work supported by over \$2m in state grants wraps up this year

- 13 Pathway grants
- Over 90 courses

Course materials being developed through this grant are being shared within departments, as well as through a state repository for adaptation and reuse.

Let's take a look at some examples!

Highlighted Work: New Online Teaching Certification

Faculty bargaining agreements now require:

- 11 hour initial certification training for online teaching
- 6 hour recertification completed every four years

Over the last year, a workgroup developed a Canvas course to support this requirement. It includes:

- 7 hours of “core” training modules on required topics
- 4 hours of “choose-your-own-adventure” modules from among 10 options
- Student “personas” anchoring the learning, based on data from our students
- Conversational, reflective assessments
- Modern visual design using the new DesignPlus tool in Canvas

[Let's take a look!](#)



Thanks!

Discussion / questions?

Credits

- Presentation template by [SlidesCarnival](#)



RECOMMENDED RANKINGS OF FULL-TIME FACULTY REQUESTS

Academic Affairs Hiring Taskforce

September 25, 2026

In this hiring cycle, 16 departments and programs requested a total of 21 full-time faculty positions. Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC hiring subcommittee read each full-time faculty hire plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration detailed in the AAC Hiring Guide provided to plan authors. On September 17 and September 25, 2026, the taskforce met and shared their request ranking order, engaged in robust discussion of the justifications provided by the plan authors, and the potential for each request to positively impact the campus community. The taskforce's rationales for ranking the number we were suggested to justify are provided. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

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

Shawn Firouzian, Math	Kris Peck, Student Accessibility Services
Daniel Ante-Contreras, Letters	Lauren McFall, Library
Rhonda Welch-Scalco, Child Development	Giana Carey, Nursing
Denée Pescarmona, VP Instruction	Alketa Wojcik, VP Student Services
Adrean Askerneese, Counseling	Julie Cord, Non-Credit Social Sciences
Robert Kelley, Psychology	Shafin Ali, Economics
Kyle Arriola, Chemistry	

1. Transfer Center Director: Replacement

Transfer Centers represent a core institutional commitment to student success and are grounded in California Community College Title 5 regulatory standards. Following the 1985–1989 Transfer Center Pilot Program, the Board of Governors adopted Minimum Standards for Transfer Centers under Title 5, Section 51027, in July 1991. These standards require each community college to identify transfer as a primary institutional mission and place priority emphasis on preparing and transferring students who are underrepresented in higher education, including low-income and historically underserved student

populations. The Transfer Center serves as the college's central hub for transfer activity, coordinating efforts that otherwise would be fragmented across counseling, admissions, academic departments, and student support programs. Its responsibilities include targeted outreach; coordinated transfer counseling; academic planning and articulation; monitoring students through transfer; assistance with university applications and transitions; coordination of university visits; and administration of major transfer initiatives such as Transfer Admission Guarantees (TAG), Transfer Success Pathways, and Associate Degrees for Transfer (ADT). The Center also serves as the college's primary liaison with four-year institutions and a point of contact for complex transfer cases. The vacancy in MiraCosta College's Transfer Center Coordinator position directly affects the college's ability to maintain these required functions and meet Title 5 minimum program standards. The coordinator provides dedicated leadership for the Transfer Center Plan, chairs the Transfer Center Advisory Committee, coordinates with the Articulation Officer and Counseling Department, trains counselors and staff regarding evolving university and state requirements, monitors transfer trends, and leads required annual reporting to the Chancellor's Office and institutional leadership. These responsibilities extend well beyond a typical counseling caseload and require dedicated faculty leadership. The scope of the position has also expanded significantly due to additional statewide programs and reporting requirements, including Transfer Center Plans, Dual Enrollment, Vision-Aligned Reporting, Transfer Success Pathways, UC Dual Admission, Transfer Admission Guarantee, and Associate Degrees for Transfer. Without a dedicated coordinator, these responsibilities risk delays, reduced coordination, and diminished capacity to respond effectively to changing transfer requirements and student needs. Statewide Transfer Center Coordinators/Directors recommend, at minimum, one full-time counseling faculty coordinator/director, with additional counseling faculty and classified staff based on program size and scope. MiraCosta's Transfer Center Coordinator position was established consistent with this model. Filling the vacancy is therefore essential to maintaining regulatory compliance, ensuring continuity of transfer services, coordinating institutional transfer efforts, and sustaining equitable access to four-year educational opportunities for all students.

2. Math: Replacement

The combination of sustained enrollment growth, strong course demand reflected in high fill rates and growing waitlists, significant reliance on overload and associate faculty, and expanding curricular requirements provide compelling evidence that an additional full-time mathematics faculty member is needed to effectively serve students while maintaining instructional quality and access. The Math Department is committed to continuous improvement of its curriculum, instruction, and student outcomes. Dedicated full-time faculty play a critical role in sustaining this work through ongoing review, assessment, and revision of course offerings within two active curriculum committees within the Math department. These efforts are designed to enhance student success and proficiency while ensuring compliance with state legislation, including AB 705, AB 1111, AB 1705, and AB 928. There is additionally a need for continued focus on equitable support strategies, including strengthening foundational skill development, expanding

targeted support services, improving engagement in online courses, and addressing the specific needs of disproportionately impacted student populations.

3. Letters: Replacement

The Letters Department requests a full-time faculty position to replace Jose Jara. The Letters department has high fill rates (98.9%) and has needed to add sections to meet student enrollment demand. This replacement position request is an opportunity to enhance equity-minded curriculum and practices to increase student success rates, especially for disproportionately impacted student groups.

4. Psychology: Replacement

The Psychology department requests a full-time faculty replacement. The department serves a large body of students and is significantly understaffed. In terms of enrollment, two psychology courses rank among the college's ten highest-enrolled courses: PSYC C1000 (Introduction to Psychology) is 3rd and PSYC 104 (Statistics for Behavioral Science) is 10th. In terms of degrees, Psychology accounted for 165 (9.5%) of the 1,742 Associate of Arts degrees MiraCosta awarded in 2025–26. Approximately 63.5% of psychology courses are taught by part-time instructors, compared with 49.6% in English (transfer), 56.9% in Communication, and 38.9% in Mathematics.

5. Business: Growth

The Business Department is requesting a full-time faculty replacement following the promotion of Dr. Annie Ngo to Dean in January 2026. This vacancy, combined with Dr. Suganya Sankaranarayanan's reduced teaching load due to her Department Chair responsibilities, has created significant instructional and leadership gaps. The department currently has only three full-time faculty members and relies on associate faculty to teach 78.7% of its 122 scheduled sections for Fall 2026 and Spring 2027. Of the nine sections of Business Statistics (BUS 204) offered in Fall 2026, only two are taught by full-time faculty. This is particularly concerning given the course's importance as a general education transfer course and the potential reduction in future offerings if associate faculty become unavailable. The replacement faculty member would also provide leadership for the growing Supply Chain Management (SCM) program, which offers certificate and degree pathways for students seeking employment, career advancement, or transfer to four-year institutions. The program has demonstrated substantial growth, with SCM degrees increasing from 1 to 18 and certificates from 1 to 21 between 2022–2023 and 2025–2026. The hire would help sustain this growth, strengthen partnerships with North County employers, and support the college's institutional goals of workforce development, equitable access, and student success. The Business Department has maintained an 88% retention rate and a 78% course success rate, both above college averages. With a WSCH/FTEF ratio of 426 compared to the college-wide ratio of 338, the department demonstrates substantial instructional efficiency despite its limited full-time staffing. Replacing this position would help

maintain essential transfer courses, strengthen faculty oversight, and support continued growth in a program that serves both transfer students and the regional workforce.

6. Counseling – Business/Tech ACP: Replacement

The Counseling Department requests replacement of the full-time counselor position vacated when Ticey Hosley transferred into the permanent Articulation Officer position in Fall 2025. This position provides general academic, career, and personal counseling and serves as the Counseling Lead for the Business & Technology Academic and Career Pathway (ACP). This position was not eliminated; it was vacated through a lateral transfer. The students, general counseling responsibilities, and ACP Counseling Lead assignment all remain. The department is currently operating with two vacant full-time counseling positions, with coverage being provided through associate faculty and hourly Guided Pathways funding. That coverage is not stable. The college is considering reallocating approximately \$400,000 currently supporting ACP counseling. If that funding is reduced, the department would lose its primary means of covering these vacancies. The District/Faculty Assembly Agreement also creates a structural need for full-time counseling faculty. Appendix 5.1 provides 1.2 FTE of reassigned time each semester for ACP Counseling Leads, allocated across five to six assignments at 0.2 FTE each. Associate counselors cannot hold reassigned time, so each vacancy reduces the pool of full-time faculty available to support this structure while also meeting direct student demand. Counseling demand has continued to increase. As of March 2026, the department provided 50,565 counseling services to credit and non-credit students year-to-date. Comprehensive Student Education Plans (CSEP) increased 24.6 percent from FY23 to FY25, and Academic/Progress Notice and Pause-related services increased approximately 87 percent between Fall 2024 and Fall 2025. Detailed data are provided in Area 5. The Business & Technology ACP did not lose its counseling lead. The assignment was maintained by moving another full-time counselor from general counseling into the role. While the pathway work continues, the loss of that counselor further reduced general counseling capacity. If this position is not replaced and hourly funding is reduced, students could face longer appointment wait times, reduced capacity during key application and filing periods, and slower access to Academic/Progress Notice and Pause counseling.

7. Ethnic Studies: Growth

Ethnic Studies is requesting FT faculty hire with a specialization in Chicana/o Studies needed to better serve students and meet increased demand for Area 6 Ethnic Studies course offerings. Our department has an ongoing equity and enrollment need for a new full-time faculty member specializing in Chicana/o Studies. Our student population is approximately 43% self-identified as Latinx, yet only

approximately 24% of faculty identify as Latinx. This creates an opportunity and institutional responsibility to ensure our academic programs and faculty expertise support and respond to the educational and community needs of the students we serve. Our department was created because of student organizing and activism in San Francisco in 1968 and as a result of the events in 2020 that led to various state and local resolutions in education, including AB 1460, new Ethnic

Studies requirements, and ASCCC resolutions 9.03 and 9.04 on Ethnic Studies. A new full-time hire would build on MiraCosta's investment in Ethnic Studies over the past five years. MiraCosta has already demonstrated institutional commitment to creating and building our Ethnic Studies program, established in Fall 2022. We are now at the stage where we need investment to build disciplinary capacity to develop and sustain Chicana/o Studies. A new Ethnic Studies hire specializing in Chicana/o Studies would support our department's goals as outlined in our recent Program Review which include increasing capacity to increase the number of sections we can offer to meet student need for the new Area 6 Ethnic Studies requirement. This new hire would also align with MiraCosta's institutional goals of providing equitable access (Goal 1) collaborating with the community (Goal 2), preparing students to be active global citizens (Goal 2), providing a culturally competent, adaptive, innovative, and relevant teaching and learning environment (Goal 3) and demonstrating responsible stewardship and sustainability of college and community resources (Goal 4). Our department has engaged in regular dialogue about the need for this new hire across a dozen meetings and reached unanimous agreement on this request. The chair has discussed how this hire would advance our department's goals. With a new Chicana/o Studies faculty member, we can write new courses at MiraCosta that align with the new Chicana/o Studies ADT and develop our department's first degree program. We have many students interested in a degree in Ethnic Studies from MiraCosta, and this new hire would provide our students with the opportunity to earn a degree from our college while they pursue other goals, including transferring. With our majority Hispanic/Latinx student population, a new Ethnic Studies hire with a Chicana/o Studies specialization would provide a dedicated faculty member to build out programming and new curriculum focused on these populations and their history.

8. Library – Systems and Collections: Replacement

The Library requests a full-time faculty position to replace Glorian Sipman. The Systems & Collections Librarian is a highly specialized and essential college role that supports the infrastructure underlying nearly every library service and acquires resources that support every discipline. Areas of responsibility include: library systems, cataloging, collection development, acquisitions, and textbook affordability initiatives.

9. Nursing – LVN to RN: Growth

Nursing and Allied Health (NAAH) is requesting a full-time nursing faculty member dedicated to the LVN-to-RN program. As the program transitions to a stand-alone cohort model, incorporating a groundbreaking apprenticeship program, specialized faculty leadership is essential to support the unique educational, academic, and professional needs of licensed vocational nurses advancing their nursing education. A dedicated faculty member will promote equitable access to resources, provide targeted student support and mentoring, facilitate successful progression and retention, and ensure program quality and compliance. NAAH Program success and retention rates are constantly above the college averages. For the 2024/2025 academic year the NAAH course success rate was 86% compared to the MiraCosta success rate of 75%. NAAH's retention rate was 94% compared to MiraCosta's retention rate of

87%. Full time faculty members are key to this success. The NAAH Department is actively working to close equity gaps by providing targeted academic, clinical, and holistic support services designed to promote student success and retention. Recognizing that nursing students often face significant academic, financial, and personal challenges, NAAH has developed a comprehensive support structure that supplements the resources available through MiraCosta College.

10. Dance: Growth

This request is to restore the full-time Dance faculty position left vacant by the May 2025 retirement of one of the program's two full-time faculty members. The program currently offers 32 sections, several of them stacked; of these, the one full-time member teaches 7 and associate faculty teach the remaining 25. This request directly supports the Dance Instructor Certificate of Achievement, an existing Career Education program and workforce credential within the Dance program. The current catalog describes the certificate as preparing students to teach dance in private studios, recreational facilities, gyms, and community dance programs. Alongside the program's AA degree, the certificate gives students both a transfer path and an established, employment-focused pathway. A second full-time member is what lets the discipline lead its program, staff its certificate, and keep building rather than concentrate all of it on one person.

11. Communications – Course Coordinator: Growth

Recent statewide changes to the Common Course Numbering system and the Cal-GETC transfer requirements for oral communication have impacted our course offerings and enrollment numbers. Whereas our Department previously offered 3 courses meeting the oral communication requirement, C1000, COMM1004, and COMM106, there is now only one course that satisfies this need, C1000. This means that all students transferring to CSU or UC need to take 1000, whereas previously UC transfers did not. Furthermore, required changes in the statewide Course Outline of Record need to be implemented consistently. Our request for a new hire is a direct response to these changes. We are requesting to hire a full-time faculty member who will function as a Basic Course Coordinator. The purpose of requesting this new hire is to assist with the course management trends related to C1000: Public Speaking, the impact of the new Common Course Numbering system, and the Cal-GETC oral communication requirements related to our program. College planning and comparative data analysis demonstrate that Communication Studies has a growing instructional need that distinguishes it from comparable disciplines. COMM's current 56.9% part-time faculty ratio is comparable to Business (59.6%), History (53.5%), Psychology (63.5%), and Sociology (41.2%). The proposed hire would reduce COMM's part-time ratio to 48.3%, well within the range of these programs.

12. Accounting: Growth

This hire request seeks a full time NEW faculty position in the Accounting Program. The Certificate of Achievement in Accounting has consistently been in the top five certificates received by students for many years. This certificate includes courses in tax, computerized

accounting, payroll, and other more generalized accounting courses. Another short-term and long-term goal in hiring an additional faculty member is the need for a full-time faculty member who is a CPA. We have numerous requests of the program, often received through academic counseling, from students looking to take courses to fulfill the CPA educational requirements. This proposed full-time faculty hire will affect the breadth and diversity of our curricular offerings and programs at our college by allowing us to continue to maintain and grow our successful accounting courses and certifications within the accounting program and business department.

13. Counseling – ASE Programs: Growth

14. Nursing – MAP: Growth

15. Psychology: Growth 1

16. Biotechnology: Growth

17. Spanish: Growth

18. Letters: Growth

19. MTEC: Growth

20. Communications – Fast Track ADT: Growth

21. Psychology: Growth 2

Fall 2026
Academic Senate
HyFlex Recommendations

1. The Need for Data

Although HyFlex courses make up a very small percentage of MiraCosta's course offerings, the Academic Senate strongly recommends that the college track student enrollment, retention, success, and disproportionate impact for classes taught in this modality in order to facilitate better decision making about HyFlex scheduling and the development of HyFlex support resources.

2. The Continuation of Current Scheduling Practices

Because of the current unavailability of key data and the generally slow growth of HyFlex offerings over the past few years, the Academic Senate recommends that the college continue its current practice of developing HyFlex options on a class by class basis in those instances when departments and their deans determine these courses to be a valuable and viable option.

3. In Class Instructional Support for Credit Hyflex Class

The Academic Senate recommends that credit HyFlex classes be assigned in class instructional support similar to the instructional aide model deployed in non-credit classes..

MiraCosta College - CivicPlus

Documentation and Overview

Agenda Manager

As an **Agenda Manager**, you may perform the following primary activities in CivicPlus:

1. [Create and Edit an Event](#)
2. [Create and Edit an Agenda](#)
3. [Copy and Move Agenda Items](#)
4. [Generate and Publish Agendas, Packets and Minutes](#)
5. [Manage Public Event Listings](#)
6. [Start and End Live Meetings](#)
7. [Manage the Live Meeting Display](#)
8. [Take Roll Call](#)
9. [Manage Votes](#)
10. [Call on Speakers](#)
11. [Take Minutes](#)
12. [Send Notifications](#)

Create and Edit an Event

Events define the meeting date, time, location, and portal information associated with agendas and meetings.

Creating an Event

1. Navigate to the Dashboard and select **Events**.
2. Select the **Event Template** drop-down and choose **One-Time** or **Recurring**.

Note: When possible, select **Recurring** to save time when creating multiple meetings. Replace the default **Event Name** with the **Meeting Type**. **Event Name** populates the Event Title in the Public Portal.

3. Complete all fields in the **Create Event** window.
4. Select **Create** to save the event or **Create and Add New** to save and begin another event.

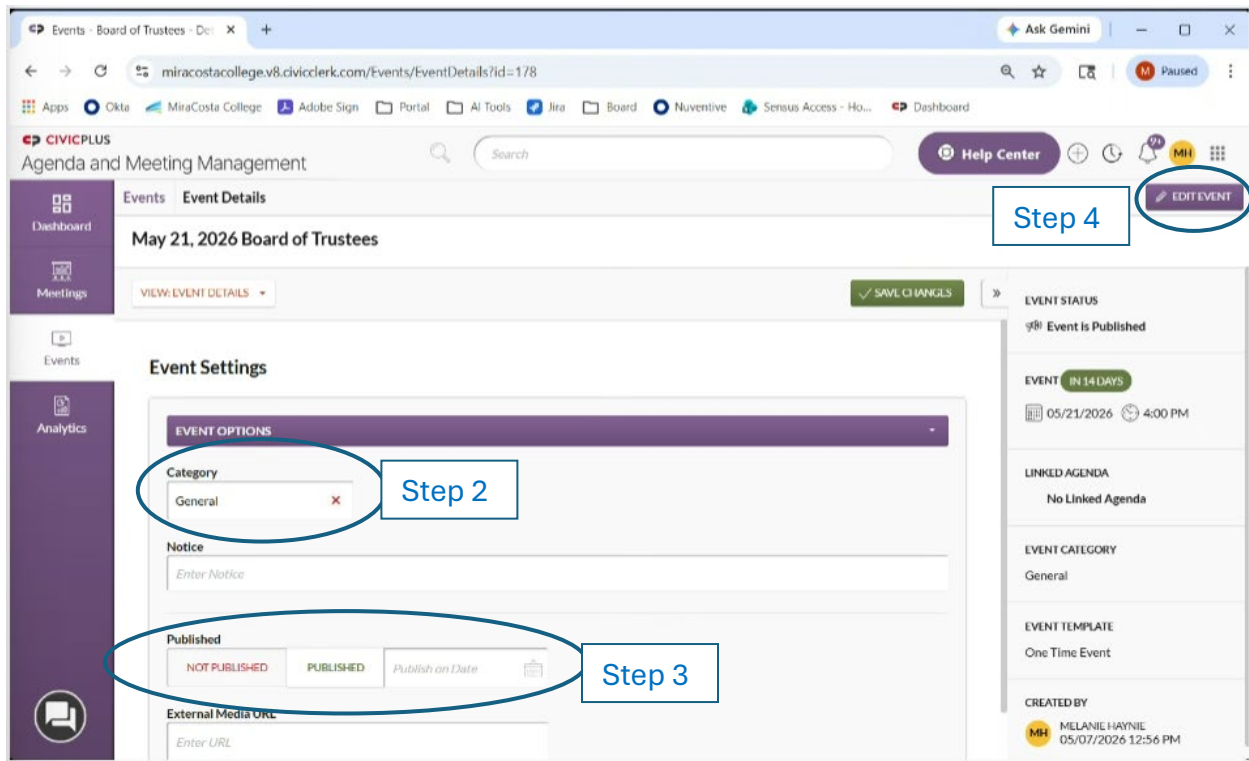
The screenshot shows the 'CREATE EVENT' form in the CIVICPLUS system. The sidebar on the left has 'Events' selected, indicated by a blue circle and 'Step 1'. The main form area contains several fields: 'Event Template' (a dropdown menu with 'One Time Event' selected, circled in blue and labeled 'Step 2'), 'Event Name*' (a text field with 'One Time Event'), 'Notice' (a text field with placeholder 'Set Notice (optional)'), 'Event Date*' (a date picker with 'Set Event Date'), 'Event Time*' (a time picker with '6:00 PM'), 'Address 1' (a text field with placeholder 'Enter Address 1'), and 'Address 2' (a text field with placeholder 'Enter Address 2'). At the bottom of the form, there are three buttons: 'CANCEL', 'CREATE EVENT' (a green button with a plus icon, circled in blue and labeled 'Step 4'), and 'CREATE AND ADD NEW' (a blue button with a plus icon).

Configuring and Editing Event Settings

1. After creating the event, review the **Event Settings** screen.
2. For **One-Time** events, update the **Category** field to the appropriate meeting type.

Note: Category allows users to filter and locate meetings more easily. For recurring events, this field will auto-populate.

3. Review and edit the publish status, if needed:
 - a. **Published** displays the event in the portal
 - b. **Not Published** keeps the event in the system but hidden from the portal
4. To edit an event, select **Edit Event** in the top right corner.
5. Update fields as needed and **Save Changes** to retain updates.



Create and Edit an Agenda

Agendas organize meeting content, meeting details, agenda sections, and agenda items for upcoming meetings.

Create a New Agenda

When creating an agenda, users can associate it with an existing event or create a new event at the same time. The selected agenda type determines the template structure that is applied to the agenda.

1. From the **Meetings** module, select **New Agenda**.

The screenshot shows the CIVICPLUS 'Agenda and Meeting Management' interface. The 'Meetings' module is active in the sidebar. The top navigation bar includes a search bar, a 'Help Center' button, and a 'NEW AGENDA' button highlighted with a red circle. Below the sidebar, a table displays a list of meetings. The table has columns: AGENDA NAME, MEETING TYPE, BOARDS, DATE, TIME, CUT-OFF IN, and MEETING IN. The data shows multiple 'Board of Trustees Regular Meeting' entries for various dates in 2025, all at 4:00 PM, with a 'Past' status.

AGENDA NAME	MEETING TYPE	BOARDS	DATE	TIME	CUT-OFF IN	MEETING IN
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	01/23/2025	4:00 PM	4:00 PM	Past
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	02/20/2025	4:00 PM	4:00 PM	Past
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	03/27/2025	4:00 PM	4:00 PM	Past
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	04/17/2025	4:00 PM	4:00 PM	Past
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	05/15/2025	4:00 PM	4:00 PM	Past
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	06/26/2025	4:00 PM	4:00 PM	Past
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	07/17/2025	4:00 PM	4:00 PM	Past
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	08/21/2025	4:00 PM	4:00 PM	Past
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	09/11/2025	4:00 PM	4:00 PM	Past
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	10/16/2025	4:00 PM	4:00 PM	Past
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	11/20/2025	4:00 PM	4:00 PM	Past
Board of Trustees Regular Meeting	Board of Trustees	Board of Trustees	12/18/2025	4:00 PM	4:00 PM	Past

2. Enter an **Agenda Name**. Use the committee name and meeting type to maintain naming consistency and improve search results.

The 'NEW AGENDA' form is shown with several numbered callouts: 2 points to the 'Agenda Name' input field; 3 points to the 'Agenda Type' dropdown menu; 4 points to the 'Cut-off Time' input field; 5 points to the 'Cut-off Date' input field; and 6 points to the 'EXISTING EVENT' button. Below these buttons is a dropdown menu labeled 'Select Event'. At the bottom of the form are three buttons: 'CANCEL', 'CREATE AGENDA', and 'CREATE AND ADD NEW'.

3. Select an **Agenda Type** to apply the appropriate agenda template.
4. If applicable, update the **Cut-off Date** and **Cut-off Time** to establish the deadline for agenda item submissions.
5. Select **Existing Event** to associate the agenda with a previously created event, or select **New One-Time Event** to create a new event and agenda simultaneously.
6. If associating the agenda with an existing event, select the appropriate event from the drop-down menu. The event date, time, and location populate automatically from the selected event.

7. If creating a new one-time event, enter the **Event Name**. Use the committee name, as this name displays on the portal event tile.

The screenshot shows the 'NEW AGENDA' form with the following fields and callouts:

- Agenda Name***: Budget & Planning Committee - Regular Meeting
- Agenda Type***: Budget & Planning Committee
- Cut-Off Date***: 08/10/2026
- Cut-Off Time***: 12:00 AM
- Event Name***: Budget & Planning Committee (Callout 7 points to this field)
- Event Category**: Budget & Planning Committee (Callout 8 points to this field)
- Notice**: Set Notice (optional)
- Event Date**: 08/10/2026
- Event Time**: 6:00 PM (Callout 9 points to this field)
- Address 1**: Enter Address 1
- Address 2**: Enter Address 2

At the bottom, there are three buttons: CANCEL, CREATE AGENDA, and CREATE AND ADD NEW.

8. Select the appropriate **Event Category** from the drop-down menu to support event filtering and portal searches.
9. Enter the **Event Date**, **Event Time**, and location information.
10. Select **Create Agenda** to generate the agenda or **Create and Add New** to generate the agenda and immediately begin creating another agenda.

Edit an Existing Agenda

Agenda settings, sections, and items can be modified after an agenda has been created. Updates can be made to meeting information, agenda organization, and content structure.

1. From the **Meetings** module, select the agenda by clicking the **Agenda Name**.

CIVICPLUS
Agenda and Meeting Management

Search

Help Center

NEW AGENDA

Meetings

Dashboard

Events

Analytics

Meetings

AGENDA NAME	MEETING TYPE	BOARDS	DATE	TIME	CUT-OFF IN	MEETING IN
Budget & Planning Committee	Budget & Planning Committee	Budget & Planning Committee	04/03/2026	1:30 PM	🔒	Past
Budget & Planning Committee	Budget & Planning Committee	Budget & Planning Committee	04/17/2026	1:30 PM	🔒	Past
Budget and Planning Committee 05/01/26	Budget & Planning Committee	Budget & Planning Committee	05/01/2026	1:30 PM	🔒	Past
Budget & Planning Committee 05/15/26	Budget & Planning Committee	Budget & Planning Committee	05/15/2026	1:30 PM	🔒	Past
Budget & Planning Committee - Regular Meeting	Budget & Planning Committee	Budget & Planning Committee	08/10/2026	6:00 PM	TODAY	Today
Budget & Planning Committee 8/21/26	Budget & Planning Committee	Budget & Planning Committee	08/21/2026	1:30 PM	🔒	11 Days

2. Select **Edit Agenda Settings** to update agenda information, including the name, date, time, location, and lock status.
3. To add content, select **Create**, then select **Section** or **Item**.

CIVICPLUS
Agenda and Meeting Management

Search

Help Center

EDIT AGENDA SETTINGS

GO TO MINUTES

Budget & Planning Committee - Regular Meeting

VIEW: AGENDA

CREATE

SELECT

REORDER

Agenda is Unlocked

I. Call to Order

II. Comments/Announcements

III. Changes In/Additions to the Agenda

IV. Committee Business

V. Standing Reports

A. Subcommittee Reports 5 minutes
Report out only, no discussion

1. Budget ()

2. Long-Term Planning ()

B. College Council () 5 minutes

C. Fiscal Matters () 5 minutes

1. Grants (Le)

2. OPEB Trust Update (Le)
Quarterly Updates

3. Sacramento Update ()

MEETING TODAY
08/10/2026 6:00 PM

CUT-OFF TODAY
08/10/2026 12:00 AM

TYPE OF MEETING
Budget & Planning Committee

BOARDS
Budget & Planning Committee

AGENDA WORD DESIGN
All: Agenda

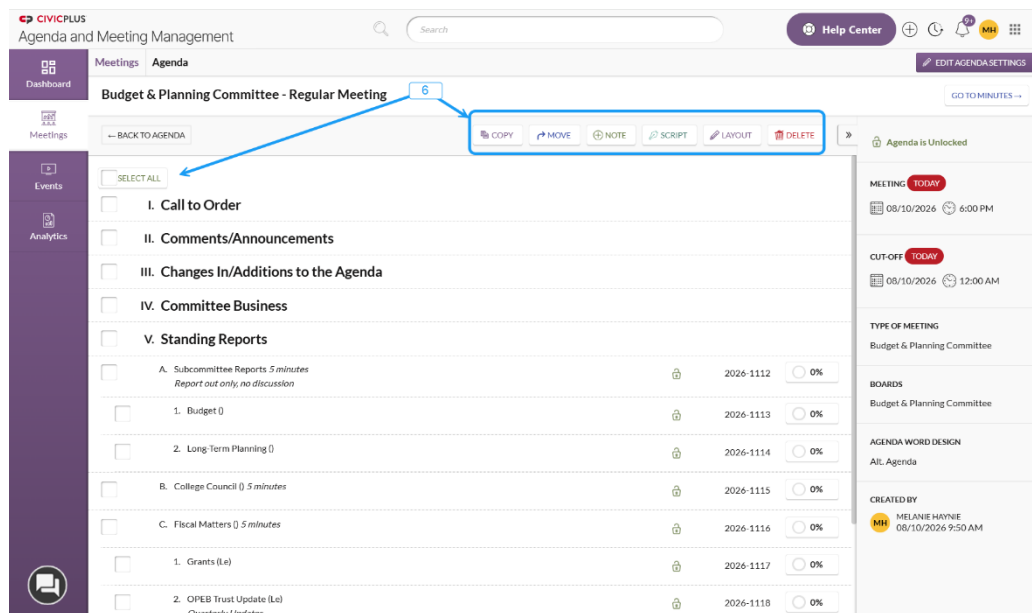
CREATED BY
MELANIE HAYNIE
08/10/2026 9:50 AM

Note: Sections are displayed as bold Roman numeral headings. Items are nested beneath sections and display as numbered or lettered entries. All items must be associated with a section.

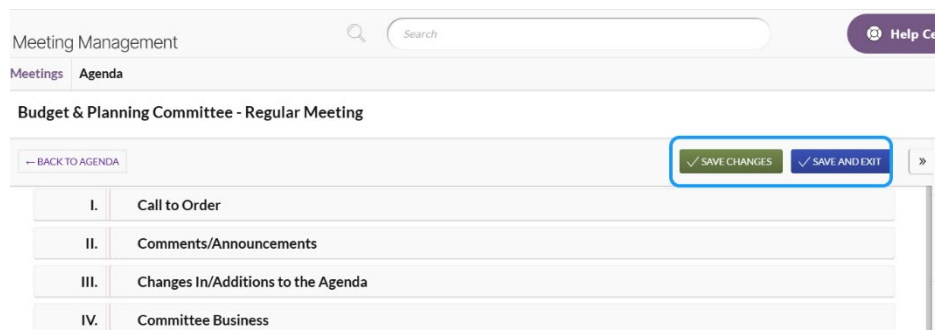
- To change the order of agenda content, select **Reorder**, then drag and drop sections and items into the desired position.

Note: The **Reorder** function changes item placement only, and **Items** can only be reordered within a **Section**, not moved to a different **Section** using this function.

- To change the content hierarchy, such as converting a section to an item or changing item levels, use the **Layout** option from the **Select** menu.
- To copy, move, add notes or scripts, modify the layout, or delete content, select **Select**, then choose the applicable section or item. Select **Select All** to apply an action to the entire agenda.



- Select **Save Changes** to save and continue editing the agenda or **Save and Exit** to save changes and return to the agenda.



8. To edit the agenda header or footer, select Agenda Fields from View drop-down menu.
9. Edit the available fields as needed and select **Save Changes**.

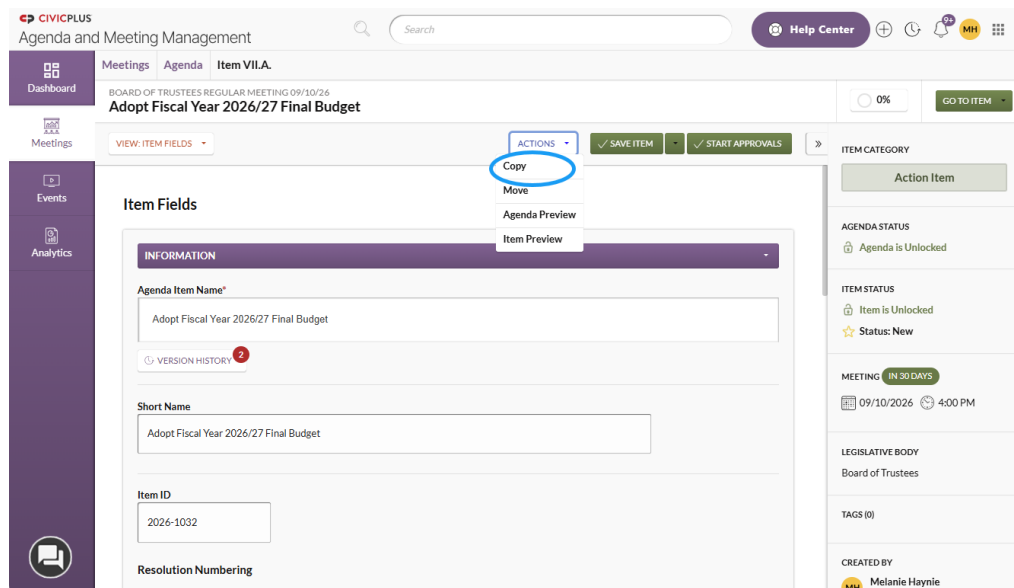
Copy and Move Agenda Items

Agenda items can be copied or moved within an agenda or between agendas. Copying creates a duplicate of the item while preserving the original. Moving transfers the item to a new location and removes it from its original agenda.

Copy an Agenda Item

Agenda items can be copied within the same agenda or to another agenda or meeting type while retaining selected content and settings.

1. Select the item to be copied.
2. From the **Actions** drop-down menu, select **Copy**.



3. Select the destination agenda from the **Select Agenda** drop-down menu.

4. Under **Content to Copy**, select the item content to include in the copied item. Selected content appears highlighted.
5. Under **Copy Options**, select **Keep Current Item ID**, **Regenerate Item Reports**, and **Update the Item Layout**.
6. Under **Section or Item to Copy**, review and update the following fields as needed:
 - a. **Item Name**: The original name is retained by default. Renaming is available but generally not recommended.
 - b. **Item Category**: Select the appropriate item category.

Note: Copying to a section is recommended. Copying an item to another item nests the copied item beneath the selected item.

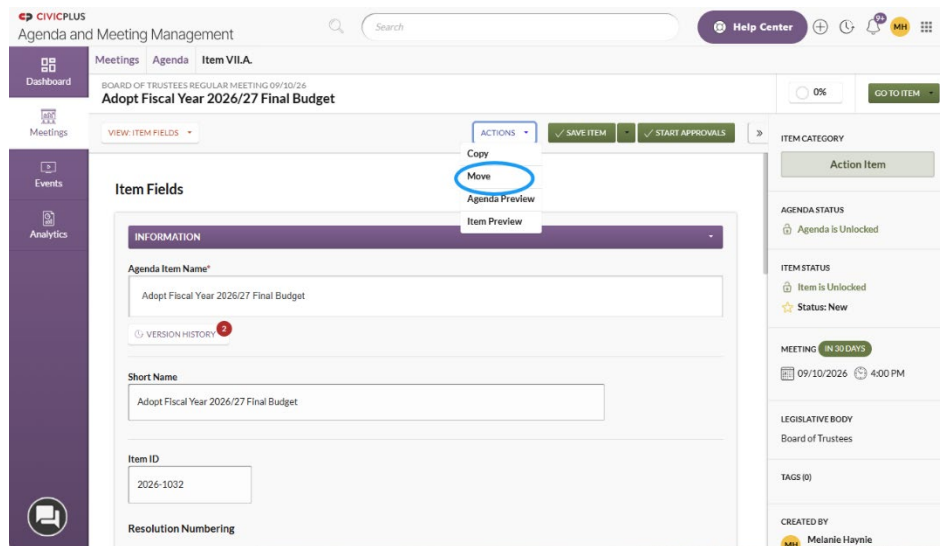
7. Select **Copy Items**.

Move an Item

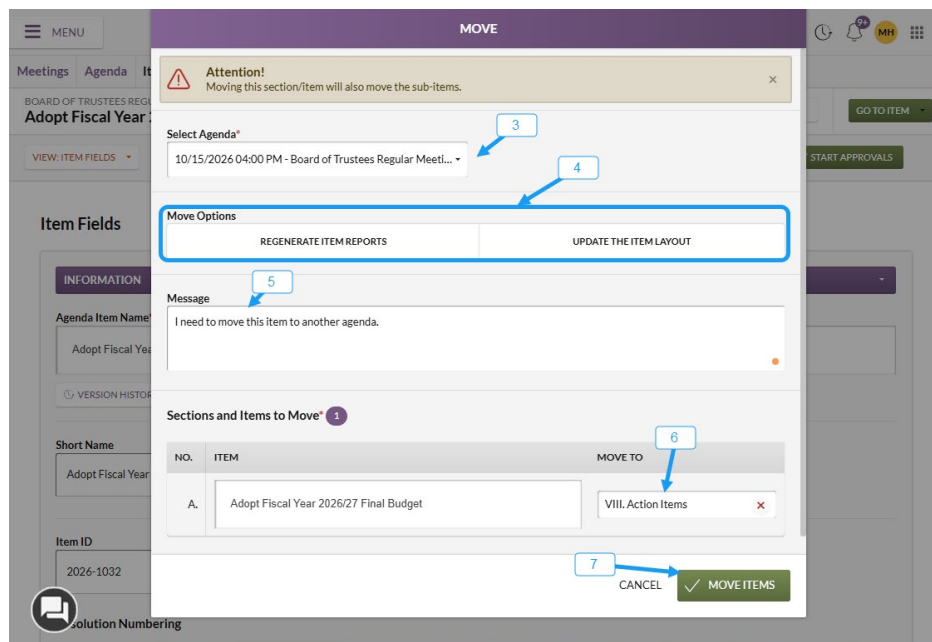
Agenda items can be moved to another location within an agenda or transferred to a different agenda.

1. Select the item to be moved.

2. From the **Actions** drop-down menu, select **Move**.



3. Select the destination agenda from the **Select Agenda** drop-down menu.



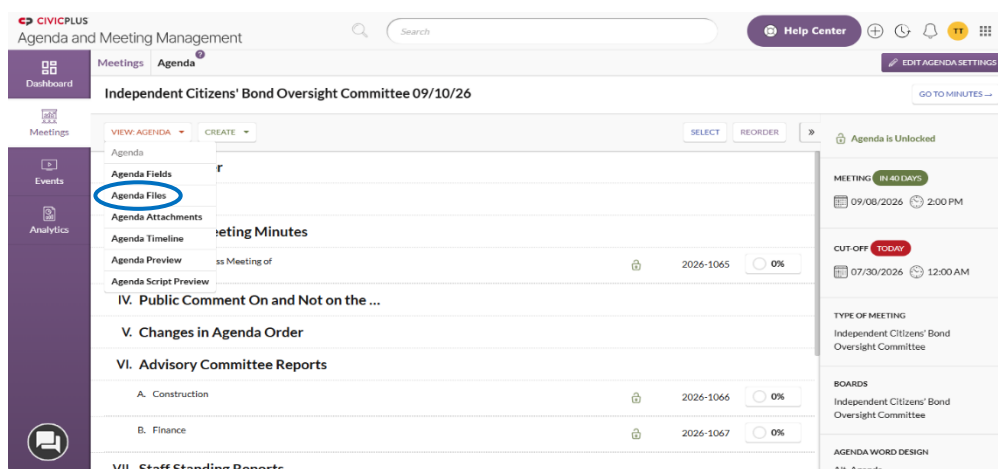
4. Under **Move Options**, select **Regenerate Item Reports** and **Update the Item Layout**.
5. If needed, enter a message for the destination Agenda Manager.
6. Under **Move To**, select the destination section or item.
7. Select **Move Items**.

Generate and Publish Agendas, Packets, and Minutes

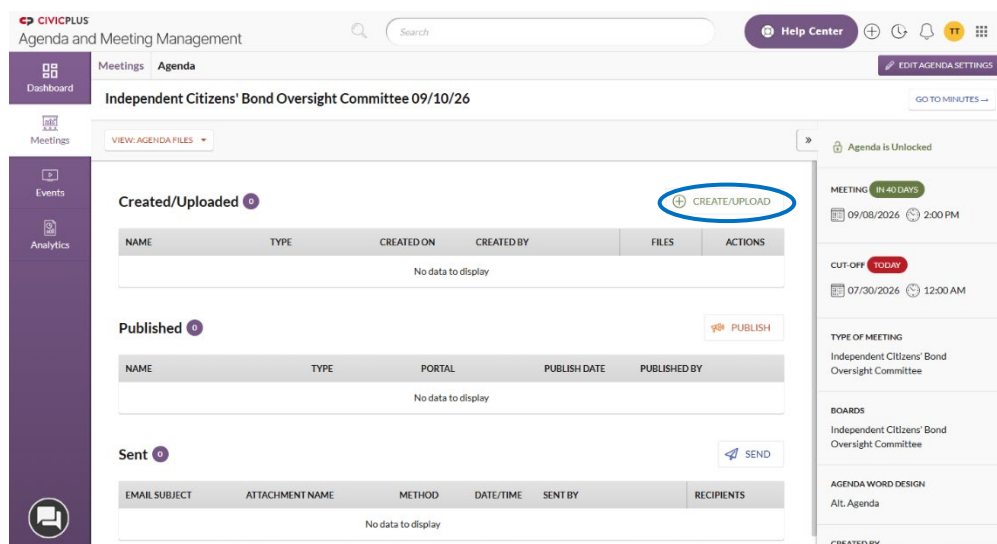
Agenda, packet, and minutes files can be generated and published to the Public and Board Portals.

Generate Documents

1. With the desired agenda open, select **Agenda Files** from the **View** drop-down menu.



2. To generate an Agenda, Agenda Packet, or Minutes file, select **Create/Upload**.



Note: Agendas, Agenda Packets, and Minutes may be created outside of CivicPlus and uploaded, but to ensure Title II compliance standards, it is recommended to create and generate these documents in CivicPlus.

3. Choose the file type to generate from the **File to Create** drop-down.
4. Type a **File Name**.

Note: A recommended naming convention is:

FileType_MeetingType_MeetingDate_Version# (e.g. Agenda_ICBOC_091026_v1)

5. Select **Create File** to generate the file.

CREATE/UPLOAD

CREATE UPLOAD

File to Create*

Agenda

Step 3

File Options

File Name*

Enter File Name

Step 4

Step 5

CANCEL + CREATE FILE

Note: Agenda packets include both the agenda and any agenda attachments, so agenda files should always be generated before agenda packets.

6. To create an agenda packet, repeat Steps 2-5, but select the appropriate agenda from the **Agenda for Packet** drop-down.

CREATE/UPLOAD

CREATE

UPLOAD

File to Create*

Agenda Packet

File Options

File Name*

AgendaPacket_ICBOC_091026

Agenda for Packet

Agenda_ICBOC_091026

☒ Regenerate Agenda Item Reports

☒ Include Non-Confidential Attachments

Include Confidential Attachments Available To:

CANCEL

+

CREATE FILE

Note: Default checkbox options should not be changed. If confidential attachments are included in an agenda packet, an appropriate user group must be selected to make them available to those users.

- To generate minutes, repeat Steps 2-5, leaving the default settings. Add **Draft** to the file name, if minutes are unapproved.

Example: Minutes_ICBOC_091026-Draft

CREATE/UPLOAD

CREATE

UPLOAD

File to Create*

Minutes

File Options

File Name*

Enter File Name

☒ Regenerate Agenda Item Reports

Order:

☒ Use Agenda Item Order

☐ Use Minutes Item Order

CANCEL

CREATE FILE

- Generated documents will appear in the **Created/Uploaded** section of the **Agenda Files** page and may be viewed, deleted, and downloaded by selecting the **View** or **Delete** buttons, or the desired file type.

CIVICPLUS

Agenda and Meeting Management

Search

Help Center

+

🕒

🔔

MH

☰

Dashboard

Meetings

Agenda

EDIT AGENDA SETTINGS

Meetings

Independent Citizens' Bond Oversight Committee 07/14/26

GO TO MINUTES →

VIEW: AGENDA FILES 3

»

Agenda is Unlocked

Created/Uploaded 3

CREATE/UPLOAD

NAME	TYPE	CREATED ON	CREATED BY	FILES	ACTIONS
ICBOC Minutes 071426	Minutes	9/16/2026	Tara Sisario		
ICBOC Agenda 7.14.26	Agenda	7/10/2026	Tara Sisario		
ICBOC Agenda Packet 7.14.26	Agenda Packet	7/10/2026	Tara Sisario		

MEETING PAST

07/14/2026 2:00 PM

CUT-OFF PAST

07/10/2026 12:00 AM

TYPE OF MEETING

Independent Citizens' Bond Oversight Committee

Mark Minutes as Draft

CivicPlus does not provide a standard method for publishing draft minutes. Draft minutes should be clearly identified before publication.

1. In the **Created/Uploaded** section, select the desired file type to download.
2. Open the file and add the word **Draft** to the document header so it is clearly visible on the first page.
3. Save the updated document, return to the **Agenda Files** page, and replace the generated minutes document with the updated draft version.
4. After the minutes have been officially approved, generate or upload a version without **Draft** in the header.

Publishing Documents

1. Select **Publish**.

The screenshot displays the CIVICPLUS Agenda and Meeting Management interface. The main content area is titled 'Independent Citizens' Bond Oversight Committee 09/10/26'. It features three sections: 'Created/Uploaded', 'Published', and 'Sent'. The 'Published' section is currently active, showing a table with columns: NAME, TYPE, PORTAL, PUBLISH DATE, and PUBLISHED BY. The table is empty, displaying 'No data to display'. A blue circle highlights the 'PUBLISH' button in the top right corner of the 'Published' section. The right sidebar contains information about the meeting, including the date '09/08/2026' at '2:00 PM', the 'CUT-OFF' time 'TODAY' at '12:00 AM', and the 'TYPE OF MEETING' as 'Independent Citizens' Bond Oversight Committee'.

2. Select the portal to publish the documents.
3. Select the documents to publish.
4. Select **Published** to publish immediately or **Published on Date** to select a future date to publish.
5. To automatically alert meeting subscribers of public agenda postings, select **Yes** for **Send Email Notifications**.
6. Select **Publish**.

The screenshot shows a web form for publishing documents. It is divided into several sections, each with a title and a set of options. Blue circles and boxes highlight specific elements, with labels 'Step 2' through 'Step 6' indicating the sequence of actions.

- Step 2:** The 'PUBLIC PORTAL' button is highlighted.
- Step 3:** The 'Agenda_ICBOC_091026' document is highlighted.
- Step 4:** The 'PUBLISHED' button is highlighted.
- Step 5:** The 'YES' button for 'Send Email Notifications' is highlighted.
- Step 6:** The 'PUBLISH' button is highlighted.

The form sections include:

- PUBLIC PORTAL / BOARD PORTAL:** Two buttons at the top.
- Agenda to Publish:** A dropdown menu showing 'Agenda_ICBOC_091026'.
- Send Email Notifications:** Two buttons, 'YES' and 'NO'.
- Packet to Publish:** A dropdown menu showing 'AgendaPacket_ICBOC_091026' with a red 'x' icon.
- Minutes to Publish:** A dropdown menu showing 'Select Minutes'.
- Notice to Publish:** A dropdown menu showing 'Select Notice'.
- PUBLISHING OPTIONS:** Buttons for 'NOT PUBLISHED', 'PUBLISHED', and 'Publish on Date' (with a calendar icon).
- Bottom Buttons:** 'CANCEL' and 'PUBLISH' buttons.

- Published documents will appear in the **Published** section of the **Agenda Files** page. You may confirm documents have been published by navigating to the Public and Board portals.

Published 4

NAME	TYPE	PORTAL	PUBLISH DATE	PUBLISHED BY
Agenda_ICBOC_091026	Agenda	Published to Public	7/30/2026	TestMe TestYou
AgendaPacket_ICBOC_091026	Agenda Packet	Published to Public	7/30/2026	TestMe TestYou
Agenda_ICBOC_091026	Agenda	Published to the Board	7/30/2026	TestMe TestYou
AgendaPacket_ICBOC_091026	Agenda Packet	Published to the Board	7/30/2026	TestMe TestYou

Note: Documents must be published separately to the **Board Portal** and **Public Portal**.

Unpublishing Documents

- Files may be unpublished by selecting **Publish**.

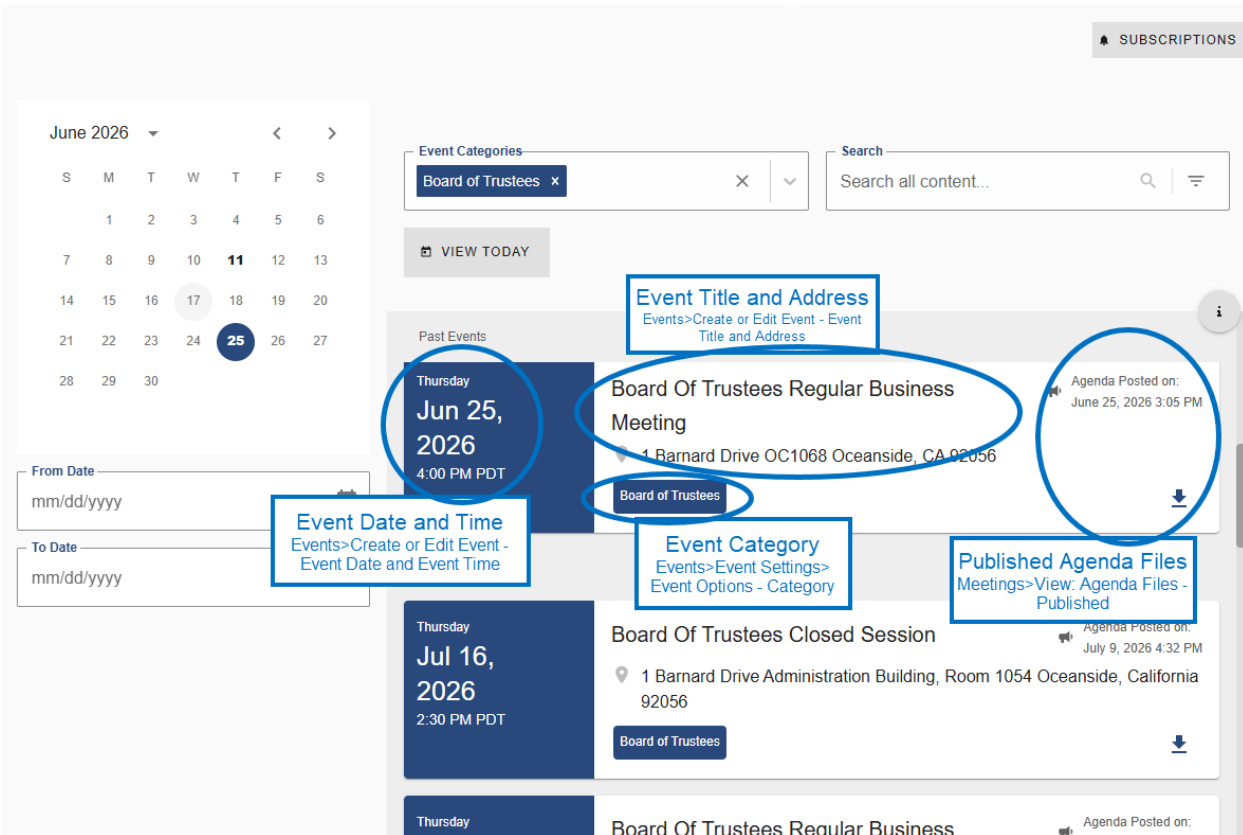
PUBLISH

2. Select the portal and **Not Published** for the files you wish to remove from that portal, then select **Publish**.

The screenshot shows a 'PUBLISH' interface with a purple header. Below the header are two tabs: 'PUBLIC PORTAL' (selected and circled in blue) and 'BOARD PORTAL'. The main content area is divided into sections for 'Agenda to Publish', 'Send Email Notifications', 'Packet to Publish', 'Minutes to Publish', and 'Notice to Publish'. Each section has a list of items with status buttons. In the 'Agenda to Publish' section, the item 'Agenda_ICBOC_091026' has a red 'X' icon and a 'NOT PUBLISHED' button circled in blue. In the 'Packet to Publish' section, the item 'AgendaPacket_ICBOC_091026' also has a red 'X' icon and a 'NOT PUBLISHED' button. At the bottom right, there are 'CANCEL' and 'PUBLISH' buttons, with the 'PUBLISH' button circled in blue.

Manage Public Event Listings

Event and meeting information displayed on the public calendar is managed through both the **Events** and **Meetings** modules. This guide identifies where each element of an event listing is maintained and how updates appear on the public website.



Note: If information does not appear on the public calendar, verify that the event has been saved and that any agenda documents have been published.

Events Module Settings

The Events Module manages the Event Title, Category, Date, Time, and Address.

1. Navigate to the Dashboard and select **Events**.
2. In the **Events** module, either:
 - a. **Create Event** for new events, or
 - b. Select an existing event from the list, then **Edit Event**.
3. Edit the appropriate fields and save the event to publish changes.

Event Title and Address

The event title and meeting location displayed on the public calendar are maintained within the Event record in the **Event Title** and **Address** fields.

Event Date and Time

The event date and time shown on the calendar are controlled within the Event record in the **Event Date** and **Event Time** fields.

Event Category

The category label displayed on the public event listing (for example, *Board of Trustees*) is assigned through the Event Options settings in the **Category** drop-down.

Note: Categories allow visitors to filter calendar results and locate specific types of meetings or events.

Meetings Module Settings

Published agenda files and the associated posting date are managed through the Meetings module.

1. Navigate to the Dashboard and select **Meetings**.
2. In the **Meetings** module, either:
 - a. Select **New Agenda** to generate a new agendas, or
 - b. Select the applicable agenda from the list, then navigate to View: Agenda Files for published files.

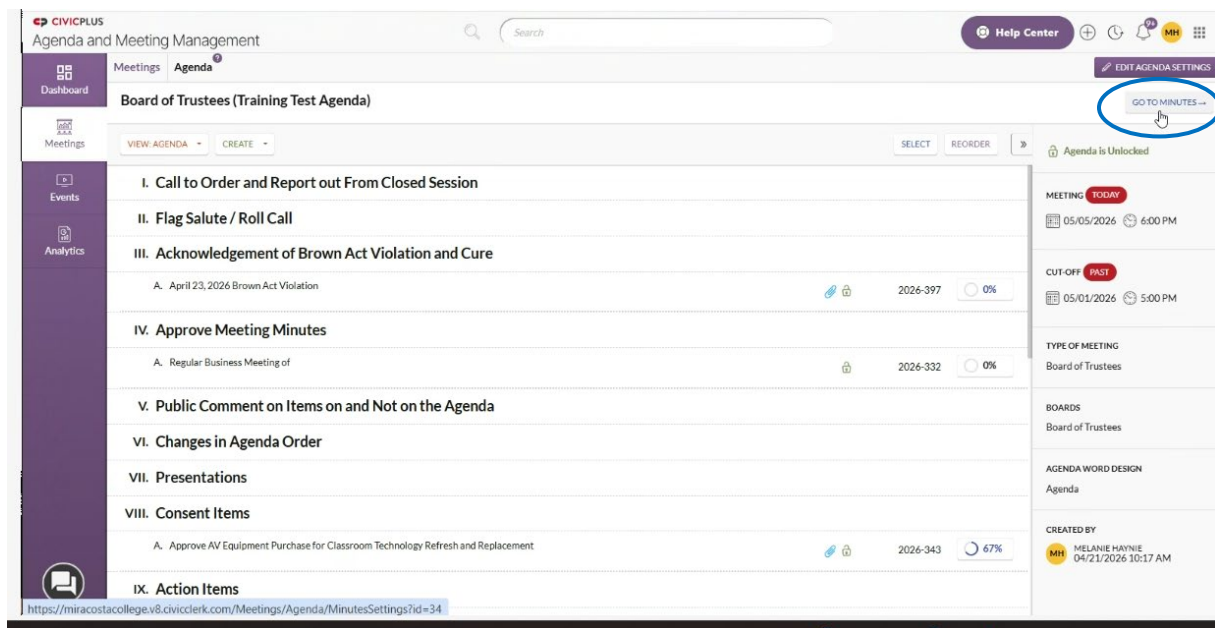
Published Agenda Files

1. Upload or update the appropriate **Agenda File**.
2. Publish the agenda document.
3. Once published, the agenda posting date and download link will appear on the public meeting listing.

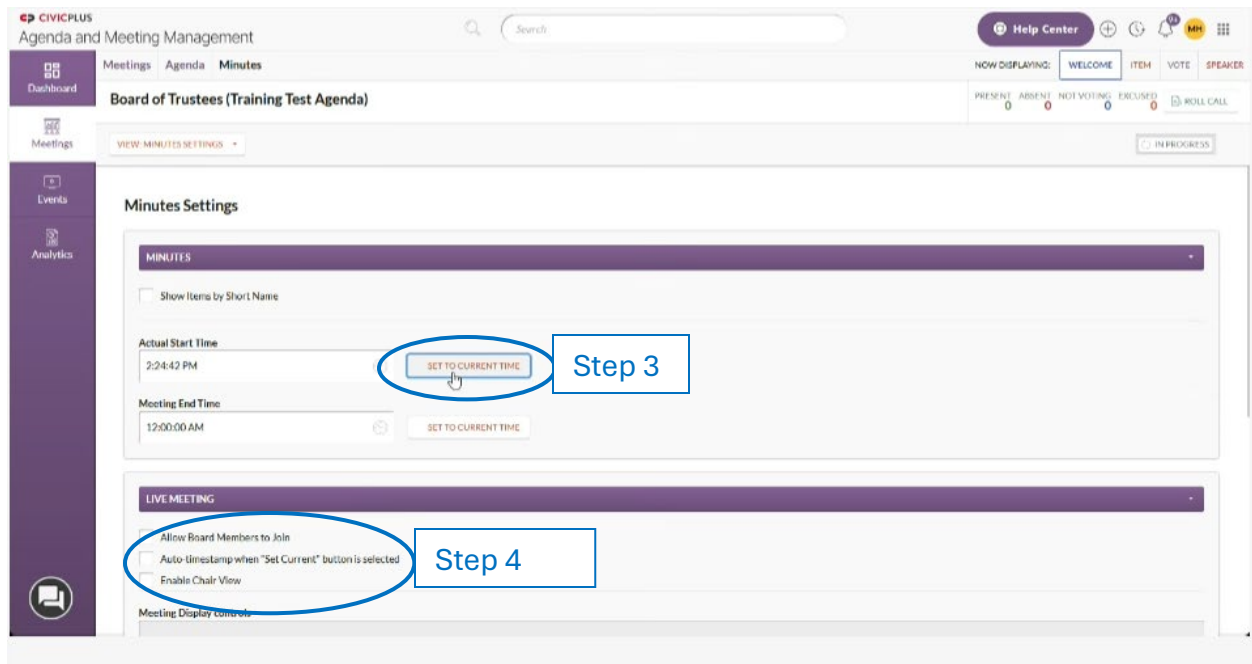
Start and End Live Meetings

Live meetings must be started before meeting actions can be recorded and ended when the meeting concludes.

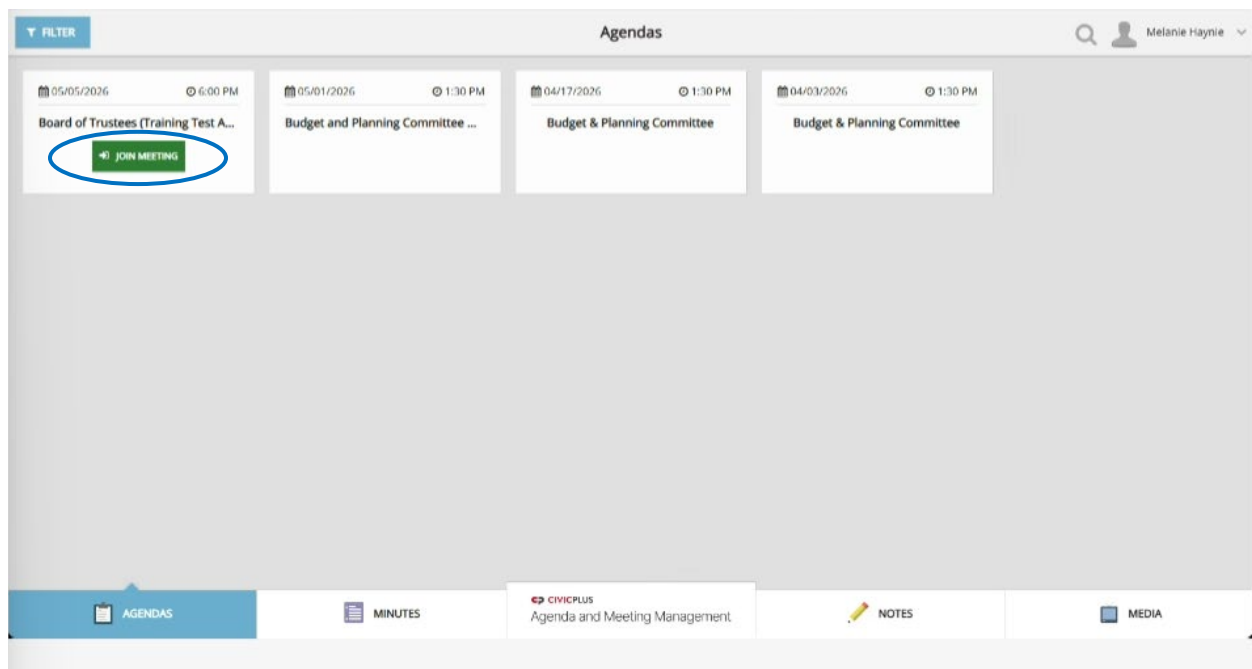
1. From the Dashboard, select **Meetings**.
2. Select the desired meeting and select **Go to Minutes**.



3. Select **Set to Current Time** to record the meeting start time.
4. In the **Live Meeting** section:
 - a. Select **Auto Timestamp when Set Current is selected** to automatically timestamp agenda items.
 - b. Select **Allow board members to join** to make the meeting live.
 - c. Select **Enable Chair View** to assign the chair functionality.

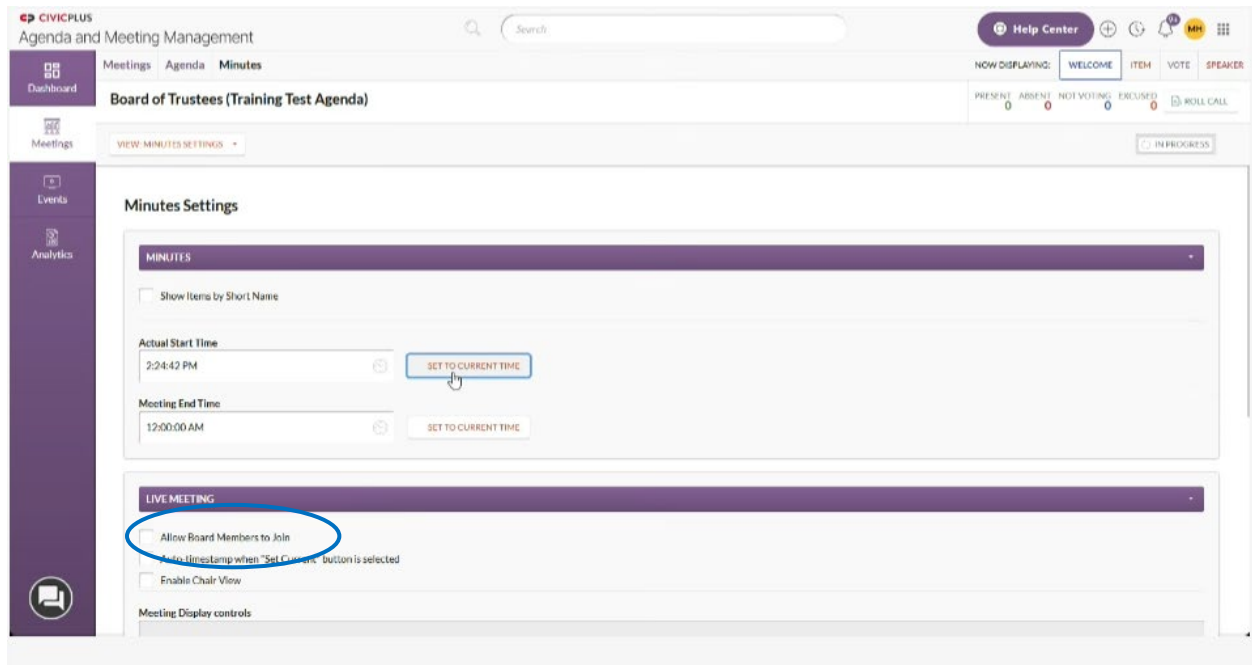


5. Navigate to Agendas in the Board Portal and confirm the meeting is live by locating the green **Join Meeting** button.



Note: A meeting will not display as live if the Event Date has passed, even if **Allow board members to join** is selected.

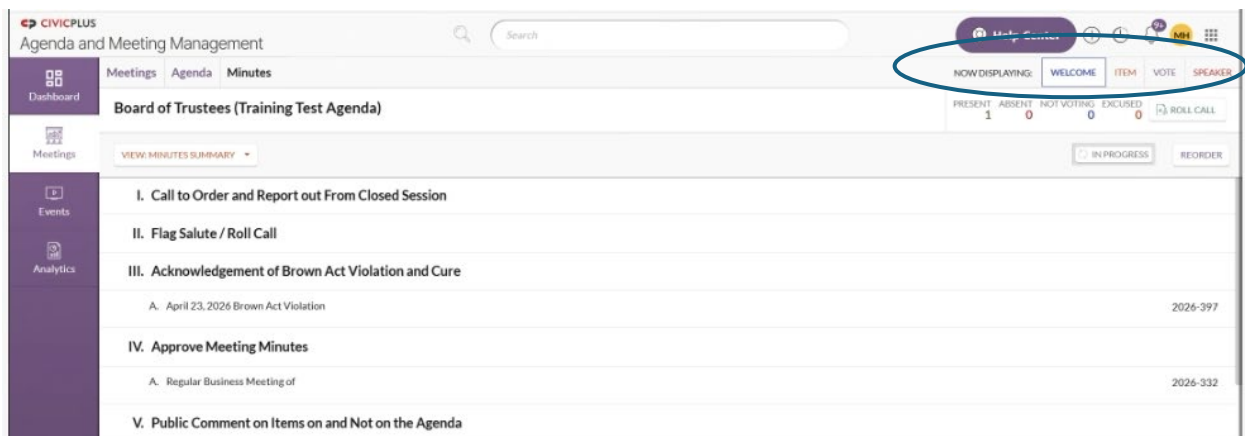
- To end a meeting, return to the **Minutes** module and de-select **Allow board members to join**.



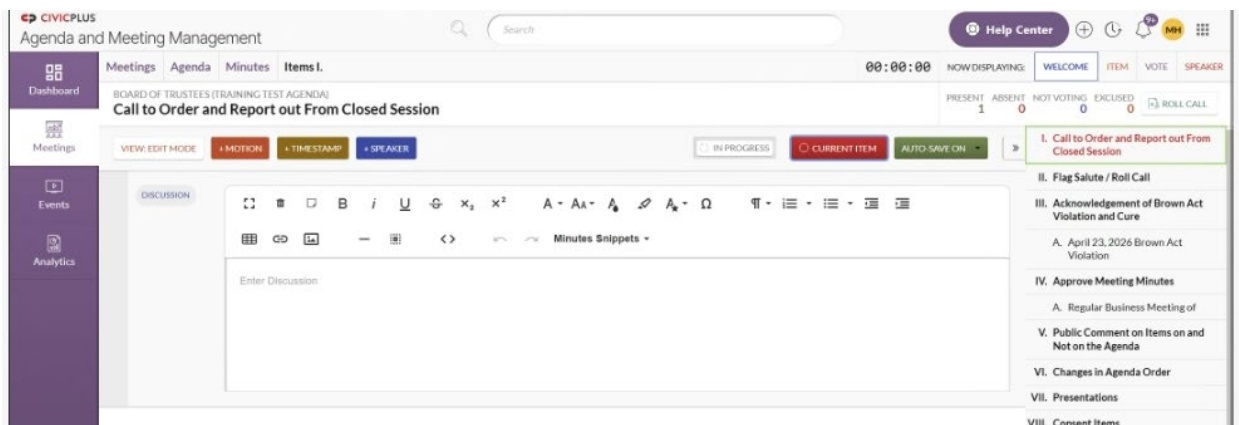
Manage the Live Meeting Display

The Live Meeting Display controls the information presented to meeting attendees during a live meeting.

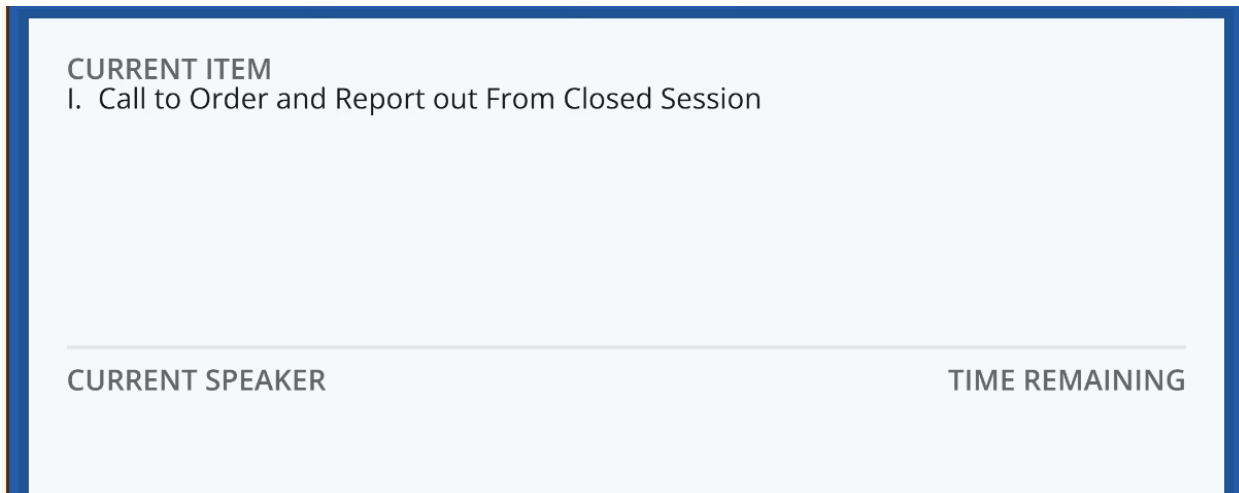
- When participants join a meeting in progress, the display defaults to the Welcome screen.



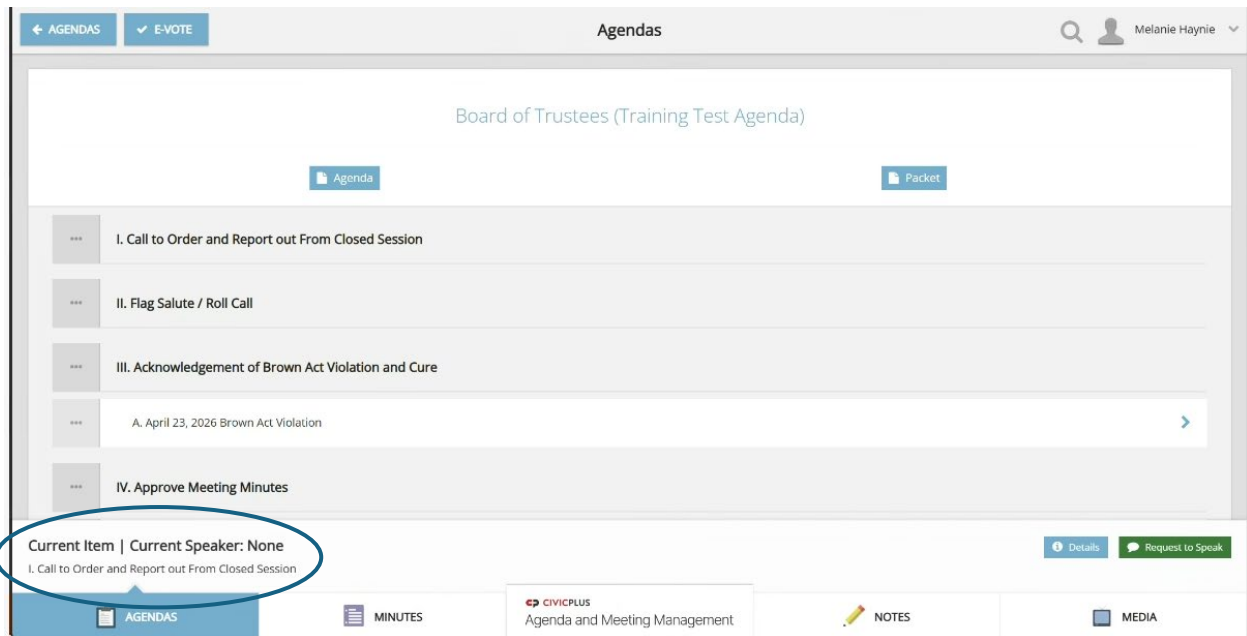
- Select the title of the desired agenda item, then select **Current Item** to present the item on the primary display.



3. The primary display updates to show the selected agenda item.



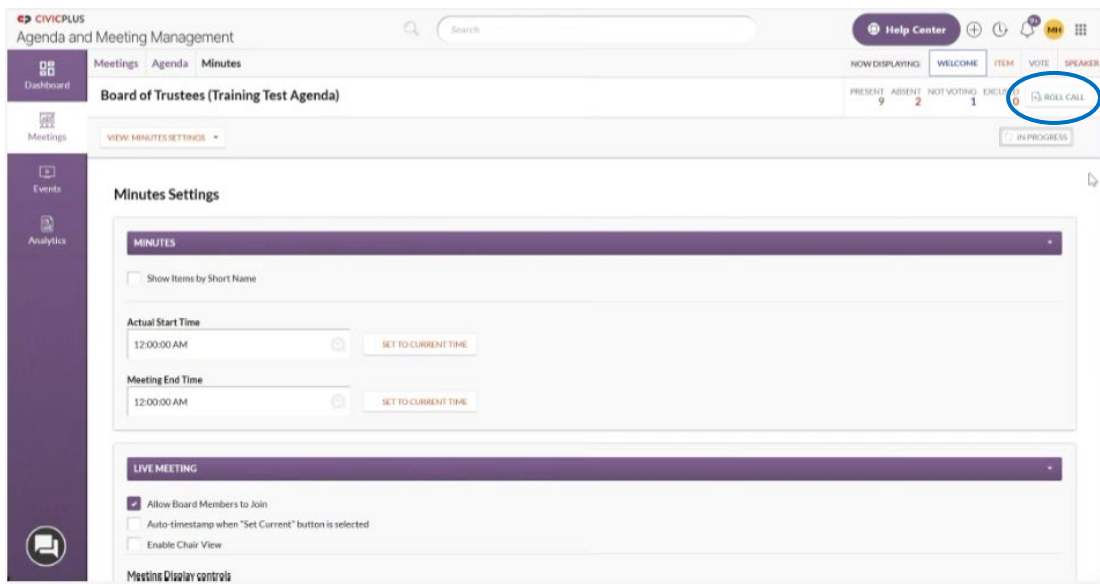
4. Board members see the current agenda item displayed on their screen while the meeting is live (shown at the bottom of their view).



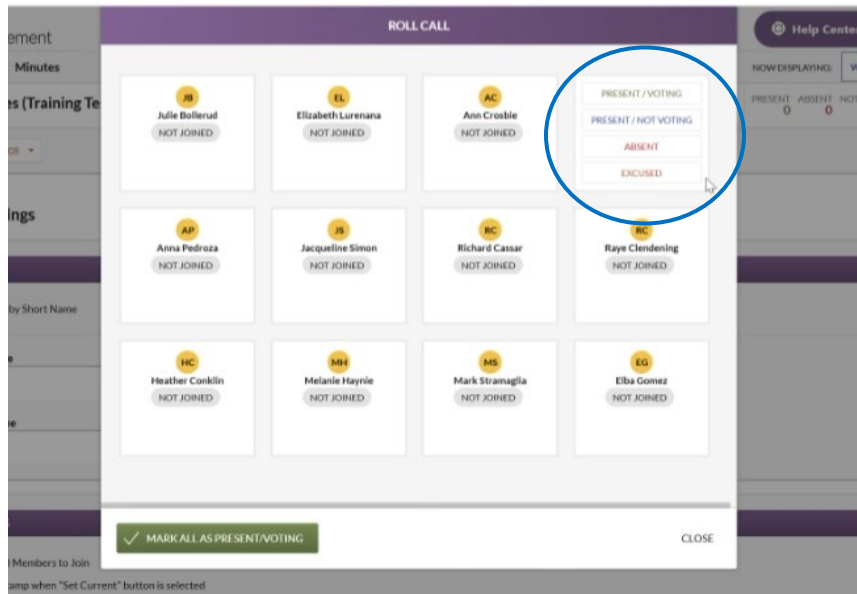
Take Roll Call

Roll call records meeting attendance and determines participant eligibility for voting during a live meeting.

1. Select **Roll Call** to view attendance.



2. Hover over an individual's name and select the appropriate status to update their response.



3. Updating a response manually overrides the individual's original selection.
4. Update Roll Call throughout the meeting as needed (for example, if a participant arrives late or leaves early).

Note: Roll Call status directly affects voting eligibility. Ensure attendance is accurate and up to date.

Manage Votes

Motions and votes can be created, tracked, and recorded during a live meeting.

1. When a motion is made, select **+ Motion**.
2. Select the **Motion Name** drop-down and choose the appropriate motion type.

Note: A brief description or the entire motion may be typed into the name field for clarity.

The screenshot shows the CIVICPLUS Agenda and Meeting Management interface. The 'Motion Name' field is highlighted with a blue circle and labeled 'Step 1'. The 'VOTING' section is highlighted with a blue circle and labeled 'Step 2'. The 'VOTING' section includes buttons for 'START VOTE', 'MARK ALL AS YES', and 'RESET VOTE'. Below these buttons is a table with columns for 'PERSON', 'INITIATE', 'SECOND', 'YES', 'NO', and 'ABS'. The table shows a single row for 'Melanie Haynie' with radio buttons for each column. At the bottom of the table are buttons for 'YES', 'NO', and 'ABSTAIN'.

3. In the Voting section, indicate who initiated and seconded the motion using the available radio buttons.
4. Select **Start Vote** to begin voting.
5. The vote is sent to all attendees marked as **Present/Voting**.
6. To restart voting, select **Reset** to clear all submitted votes, then select Start Vote again.

The screenshot shows the CIVICPLUS Agenda and Meeting Management interface. The 'Motion Name' field is highlighted with a blue circle and labeled 'Step 3'. The 'START VOTE' button is highlighted with a blue circle and labeled 'Step 4'. The 'RESET VOTE' button is highlighted with a blue circle and labeled 'Step 6'. The 'VOTING' section includes buttons for 'START VOTE', 'MARK ALL AS YES', and 'RESET VOTE'. Below these buttons is a table with columns for 'PERSON', 'INITIATE', 'SECOND', 'YES', 'NO', and 'ABS'. The table shows multiple rows for different attendees, including 'Julie Bollenard', 'Elizabeth Lurenana', 'Ann Crasble', 'Frank Merchat', and 'Anna Pedraza'. Each row has radio buttons for each column. At the bottom of the table are buttons for 'YES', 'NO', and 'ABSTAIN'.

Note: As votes are submitted, the Voting section automatically populates with results.

7. To correct a submitted vote, select the appropriate radio button next to the individual's name.

CIVICPLUS
Agenda and Meeting Management

Meetings | Agenda | Minutes | Items I.

00:00:00 NOW DISPLAYING: WELCOME ITEM VOTE SPEAKER

PRESENT 7 ABSENT 0 NOT VOTING 0 EXCUSED 0 ROLL CALL

BOARD OF TRUSTEES (TRAINING TEST AGENDA)
Call to Order and Report out From Closed Session

VIEW EDIT MODE + MOTION + TIMESTAMP + SPEAKER

IN PROGRESS CURRENT ITEM AUTO SAVE ON

PERSON **INITIATE** **SECOND** **YES** **NO** **ABSTAIN**

Frank Merchat	NOT JOINED	☒	☒	☐	☐
Anna Pedroza	NOT JOINED	☐	☐	☒	☐
Jacqueline Simon	NOT JOINED	☐	☐	☐	☒
Richard Caesar	NOT JOINED	☐	☐	☐	☒
Rayo Clendening	NOT JOINED	☐	☐	☒	☐
Heather Cocklin	NOT JOINED	☐	☐	☐	☒
Melanie Haynie	JOINED	☐	☐	☒	☐

Save as: NONE PASSED FAILED

4 YES 2 NO 1 ABSTAIN

Agenda:

- I. Call to Order and Report out From Closed Session
- II. Flag Salute / Roll Call
- III. Acknowledgement of Brown Act Violation and Cure
 - A. April 23, 2024 Brown Act Violation
- IV. Approve Meeting Minutes
 - A. Regular Business Meeting of
- V. Public Comment on Items on and Not on the Agenda
- VI. Changes in Agenda Order
- VII. Presentations
- VIII. Consent Items
 - A. Approve AV Equipment Purchase for Classroom Technology Refresh and Replacement
- IX. Action Items
- X. Second Read - Board Policies (Action Required)
- XI. First Read - Board Policies
- XII. Information
- XIII. College-Related Reports
 - A. Trustees Activities

8. Once all votes have been correctly submitted, select the appropriate outcome to display the results on the in-room screens and Board Portal display.

CURRENT ITEM		MOTION	
I. Call to Order and Report out From Closed Session		Approve Consent Items	

VOTE RESULTS			
YES	Frank Merchat	YES	Richard Cassar
NO	Anna Pedroza	YES	Raye Clendening
NO	Jacqueline Simon	ABSTAIN	Heather Conklin
YES			
Melanie Haynie			

Passed 4-2-1

Call on Speakers

View Speaker Requests

Speaker requests can be submitted during a live meeting through the Board Portal or entered manually by the Agenda Manager. Submitted requests are displayed throughout the Minutes module and can be managed from the associated agenda section or item.

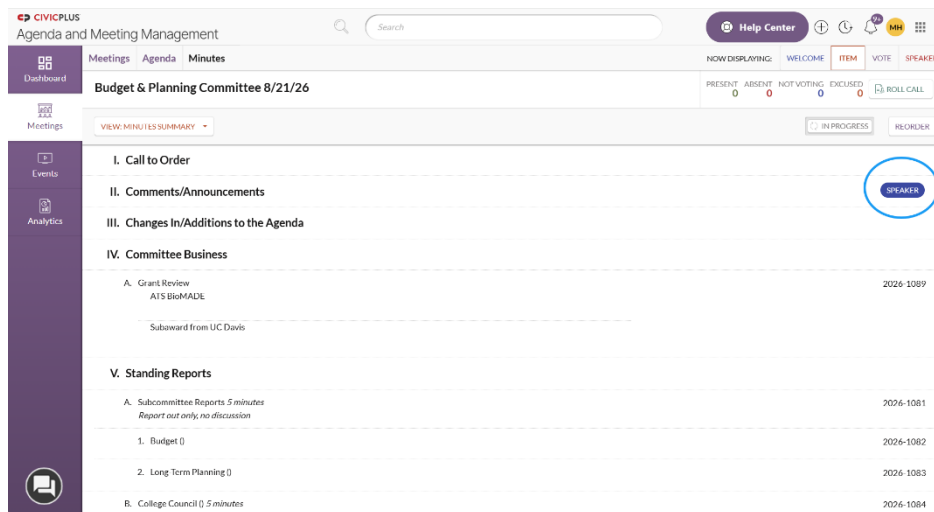
- In View: Minutes Speaker view, speaker requests will populate under the section or item.

The screenshot shows the CIVICPLUS Agenda and Meeting Management interface. The main content area displays the agenda for the "Budget & Planning Committee 8/21/26". The agenda items are listed as follows:

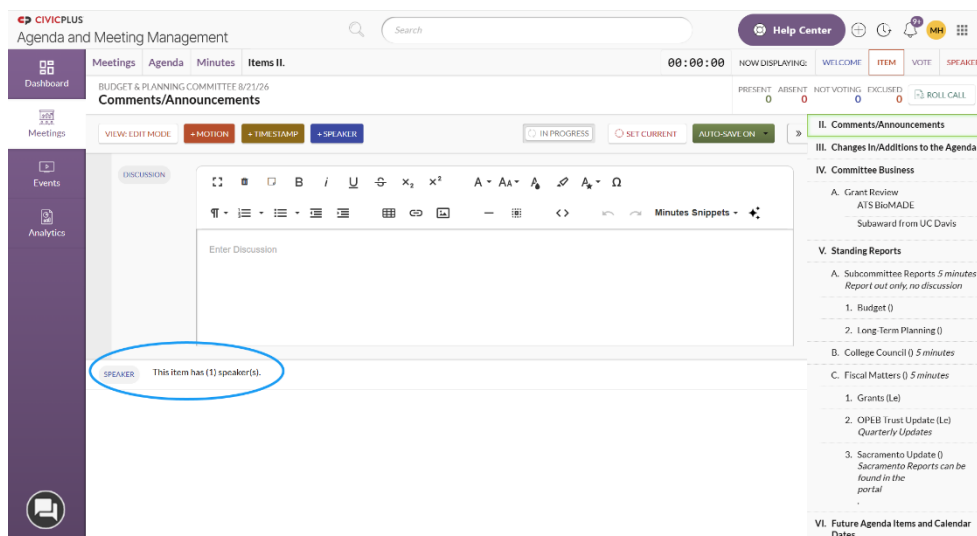
- I. Call to Order
- II. Comments/Announcements
 - Joe Speaker (BOARD MEMBER) 3 minutes
- III. Changes In/Additions to the Agenda
- IV. Committee Business
 - A. Grant Review
 - ATS BioMADE
 - Subaward from UC Davis
- V. Standing Reports
 - A. Subcommittee Reports 5 minutes
 - Report out only, no discussion
 - 1. Budget ()
 - 2. Long Term Planning ()

The "Joe Speaker" item under "II. Comments/Announcements" is circled in blue. The interface also includes a sidebar with navigation options (Dashboard, Meetings, Events, Analytics) and a top navigation bar with a search bar and various utility icons.

- In View: Minutes Summary view, speaker request will populate next to the section or item in the agenda summary.



- In View: Edit Mode view, the speaker request will populate under the Discussion box.



Call on a Speaker

1. To call on the speaker, navigate to the appropriate section or item and select **Speaker**.

- When the **Speaker** window is active, review and update the speaker's name, role and allotted speaking time as needed.

- Select Call to begin the timer, Add Time to add more time, or Reset Timer to start the timer over.
- Once a speaker has been called, the Agenda Manager may end, pause, add time, or reset time.

- To delete a speaker from the record, select the delete button.

Note: the speaker's time must be ended to delete the speaker.

Take Minutes

Meeting minutes can be recorded directly from an agenda while navigating between agenda sections and items. Minutes entered during the meeting are saved automatically and can be reviewed before publication.

Take Minutes

The Minutes view allows users to document meeting discussions and actions while navigating between agenda items.

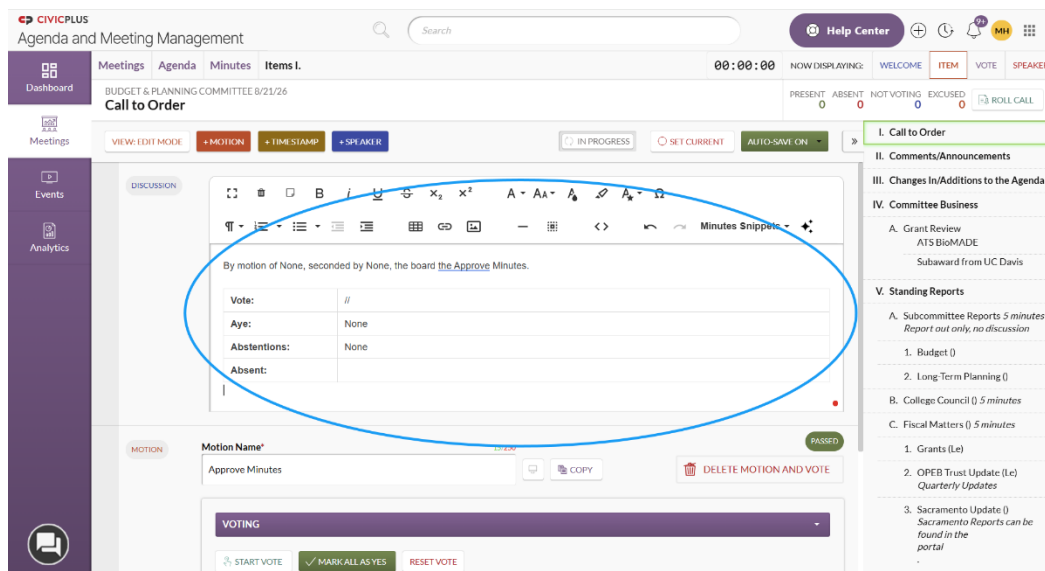
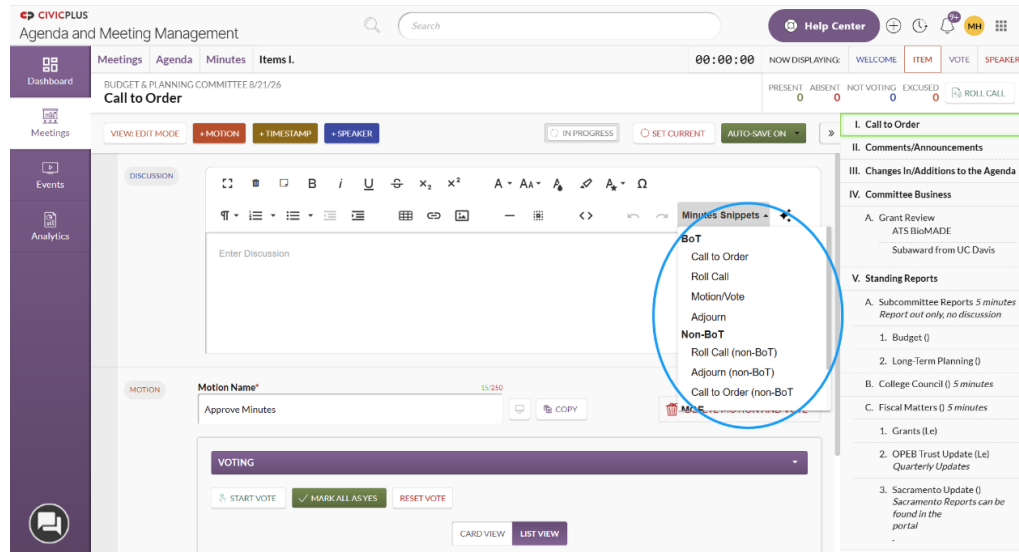
- From the agenda, select **Go To Minutes**.

2. Select **Set to Current Time** next to **Actual Start Time** to record the meeting start time.

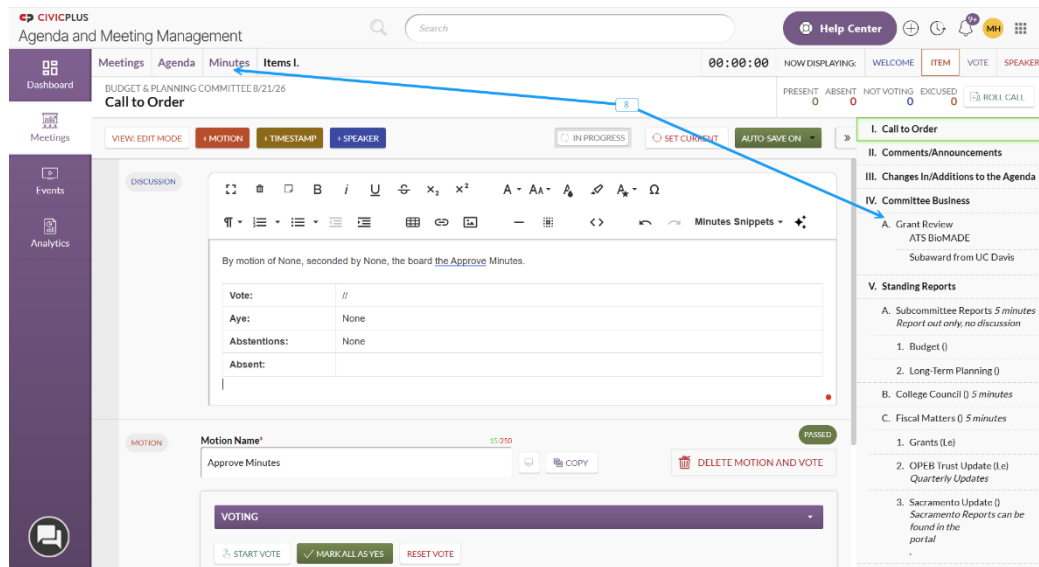
3. From the **View** drop-down menu, select **Minutes Summary**.
4. Select the section or item for which minutes will be recorded.
5. Enter meeting notes in the **Discussion** text box. Content entered into the Discussion field populates the published minutes.

6. Any motions, timestamps, or speakers recorded during a live meeting display below the **Discussion** text box. These entries do not populate the published minutes.

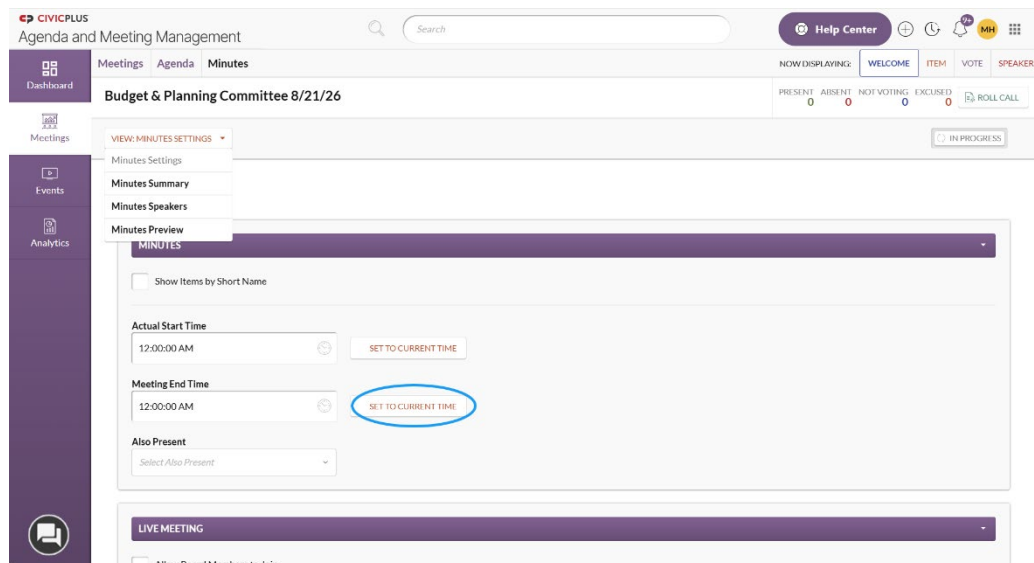
- To reduce repetitive data entry, use **Minutes Snippets** when available. Snippets are configured by system administrators and may include commonly used text such as motions, votes, timestamps, and speaker information. Snippets can also incorporate live-meeting actions, such as roll call and vote outcomes.



8. To navigate to another agenda item, select the item from the agenda summary panel. Alternatively, select **Minutes** from the breadcrumb navigation to return to the agenda, then select a different item.



9. At the end of the meeting, select **Set to Current Time** next to **Meeting End Time** to record the meeting end time.

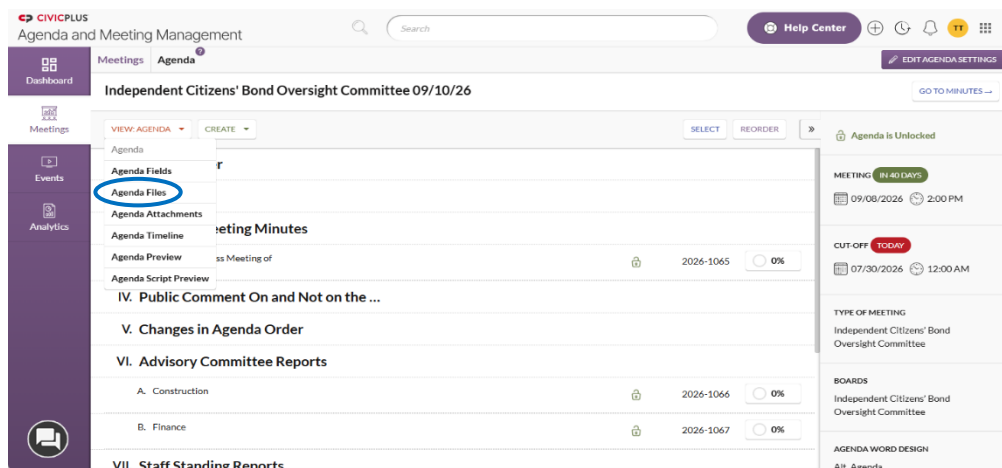


10. To review the draft minutes, select **Minutes Preview** from the **View** drop-down menu.

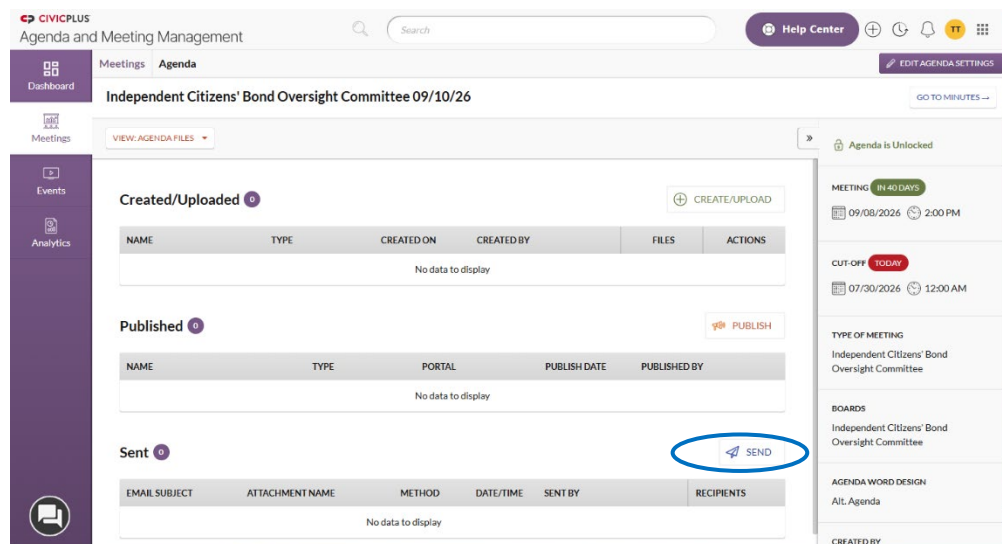
Send Notifications

Notifications and supporting agenda documents can be distributed to selected recipients directly from CivicPlus.

1. With the desired agenda open, select **Agenda Files** from the **View** drop-down menu.



2. Select **Send**.



3. Select an **Email List**, specific **Users**, and/or **External** email addresses.
4. Enter an **Email Subject**, and a message in the **Email Body**.
5. Select the appropriate attachments in the **Attachments** section.
6. Select **Send Email**.

The screenshot shows a web-based email sending interface. At the top, there is a purple header bar with the word "SEND" in white. Below this, there are three buttons: "EMAIL" (highlighted in purple), "DROPBOX", and "GOOGLE DRIVE". The "To" field is populated with the email address "MELANIEFEIBERT79@GMAIL.COM". Below the "To" field, there are three sections: "To - Email List(s)", "To - Users", and "To - External". The "To - Email List(s)" section is circled in blue and labeled "Step 3". It contains a dropdown menu with the text "Select Email List(s)". The "To - Users" section contains a dropdown menu with the text "Select User(s)". The "To - External" section contains a text input field with the placeholder "Email...". Below these sections, there is a section for "Email Subject*" with a text input field containing the placeholder "Enter Email Subject". This section is circled in blue and labeled "Step 4". Below the "Email Subject" section, there is a section for "Email Body*" with a text input field containing the placeholder "Enter Email Body". Below the "Email Body" section, there is a section for "Attachments" with three dropdown menus: "Select Agenda", "Select Agenda Packet", and "Select Minutes". This section is circled in blue and labeled "Step 5". At the bottom right, there are two buttons: "CANCEL" and "SEND EMAIL" (highlighted in green). The "SEND EMAIL" button is circled in blue and labeled "Step 6".

Note: Dropbox and Google Drive have not been configured and are not currently notification options.

DRAFT MINUTES — OCTOBER 2, 2026

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

I. Call to Order

The meeting was called to order at 9:00 AM.

II. Roll Call

Present: Afifa Zaman, Kristine Arquero, Robin Allyn, Ghada Osman, Alexis Tucker Sade, Shawn Firouzian, Sean Davis, Jorge Guerrero, Julie Graboi, Katrina Tamura, Brian Page, Polo Mariscal, Adrean Askerneese, and Jim Sullivan.

Absent: Krista Warren-Yagubyan.

Others Present: Classified Senate VP Jennifer Streagle, Student representative Aidan Hutchinson, VPI Denee Pescarmona, and Dean John Makevich. Dr. Lennor Johnson joined via Zoom later in the meeting.

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.

Senators shared campus announcements, including information about the CLC Tutoring Center and a Teaching and Learning Active Teaching evening. Dr. Ghada Osman noted a connection between Student Affairs and Health Services.

IV. Changes to Agenda Order

No changes to the agenda order were recorded in the meeting notes.

V. Consent Calendar

A. Approve Minutes of the Regular Meeting of September 18, 2026

B. Equivalency Request in Music (Approved by Equiv 9/24/2026)

The September 18, 2026 minutes were pulled from the consent calendar. The remaining consent item, the Music equivalency request approved by the Equivalency Committee on September 24, was approved by unanimous consent.

VI. Information

A. AI Frameworks Coordination Plan Update

Description: The AS President will Update the Senate on conversations with subcommittee chairs and other faculty leaders about progress toward the goals and ideas presented in the AI Frameworks Coordination Plan.

Senators discussed continuing faculty work on the AI Frameworks Coordination Plan. Suggestions included setting aside time on a Thursday during Flex Week for faculty to meet and continue developing the framework, while making room for discussion of resistance to AI and AI fatigue.

B. Education Futures Plan Theme 1

Description: Because of its alignment with Academic Senate Goal #1, the Senate will briefly review Theme 1 from MiraCosta's Education Futures Plan

The Senate reviewed Theme 1 in relation to Academic Senate Goal 1. Discussion considered a shift from transactional approaches toward transformational, student-centered education. Senators raised the relationship between responsive education models, access, and student support, and noted that access without support is not opportunity. The discussion also connected strategies for supporting students at different points in their educational pathways.

VII. Discussion

A. Academic Senate Goal 1 - Access, Learning, and Connection: Hyflex

Description: A discussion of the accessibility benefits and limitations of hyflex as well as the impact of this modality on the learning experience, human connection, and the development of core competencies. Hyflex @ MiraCosta Overview

The Senate discussed the accessibility benefits and limitations of HyFlex and its effects on learning, human connection, and core competencies. Senators noted that success data are difficult to compare across modalities, while early data suggest improving success rates and growing faculty skill. The Senate discussed the need for clear information for students about HyFlex and for resources that support both students and instructors, including well-designed modules, training, instructional support, and technical assistance.

Several senators described HyFlex as a way to reduce barriers for students who have difficulty getting to campus or need flexibility. Others raised concerns about finding HyFlex sections in SURF, confusing modality labels, creating equitable experiences across in-person and Zoom participation, and keeping remote students engaged. Senators discussed the additional planning and navigation required of instructors, the need for well-trained support staff, and the particular challenges of teaching science labs remotely. Examples of effective support at the CLC and North County Campus were shared. Senators also raised questions about student retention, course completion timelines, and how departments should assess which modalities best serve their students. No action was taken.

VIII. Reports

A. College Superintendent/President – Johnson (access report)

Dr. Johnson joined via Zoom. He reported that AB 2466 was approved, expanding support for paid work-based learning opportunities for students. He also noted AB 2504 and the Future of Creative Industries Pilot Program. Dr. Johnson shared reflections from a recent discussion about the future of the San Elijo Campus and thanked Professor Rick White for welcoming him into a class. See the written report for additional information.

B. Classified Senate – Streagle (access report)

Streagle reported that more than 100 Classified Professionals attended the September 15 meeting in person or via Zoom, with standing room only at the Oceanside Campus. Classified Senate is reviewing its policies, procedures, and bylaws to support increased participation. See written report for more information.

IX. Action Item, Second Read (vote required)

A. BP 4010: Academic Calendar - Ante-Contreras

Description: *Changes made to account for CCLC template changes regarding a legal citation to the revised Title 5 regulations on Flexible Calendars and to reference the regulations in the policy.*

A motion by Senator Tucker Sade, seconded by Senator Osman, to approve BP 4010 passed unanimously, 13-0.

B. BP / AP 5505: Academic Integrity - Ante-Contreras

Description: *BP changes suggested regarding streamlining some redundant language, adding references to Ed Code, and including academic integrity in the context of testing environments. The AP has only minor changes to the references.*

A motion by Senator Page, seconded by Senator Mariscal, to approve BP/AP 5505 passed unanimously, 13-0.

C. Academic Senate Goal 2 Artificial Intelligence, Teaching, and Learning

Description: *The AS Senate Leadership Team has revised goal two based on Senate feedback at our last meeting. Senate Goals #2*

The revised Goal 2 incorporated Senate feedback and broadened the goal. A motion by Senator Firouzian, seconded by Senator Osman, to approve the revised Goal 2 passed unanimously, 14-0.

X. Reports

A. Associate Student Government - Hutchinson (access report)

Hutchinson reported that the San Elijo work group is planning a Halloween-themed Matcha Night on October 22 to encourage campus interaction. He and Senator Sullivan are also planning a question-and-answer discussion of the AI Frameworks Coordination Plan for an upcoming Senate meeting. See the written report for additional information.

B. Senate Leadership – Allyn (access report)

Senate Leadership reported on its continuing work and the September 18 meeting. The Senate noted the value of connecting local leadership work with ASCCC resources and statewide discussions, and identified reports on online education, student success, and retention as useful context for Goal 1. See the written report for additional information.

XI. Adjournment

The meeting was adjourned at 10:25 a.m.



MOU Between the
MiraCosta Community College District &
MiraCosta Community College District – Faculty Assembly
26-05

This agreement extends MOU 24-03 and modifies the terms of section C.11.0 of the Faculty Assembly 2025–2028 contract to allow for the specific project identified below:

- 1) The District began conducting ongoing Core Competency Assessments in spring 2018. There is a need to continue this work during the 2026–2027 academic year.
- 2) The Outcomes and Assessment Committee shall put out a call for participation and appoint up to thirty-six (36) faculty members total to participate in the Core Competency Assessment each semester.
- 3) As part of an assessment team, each faculty member engaging in a Core Competency Assessment shall undertake the following responsibilities:
 - a. Planning and preparation, including selecting and discussing assessment instruments;
 - b. Collaboratively reviewing and norming the relevant VALUE rubric;
 - c. Administering assessments to their students and scoring their respective assessments using the rubric;
 - d. Meeting to discuss the results and collaboratively identifying key findings; and
 - e. Contributing to an evaluation of the process and recommendations for future assessments.
- 4) Each full-time faculty member participating in the Core Competency Assessment shall be compensated at their respective non-contractual, non-teaching hourly rate. (C.11.0).
- 5) Each full-time faculty member shall submit an hourly timesheet for the actual hours worked on the project, not to exceed fourteen (14) hours per assessment. All timesheets must be submitted upon the conclusion of the project.
- 6) A Core Competency Coordinator will organize the Core Competency Assessments each semester and work with faculty participants in preparing and completing the assessments. The Coordinator will also work with staff in the Office of Research, Planning and Institutional Effectiveness (RPIE) in completing an institutional report of the results each semester.

- 7) The Coordinator will receive a \$5000 stipend at the end of each cycle in the Fall and Spring semesters. The Coordinator will receive compensation upon written confirmation by the VPIS or designee to the Payroll Manager.

This agreement will become effective upon approval. It shall expire on June 30, 2027.

Lennor Johnson, Ed.D.

William Gunn, Ph.D.

Signature	Date
Superintendent/President	
MiraCosta Community College District	

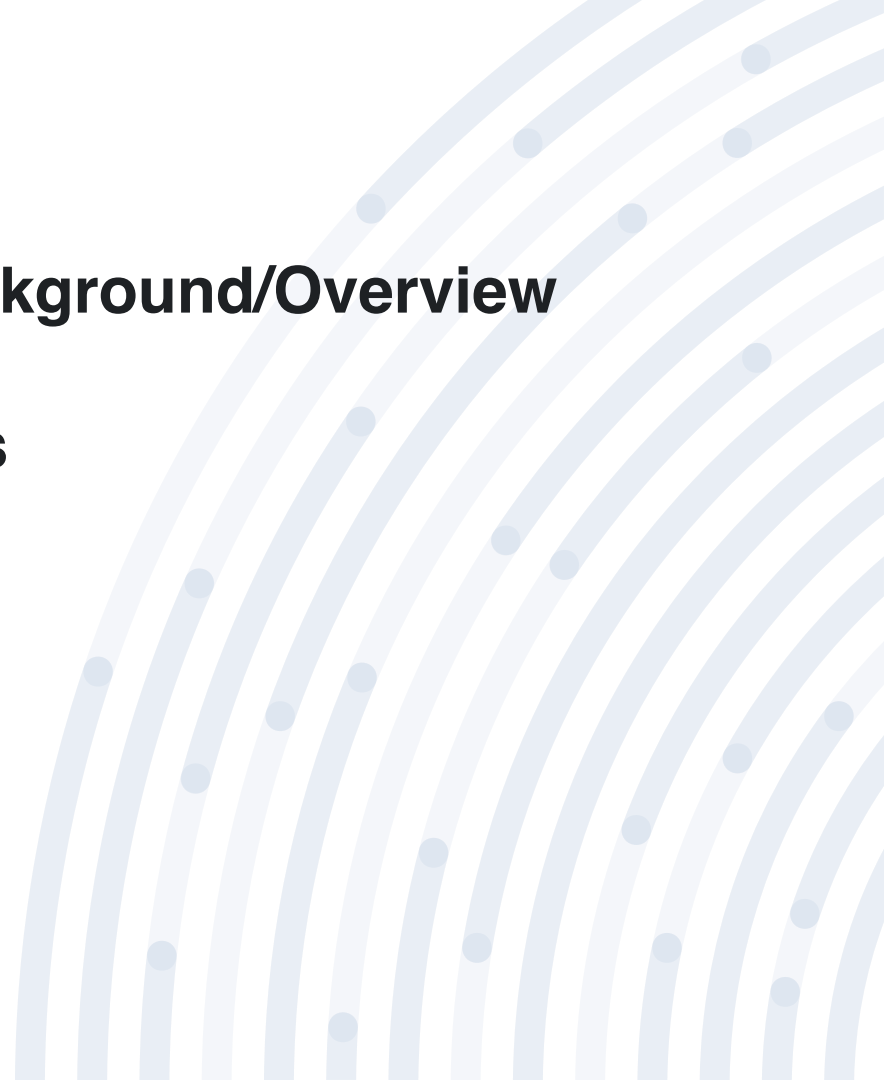
Signature	Date
President	
MiraCosta College Faculty Assembly	

MiraCosta College Online Education Board Report 2026

Jim Julius

Faculty Coordinator, Online Education

Report Outline

1. Distance Education Background/Overview
 2. Key Data
 3. Current Work Highlights
- 

Key Terms *(External)*

Distance Education (DE): Instruction in which students and instructor are separate, but have regular and substantive interaction through technology (*Federal*)

DE Class: A class section where over 50% of instructional time occurs via Distance Education. (*state/ACCJC*)

DE Program: A program where 50% or more of the required courses have been approved for offering as DE classes. (*ACCJC*)

Key Terms *(Local)*

Online Class: The entire class may be completed online, asynchronously.

Scheduled Online Class: The entire class may be completed online, including scheduled synchronous meetings.

Hybrid Class: Some instructional time occurs outside of the classroom. May be DE or non-DE. May be entirely online except exams.

HyFlex Class: Class is taught in a classroom and online simultaneously. Students choose how to attend.

Vision

MiraCosta's Online Education leverages an increasingly rich array of teaching and learning resources, experiences, and environments. MiraCosta College will lead in providing effective and innovative Online Education as an integral means of equitable access and student success.

Mission

The mission of Online Education at MiraCosta is to create and support an engaging, equitable, and student-centered learning experience through online instruction, resources, and services..

DE PARTICIPATION AT MIRACOSTA

ALL PROGRAMS

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# of DE Course Sections	992	3,307	2,734	2,289	2,172	2,235	2,315
% of FTES from DE	34.3%	99.3%	89.3%	77.2%	71.4%	71.1%	71.9%
% Students Enrolled in at least one DE Section	55.8%	99.6%	95.9%	91.4%	87.8%	88.7%	89.3%
% Students Enrolled in only DE Sections	22.7%	97.9%	76.4%	63.4%	56.1%	55.6%	56.4%

Source: MiraCosta Data Warehouse

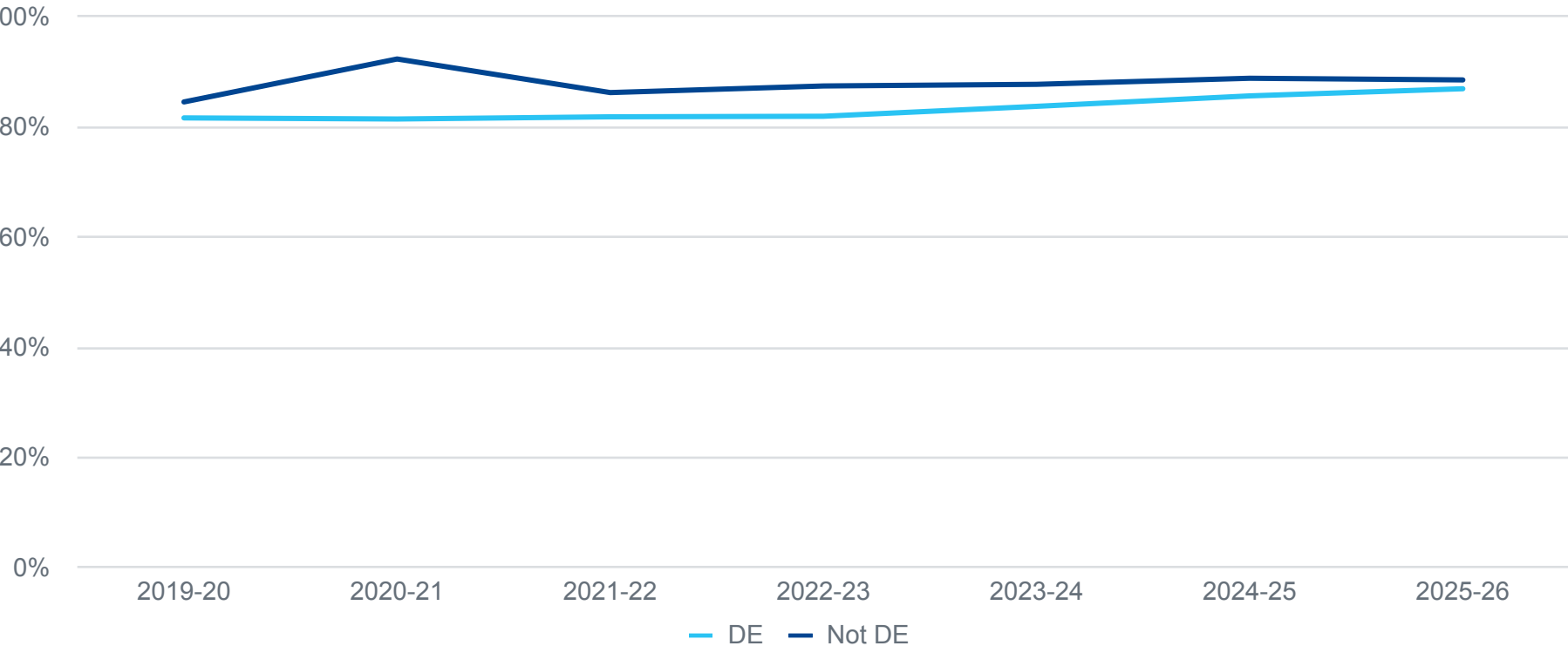
DE PARTICIPATION AT MIRACOSTA

CREDIT ONLY

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# of DE Course Sections	978	2,885	2,362	1,921	1,833	1,898	1,980
% of FTES from DE	37.4%	99.3%	89.2%	76.5%	71.3%	71.4%	72.4%
% Students Enrolled in at least one DE Section	66.8%	99.5%	96.6%	93.0%	91.2%	91.9%	92.6%
% Students Enrolled in only DE Sections	27.5%	97.6%	76.4%	62.6%	56.0%	55.8%	57.2%

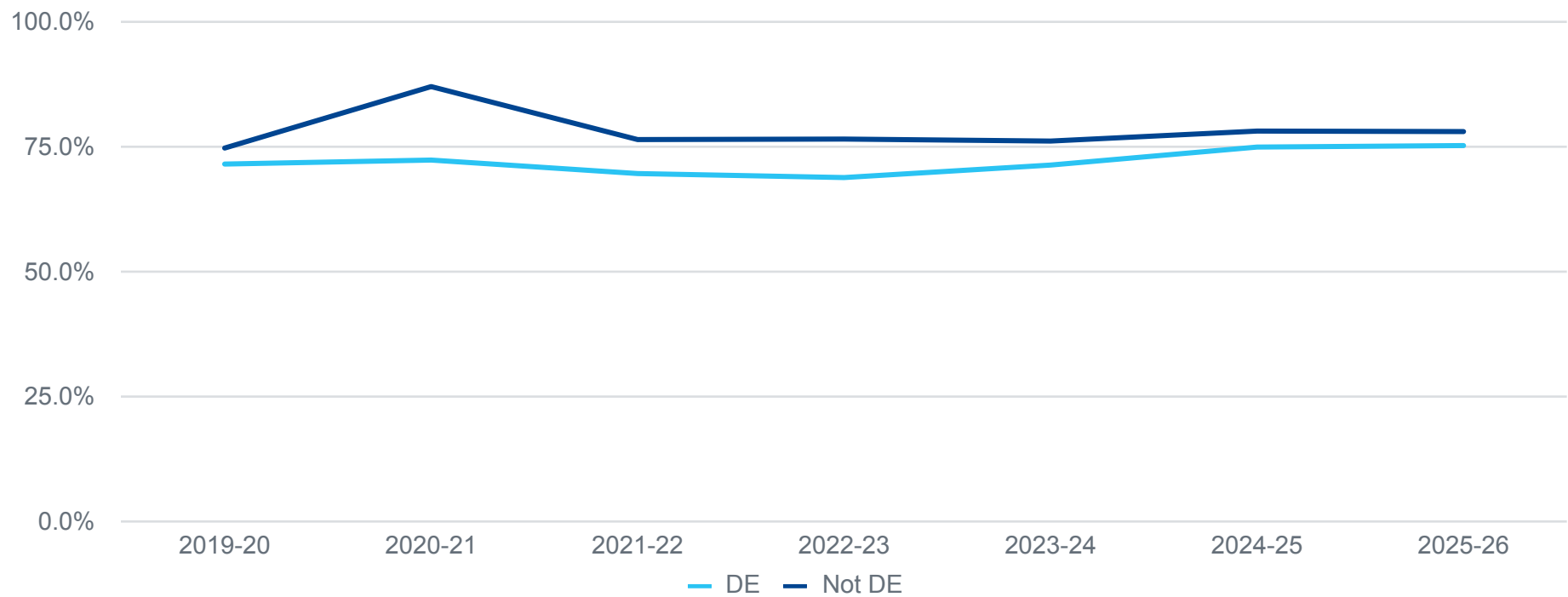
Source: MiraCosta Data Warehouse

MiraCosta Course Retention Rates *Credit Only*



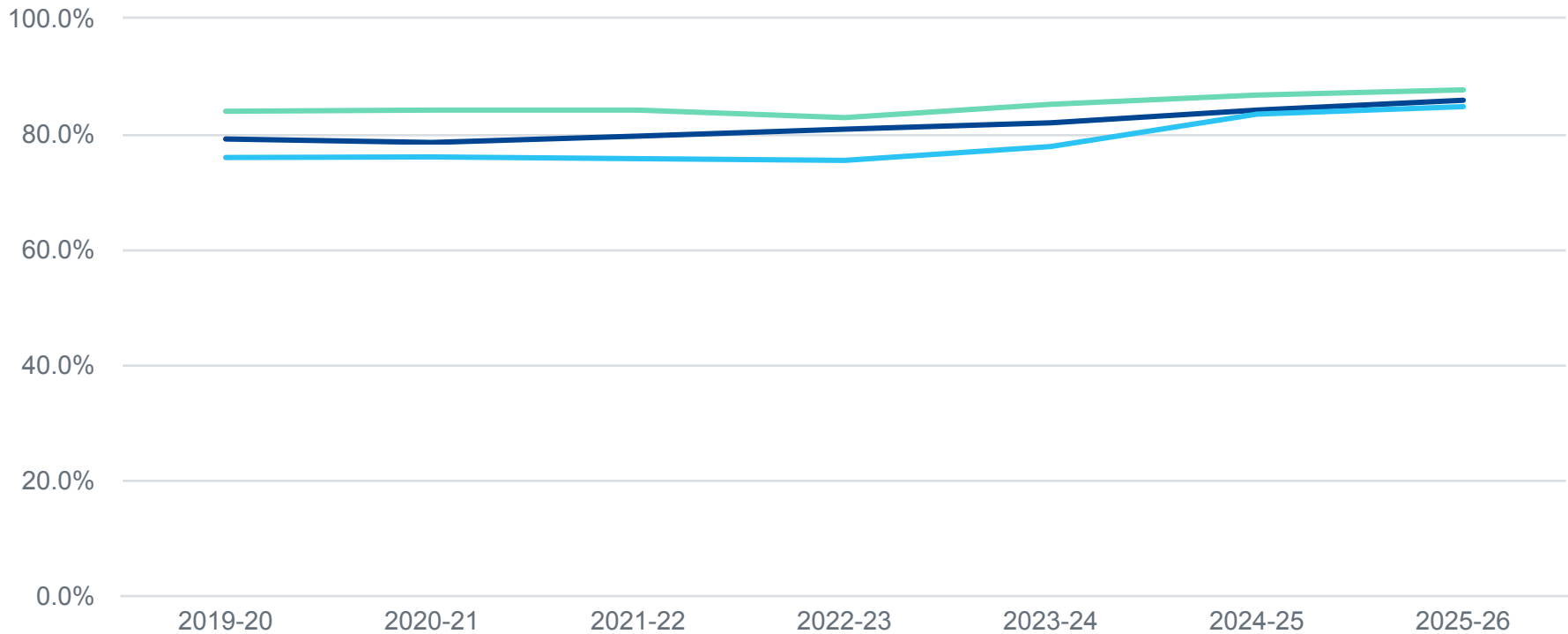
Note: EW grades are treated as traditional withdrawals

MiraCosta Course Success Rates *Credit Only*



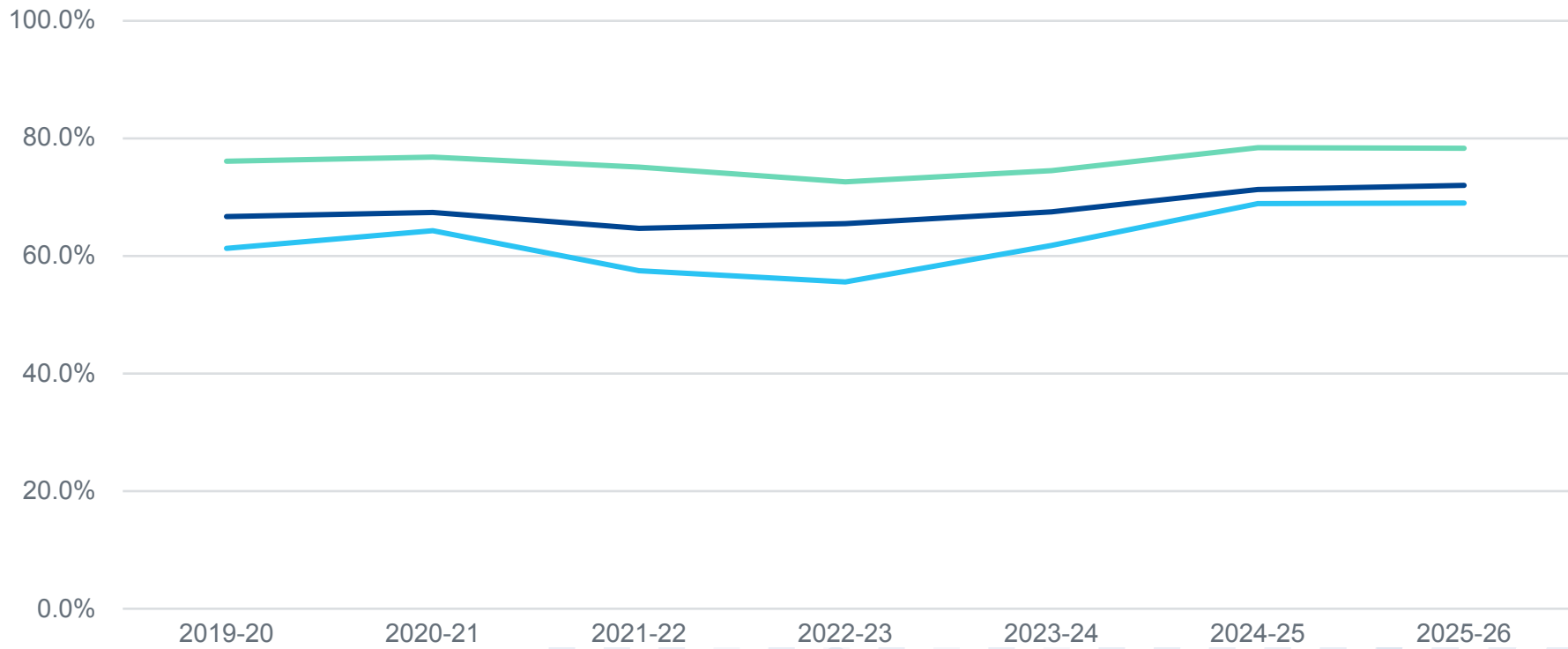
Note: EW grades are treated as traditional withdrawals.

MiraCosta DE Equity Data – Retention *Credit Only*



Note: EW grades are treated as traditional withdrawals.

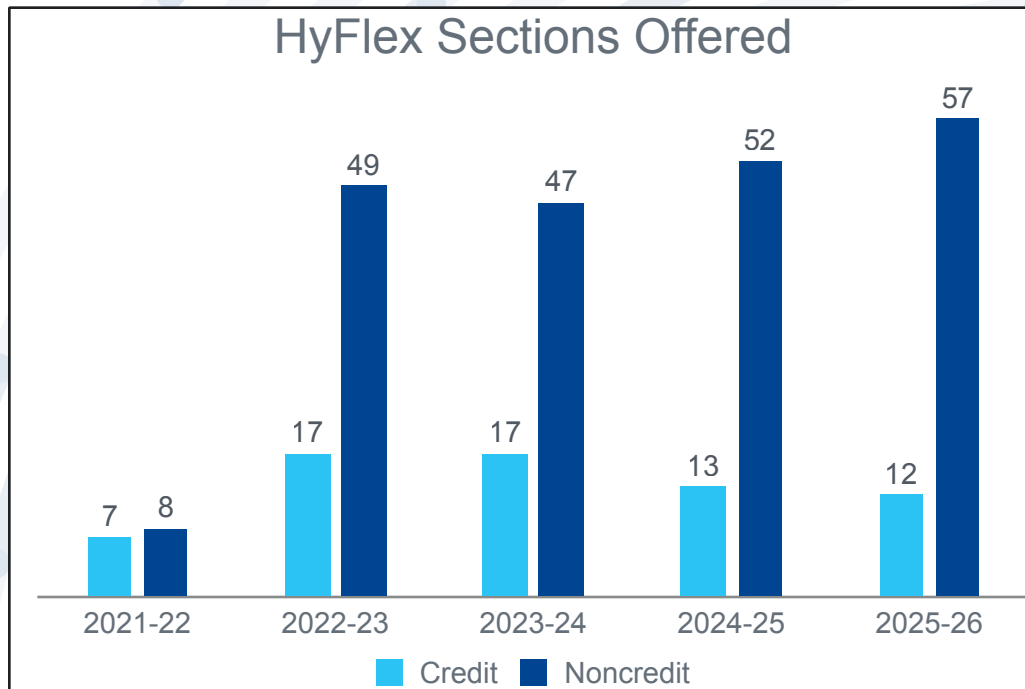
MiraCosta DE Equity Data – Success *Credit Only*



Note: EW grades are treated as traditional withdrawals.

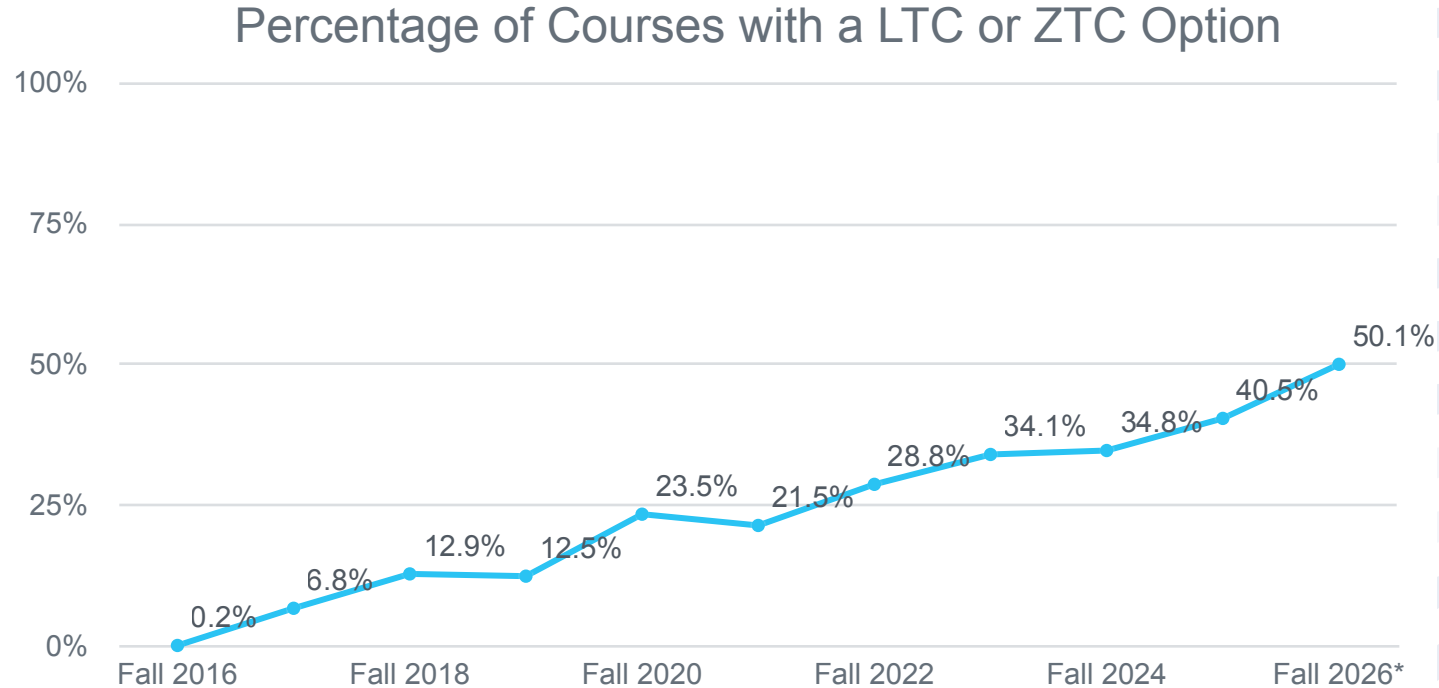
HyFlex Offerings

2025-26 Courses included: Adult High School, English, English as a Second Language, Japanese, Media Arts & Technology, Noncredit Special Education, Workforce Preparation and Math



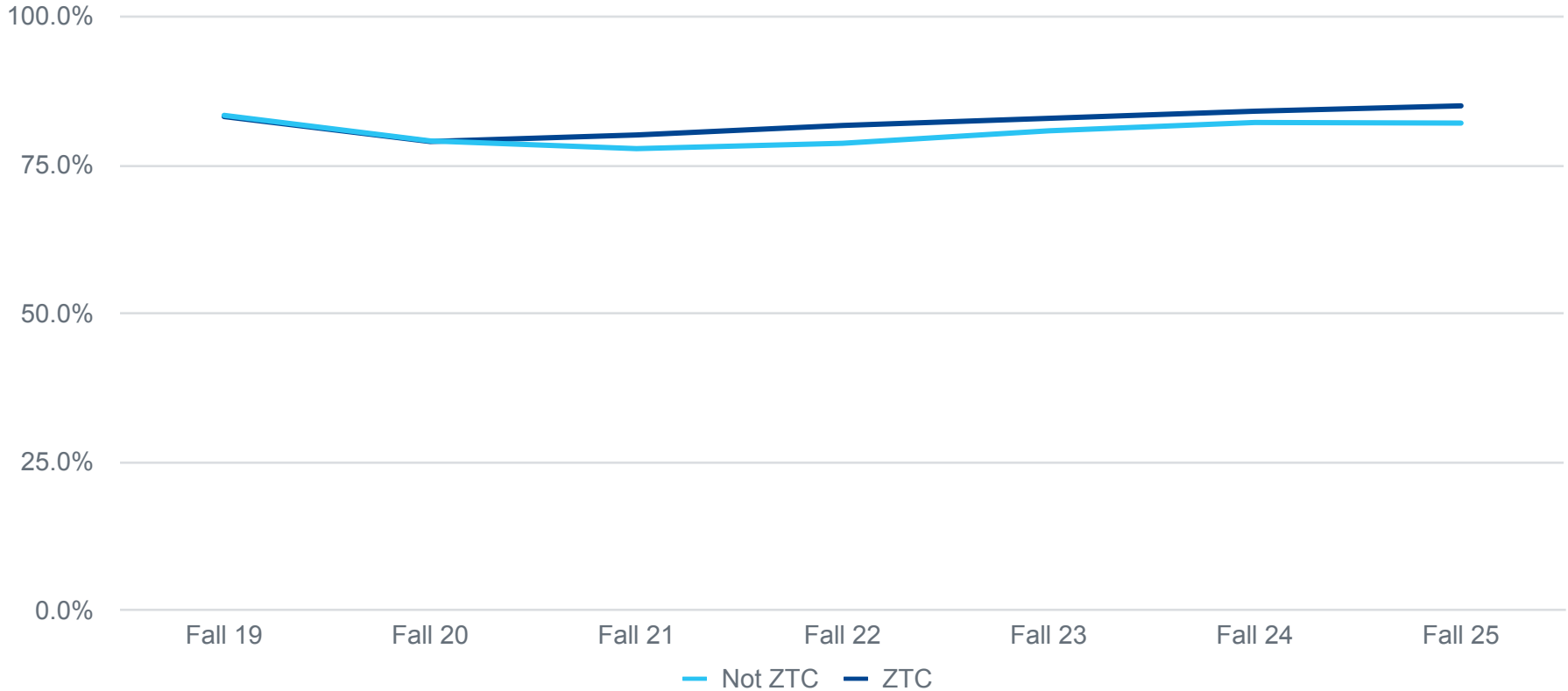
Low & Zero Textbook Cost (LTC/ ZTC)

- Growth in LTC/ ZTC offerings have increased from less than 1% in Fall 2016 to just over half in Fall 2026

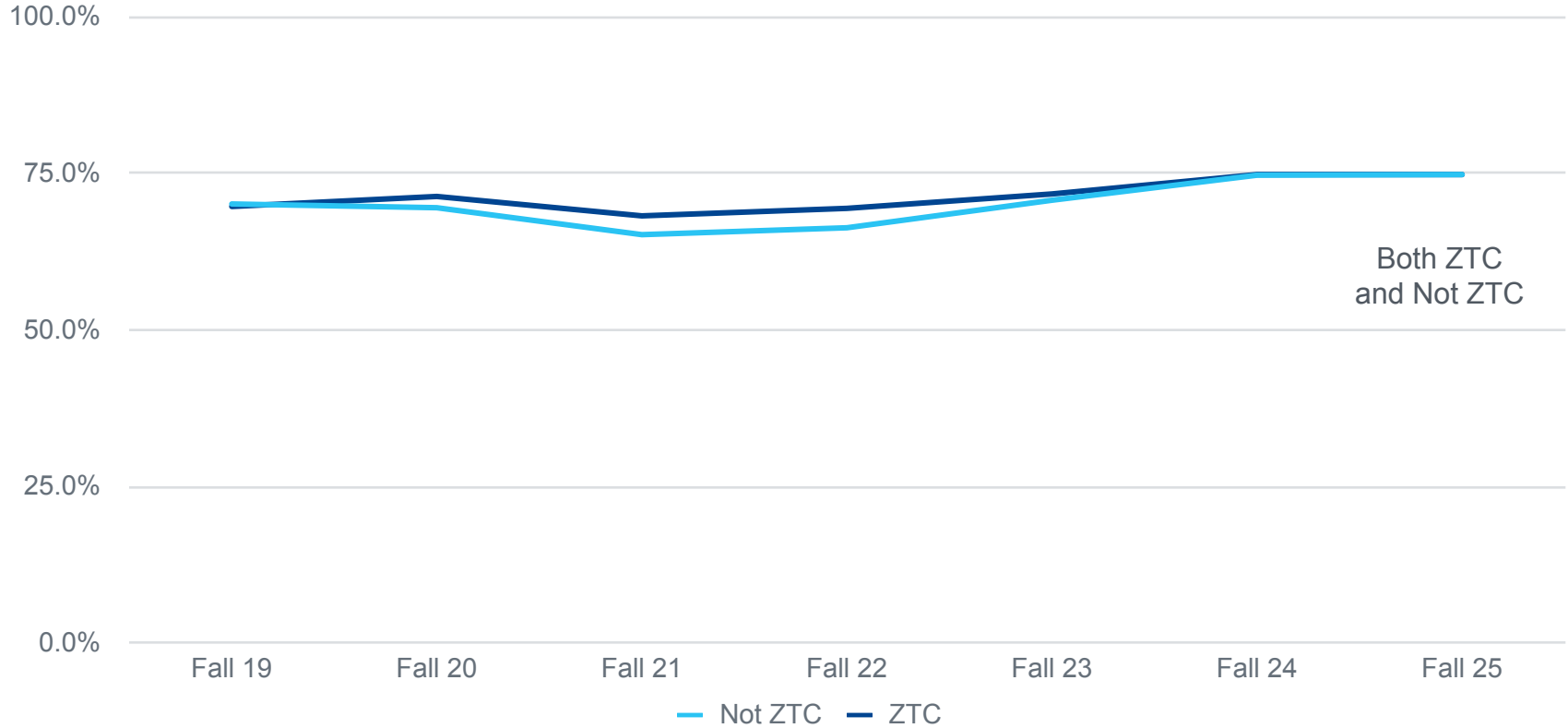


* Fall 2026 still in progress and subject to change

Retention Rates and ZTC Status



Success Rates and ZTC Status



Highlighted Work: Zero Textbook Cost Courses

Faculty work supported by over \$2m in state grants wraps up this year

- 13 Pathway grants
- Over 90 courses

Course materials being developed through this grant are being shared within departments, as well as through a state repository for adaptation and reuse.

Let's take a look at some examples!

Highlighted Work: New Online Teaching Certification

Faculty bargaining agreements now require:

- 11 hour initial certification training for online teaching
- 6 hour recertification completed every four years

Over the last year, a workgroup developed a Canvas course to support this requirement. It includes:

- 7 hours of “core” training modules on required topics
- 4 hours of “choose-your-own-adventure” modules from among 10 options
- Student “personas” anchoring the learning, based on data from our students
- Conversational, reflective assessments
- Modern visual design using the new DesignPlus tool in Canvas

[Let's take a look!](#)



Thanks!

Discussion / questions?

Credits

- Presentation template by [SlidesCarnival](#)



RECOMMENDED RANKINGS OF FULL-TIME FACULTY REQUESTS

Academic Affairs Hiring Taskforce

September 25, 2026

In this hiring cycle, 16 departments and programs requested a total of 21 full-time faculty positions. Many strong rationales for full-time faculty hires were submitted and well-justified. Members of the AAC hiring subcommittee read each full-time faculty hire plan, reviewed summary program performance data provided by RPIE, and scored each program request according to the five areas of consideration detailed in the AAC Hiring Guide provided to plan authors. On September 17 and September 25, 2026, the taskforce met and shared their request ranking order, engaged in robust discussion of the justifications provided by the plan authors, and the potential for each request to positively impact the campus community. The taskforce's rationales for ranking the number we were suggested to justify are provided. The information included in each rationale came from the submitted hire plans and the RPIE summary data.

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

Shawn Firouzian, Math	Kris Peck, Student Accessibility Services
Daniel Ante-Contreras, Letters	Lauren McFall, Library
Rhonda Welch-Scalco, Child Development	Giana Carey, Nursing
Denée Pescarmona, VP Instruction	Alketa Wojcik, VP Student Services
Adrean Askerneese, Counseling	Julie Cord, Non-Credit Social Sciences
Robert Kelley, Psychology	Shafin Ali, Economics
Kyle Arriola, Chemistry	

1. Transfer Center Director: Replacement

Transfer Centers represent a core institutional commitment to student success and are grounded in California Community College Title 5 regulatory standards. Following the 1985–1989 Transfer Center Pilot Program, the Board of Governors adopted Minimum Standards for Transfer Centers under Title 5, Section 51027, in July 1991. These standards require each community college to identify transfer as a primary institutional mission and place priority emphasis on preparing and transferring students who are underrepresented in higher education, including low-income and historically underserved student

populations. The Transfer Center serves as the college's central hub for transfer activity, coordinating efforts that otherwise would be fragmented across counseling, admissions, academic departments, and student support programs. Its responsibilities include targeted outreach; coordinated transfer counseling; academic planning and articulation; monitoring students through transfer; assistance with university applications and transitions; coordination of university visits; and administration of major transfer initiatives such as Transfer Admission Guarantees (TAG), Transfer Success Pathways, and Associate Degrees for Transfer (ADT). The Center also serves as the college's primary liaison with four-year institutions and a point of contact for complex transfer cases. The vacancy in MiraCosta College's Transfer Center Coordinator position directly affects the college's ability to maintain these required functions and meet Title 5 minimum program standards. The coordinator provides dedicated leadership for the Transfer Center Plan, chairs the Transfer Center Advisory Committee, coordinates with the Articulation Officer and Counseling Department, trains counselors and staff regarding evolving university and state requirements, monitors transfer trends, and leads required annual reporting to the Chancellor's Office and institutional leadership. These responsibilities extend well beyond a typical counseling caseload and require dedicated faculty leadership. The scope of the position has also expanded significantly due to additional statewide programs and reporting requirements, including Transfer Center Plans, Dual Enrollment, Vision-Aligned Reporting, Transfer Success Pathways, UC Dual Admission, Transfer Admission Guarantee, and Associate Degrees for Transfer. Without a dedicated coordinator, these responsibilities risk delays, reduced coordination, and diminished capacity to respond effectively to changing transfer requirements and student needs. Statewide Transfer Center Coordinators/Directors recommend, at minimum, one full-time counseling faculty coordinator/director, with additional counseling faculty and classified staff based on program size and scope. MiraCosta's Transfer Center Coordinator position was established consistent with this model. Filling the vacancy is therefore essential to maintaining regulatory compliance, ensuring continuity of transfer services, coordinating institutional transfer efforts, and sustaining equitable access to four-year educational opportunities for all students.

2. Math: Replacement

The combination of sustained enrollment growth, strong course demand reflected in high fill rates and growing waitlists, significant reliance on overload and associate faculty, and expanding curricular requirements provide compelling evidence that an additional full-time mathematics faculty member is needed to effectively serve students while maintaining instructional quality and access. The Math Department is committed to continuous improvement of its curriculum, instruction, and student outcomes. Dedicated full-time faculty play a critical role in sustaining this work through ongoing review, assessment, and revision of course offerings within two active curriculum committees within the Math department. These efforts are designed to enhance student success and proficiency while ensuring compliance with state legislation, including AB 705, AB 1111, AB 1705, and AB 928. There is additionally a need for continued focus on equitable support strategies, including strengthening foundational skill development, expanding

targeted support services, improving engagement in online courses, and addressing the specific needs of disproportionately impacted student populations.

3. Letters: Replacement

The Letters Department requests a full-time faculty position to replace Jose Jara. The Letters department has high fill rates (98.9%) and has needed to add sections to meet student enrollment demand. This replacement position request is an opportunity to enhance equity-minded curriculum and practices to increase student success rates, especially for disproportionately impacted student groups.

4. Psychology: Replacement

The Psychology department requests a full-time faculty replacement. The department serves a large body of students and is significantly understaffed. In terms of enrollment, two psychology courses rank among the college's ten highest-enrolled courses: PSYC C1000 (Introduction to Psychology) is 3rd and PSYC 104 (Statistics for Behavioral Science) is 10th. In terms of degrees, Psychology accounted for 165 (9.5%) of the 1,742 Associate of Arts degrees MiraCosta awarded in 2025–26. Approximately 63.5% of psychology courses are taught by part-time instructors, compared with 49.6% in English (transfer), 56.9% in Communication, and 38.9% in Mathematics.

5. Business: Growth

The Business Department is requesting a full-time faculty replacement following the promotion of Dr. Annie Ngo to Dean in January 2026. This vacancy, combined with Dr. Suganya Sankaranarayanan's reduced teaching load due to her Department Chair responsibilities, has created significant instructional and leadership gaps. The department currently has only three full-time faculty members and relies on associate faculty to teach 78.7% of its 122 scheduled sections for Fall 2026 and Spring 2027. Of the nine sections of Business Statistics (BUS 204) offered in Fall 2026, only two are taught by full-time faculty. This is particularly concerning given the course's importance as a general education transfer course and the potential reduction in future offerings if associate faculty become unavailable. The replacement faculty member would also provide leadership for the growing Supply Chain Management (SCM) program, which offers certificate and degree pathways for students seeking employment, career advancement, or transfer to four-year institutions. The program has demonstrated substantial growth, with SCM degrees increasing from 1 to 18 and certificates from 1 to 21 between 2022–2023 and 2025–2026. The hire would help sustain this growth, strengthen partnerships with North County employers, and support the college's institutional goals of workforce development, equitable access, and student success. The Business Department has maintained an 88% retention rate and a 78% course success rate, both above college averages. With a WSCH/FTEF ratio of 426 compared to the college-wide ratio of 338, the department demonstrates substantial instructional efficiency despite its limited full-time staffing. Replacing this position would help

maintain essential transfer courses, strengthen faculty oversight, and support continued growth in a program that serves both transfer students and the regional workforce.

6. Counseling – Business/Tech ACP: Replacement

The Counseling Department requests replacement of the full-time counselor position vacated when Ticey Hosley transferred into the permanent Articulation Officer position in Fall 2025. This position provides general academic, career, and personal counseling and serves as the Counseling Lead for the Business & Technology Academic and Career Pathway (ACP). This position was not eliminated; it was vacated through a lateral transfer. The students, general counseling responsibilities, and ACP Counseling Lead assignment all remain. The department is currently operating with two vacant full-time counseling positions, with coverage being provided through associate faculty and hourly Guided Pathways funding. That coverage is not stable. The college is considering reallocating approximately \$400,000 currently supporting ACP counseling. If that funding is reduced, the department would lose its primary means of covering these vacancies. The District/Faculty Assembly Agreement also creates a structural need for full-time counseling faculty. Appendix 5.1 provides 1.2 FTE of reassigned time each semester for ACP Counseling Leads, allocated across five to six assignments at 0.2 FTE each. Associate counselors cannot hold reassigned time, so each vacancy reduces the pool of full-time faculty available to support this structure while also meeting direct student demand. Counseling demand has continued to increase. As of March 2026, the department provided 50,565 counseling services to credit and non-credit students year-to-date. Comprehensive Student Education Plans (CSEP) increased 24.6 percent from FY23 to FY25, and Academic/Progress Notice and Pause-related services increased approximately 87 percent between Fall 2024 and Fall 2025. Detailed data are provided in Area 5. The Business & Technology ACP did not lose its counseling lead. The assignment was maintained by moving another full-time counselor from general counseling into the role. While the pathway work continues, the loss of that counselor further reduced general counseling capacity. If this position is not replaced and hourly funding is reduced, students could face longer appointment wait times, reduced capacity during key application and filing periods, and slower access to Academic/Progress Notice and Pause counseling.

7. Ethnic Studies: Growth

Ethnic Studies is requesting FT faculty hire with a specialization in Chicana/o Studies needed to better serve students and meet increased demand for Area 6 Ethnic Studies course offerings. Our department has an ongoing equity and enrollment need for a new full-time faculty member specializing in Chicana/o Studies. Our student population is approximately 43% self-identified as Latinx, yet only

approximately 24% of faculty identify as Latinx. This creates an opportunity and institutional responsibility to ensure our academic programs and faculty expertise support and respond to the educational and community needs of the students we serve. Our department was created because of student organizing and activism in San Francisco in 1968 and as a result of the events in 2020 that led to various state and local resolutions in education, including AB 1460, new Ethnic

Studies requirements, and ASCCC resolutions 9.03 and 9.04 on Ethnic Studies. A new full-time hire would build on MiraCosta's investment in Ethnic Studies over the past five years. MiraCosta has already demonstrated institutional commitment to creating and building our Ethnic Studies program, established in Fall 2022. We are now at the stage where we need investment to build disciplinary capacity to develop and sustain Chicana/o Studies. A new Ethnic Studies hire specializing in Chicana/o Studies would support our department's goals as outlined in our recent Program Review which include increasing capacity to increase the number of sections we can offer to meet student need for the new Area 6 Ethnic Studies requirement. This new hire would also align with MiraCosta's institutional goals of providing equitable access (Goal 1) collaborating with the community (Goal 2), preparing students to be active global citizens (Goal 2), providing a culturally competent, adaptive, innovative, and relevant teaching and learning environment (Goal 3) and demonstrating responsible stewardship and sustainability of college and community resources (Goal 4). Our department has engaged in regular dialogue about the need for this new hire across a dozen meetings and reached unanimous agreement on this request. The chair has discussed how this hire would advance our department's goals. With a new Chicana/o Studies faculty member, we can write new courses at MiraCosta that align with the new Chicana/o Studies ADT and develop our department's first degree program. We have many students interested in a degree in Ethnic Studies from MiraCosta, and this new hire would provide our students with the opportunity to earn a degree from our college while they pursue other goals, including transferring. With our majority Hispanic/Latinx student population, a new Ethnic Studies hire with a Chicana/o Studies specialization would provide a dedicated faculty member to build out programming and new curriculum focused on these populations and their history.

8. Library – Systems and Collections: Replacement

The Library requests a full-time faculty position to replace Glorian Sipman. The Systems & Collections Librarian is a highly specialized and essential college role that supports the infrastructure underlying nearly every library service and acquires resources that support every discipline. Areas of responsibility include: library systems, cataloging, collection development, acquisitions, and textbook affordability initiatives.

9. Nursing – LVN to RN: Growth

Nursing and Allied Health (NAAH) is requesting a full-time nursing faculty member dedicated to the LVN-to-RN program. As the program transitions to a stand-alone cohort model, incorporating a groundbreaking apprenticeship program, specialized faculty leadership is essential to support the unique educational, academic, and professional needs of licensed vocational nurses advancing their nursing education. A dedicated faculty member will promote equitable access to resources, provide targeted student support and mentoring, facilitate successful progression and retention, and ensure program quality and compliance. NAAH Program success and retention rates are constantly above the college averages. For the 2024/2025 academic year the NAAH course success rate was 86% compared to the MiraCosta success rate of 75%. NAAH's retention rate was 94% compared to MiraCosta's retention rate of

87%. Full time faculty members are key to this success. The NAAH Department is actively working to close equity gaps by providing targeted academic, clinical, and holistic support services designed to promote student success and retention. Recognizing that nursing students often face significant academic, financial, and personal challenges, NAAH has developed a comprehensive support structure that supplements the resources available through MiraCosta College.

10. Dance: Growth

This request is to restore the full-time Dance faculty position left vacant by the May 2025 retirement of one of the program's two full-time faculty members. The program currently offers 32 sections, several of them stacked; of these, the one full-time member teaches 7 and associate faculty teach the remaining 25. This request directly supports the Dance Instructor Certificate of Achievement, an existing Career Education program and workforce credential within the Dance program. The current catalog describes the certificate as preparing students to teach dance in private studios, recreational facilities, gyms, and community dance programs. Alongside the program's AA degree, the certificate gives students both a transfer path and an established, employment-focused pathway. A second full-time member is what lets the discipline lead its program, staff its certificate, and keep building rather than concentrate all of it on one person.

11. Communications – Course Coordinator: Growth

Recent statewide changes to the Common Course Numbering system and the Cal-GETC transfer requirements for oral communication have impacted our course offerings and enrollment numbers. Whereas our Department previously offered 3 courses meeting the oral communication requirement, C1000, COMM1004, and COMM106, there is now only one course that satisfies this need, C1000. This means that all students transferring to CSU or UC need to take 1000, whereas previously UC transfers did not. Furthermore, required changes in the statewide Course Outline of Record need to be implemented consistently. Our request for a new hire is a direct response to these changes. We are requesting to hire a full-time faculty member who will function as a Basic Course Coordinator. The purpose of requesting this new hire is to assist with the course management trends related to C1000: Public Speaking, the impact of the new Common Course Numbering system, and the Cal-GETC oral communication requirements related to our program. College planning and comparative data analysis demonstrate that Communication Studies has a growing instructional need that distinguishes it from comparable disciplines. COMM's current 56.9% part-time faculty ratio is comparable to Business (59.6%), History (53.5%), Psychology (63.5%), and Sociology (41.2%). The proposed hire would reduce COMM's part-time ratio to 48.3%, well within the range of these programs.

12. Accounting: Growth

This hire request seeks a full time NEW faculty position in the Accounting Program. The Certificate of Achievement in Accounting has consistently been in the top five certificates received by students for many years. This certificate includes courses in tax, computerized

accounting, payroll, and other more generalized accounting courses. Another short-term and long-term goal in hiring an additional faculty member is the need for a full-time faculty member who is a CPA. We have numerous requests of the program, often received through academic counseling, from students looking to take courses to fulfill the CPA educational requirements. This proposed full-time faculty hire will affect the breadth and diversity of our curricular offerings and programs at our college by allowing us to continue to maintain and grow our successful accounting courses and certifications within the accounting program and business department.

13. Counseling – ASE Programs: Growth

14. Nursing – MAP: Growth

15. Psychology: Growth 1

16. Biotechnology: Growth

17. Spanish: Growth

18. Letters: Growth

19. MTEC: Growth

20. Communications – Fast Track ADT: Growth

21. Psychology: Growth 2

Fall 2026
Academic Senate
HyFlex Recommendations

1. The Need for Data

Although HyFlex courses make up a very small percentage of MiraCosta's course offerings, the Academic Senate strongly recommends that the college track student enrollment, retention, success, and disproportionate impact for classes taught in this modality in order to facilitate better decision making about HyFlex scheduling and the development of HyFlex support resources.

2. The Continuation of Current Scheduling Practices

Because of the current unavailability of key data and the generally slow growth of HyFlex offerings over the past few years, the Academic Senate recommends that the college continue its current practice of developing HyFlex options on a class by class basis in those instances when departments and their deans determine these courses to be a valuable and viable option.

3. In Class Instructional Support for Credit Hyflex Class

The Academic Senate recommends that credit HyFlex classes be assigned in class instructional support similar to the instructional aide model deployed in non-credit classes..