



OFFICIAL MINUTES

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

- I. **Call to Order** – The meeting was called to order at 9:00am.
- II. **Remote Member Attendance**
Description: *Academic Senate will consider remote participation of members under the provisions of AB2449, if any.*
Nate Scharf requested remote participation under the just cause provision of AB2449. Scharf was approved to attend the meeting via the just cause provision of AB2449.
- III. **Roll Call**
Members present: curry mitchell (President), Daniel Ante-Contreras, Leigh Cotnoir, Sean Davis (Vice-president), Erica Duran, Sarah Gross, Jim Julius (Coordinating Officer), Jeffrey Murico, Ghada Osman, Brian Page, Alexis Tucker Sade, Krista Warren, Afifa Zaman
Members absent: Robin Allyn, Julie Graboi, Sunny Cooke (Ex-officio)
Members attending via Just Cause: Nate Scharf
Others present: Carl Banks, Stacey Hull, Nick Mortaloni, Denée Pescarmona
- IV. **Persons Wishing to Address the Senate** – None.
- V. **Changes to Agenda Order** – None.
- VI. **Consent Calendar**
 - A. **Approve Minutes of the Regular Meeting of October 4, 2024**
The consent calendar was approved by unanimous consent.
- VII. **Action Item, Second Read (vote required)**
A senate member may move to add 5 minutes for discussion, approved by a majority vote; other times will be reduced to allow the meeting to end on schedule.
 - A. **AP4026: Philosophy and Criteria for International Education – Stacey Hull**
Description: *AP4206 underwent a comprehensive review in Spring 2023 with CPC. Here AAC is suggesting minor modifications due to a reorganization that took place in summer 2023. Updated office name and the position title of the coordinator in the last paragraph. This comes back to AS for approval.*
MSP (Page / Zaman) [Krista Warren was not present for the vote] to approve AP4026: Philosophy and Criteria for International Education as presented.
 - B. **AP43XX Student Travel Guidelines (new AP) – Stacey Hull and Nick Mortaloni**
Description: *A group met throughout 2023 to create student travel guidelines, which included representatives from all constituencies (classified professionals, faculty, administrators, students) with representation from Athletics, Title IX, Student Affairs (Student Conduct), Associated Student Government, Student Life & Leadership, Fiscal Services, Risk Management, Human Resources, and Student Equity. This comes back to AS for approval.*
MSP (Osman / Cotnoir) [Krista Warren was not present for the vote] to approve new AP43XX: Student Travel Guidelines with two friendly amendments; 1. to clarify “faculty” as both full-time and associate and 2. to clarify the intention to grant exceptions for lodging on the basis of health, medical, and cultural reasons.

VIII. Action Item, First Read

A. BP 4300: Field Trips and Excursions – Stacey Hull

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

It was noted this BP was reviewed and some language related to restricted travel from AB1887 has been removed and procedures for international travel for field trips have been included. This BP will come back at the next meeting for approval.

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

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

There were a couple of things modified in this AP. On the first page they highlighted funds available for students who needed funds to go on these college-sponsored field trips. This process was clarified for out-of-state and international travel. The last page of the AP highlights a reminder to faculty that when students are going on college-sponsored field trips, this is an experience for them and it provides guidance to faculty that we should support students in our classrooms while they are on these trips.

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

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

Hull explained the process which is used to rank requests noting September 6th was the deadline for plans which is earlier in the semester to help HR get advertisements out in order to get a larger pool of candidates. Retiring faculty must also notify HR by September 6th. The workgroup received the plans the following Monday and had two weeks to read, review, and rank them. Seventeen departments requested full-time faculty with a total of 25 plans. Data was also received from RPIE. The workgroup met two times to discuss the plans and on September 20th they had more than a three-hour conversation regarding prioritization. The final prioritization was unanimous, and they then wrote their summary which was presented to AAC last Friday. After continuous discussions at AAC, it was unanimously approved. There will be ten positions supported by the college. There is room for change to this number as the budget becomes clearer. The History Department submitted for a replacement position, and they were 4th or 5th in the ranking; however, they pulled the position and so it is no longer on the prioritization list. For the next steps, it was noted that this is a first read and will come back to Senate for a vote in two weeks. If approved, the hiring prioritization will be passed along to Dr. Cooke and the Board for final approval. The goal and hope is that it will be approved by winter break so HR can reach out to the departments with hiring timelines.

Replacement positions are not given prioritization although they are emphasized. Both replacement and growth positions are evaluated by the same criteria by AAC. One area of the form asks if it is a replacement for a full-time faculty member. The department can note the need for that replacement. All positions are evaluated based on the criteria equally. The retirement or loss of a faculty member is not an automatic replacement. All replacement positions provided evidence in the criteria for prioritization that represent a continuing need for that faculty member.

It was asked how it arrived at ten positions. In the context of AAC and prioritization, they look at replacement positions, and faculty have to notify HR by the September 6th deadline and that is also verified. The replacement LHEs are put into a pool. There are also faculty who retired whose departments did not submit for a replacement. There were eight faculty who submitted their retirement to HR and they were a flat replacement of FTE to FTE. There are ten funded vacancies that are being replaced. The college will have a better idea of funding depending on tax revenues. At that time, it could be more than ten positions depending on how the budget turns out. AAC contacted HR for the list of retirees. There was some confusion around funding for positions and it was asked that with all the new plans for construction, why there is no growth happening. The Senate was reminded that the reason they are having this discussion is that hiring is part of the 10+1 and in accordance with BP2510. It was further asked if Senate could make an argument for growth and put forth that question stating a reason for the growth. Hull noted that requests are based on the process for prioritization and ACC notes whether it is growth or replacement, but they are looked at by the same criteria. There is financial growth vs. growth positions. It was further noted that there are

replacement positions that don't rank and doesn't see how AAC can be questioned about how many positions can be funded. AAC does not make that decision. In Senate's process for reviewing, they should look for general arguments for the full-time body to grow.

D. Funding Request for Faculty Field Day Event – Amena Coronado

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

There is an official field day and a trial day planned for December 6th. The team designing the field day is asking AS for an initial contribution of \$600 and will return to AS to request full funding of around \$5,000. It was explained that AS has a Mission Federal Credit Union checking account with \$30,190. This is a fully funded faculty account. This would be the account from which we draw the funds. Funding would purchase the equipment for the demo day. Faculty are being invited to participate and have fun. It will be facilitated by faculty.

They will begin to send out information in multiple ways and will try to reach as many students as possible. Those students in clubs will likely participate in this but want to invite all students and could potentially reward students for registering early. They are looking to engage online students as well. Faculty communicating the value of this event to students will be key.

IX. Information / Discussion

A. Five-year Dual Enrollment Plan – Zhenya Lindstrom

Description: *Over the past two years, we engaged both MiraCosta and our K-12 district stakeholders in strategic planning conversations. We looked at the data, identified target student populations, researched best practices on state and national levels, and discussed goals and strategies that we would like to collectively pursue in the next five years for dual enrollment. We used Strategic Enrollment Management (SEM) planning framework to guide these conversations and write a five-year dual enrollment plan. Here is a [LINK](#) to the draft of the plan.*

Lindstrom showed a [YouTube video](#) about dual enrollment at MiraCosta college featuring our students. A slide presentation of the dual enrollment strategic five-year plan was shared. See the attached presentation highlighting planning elements and approach, the timeline, MCC's perspective, K-12 partner's perspective, five strategic goals and strategies, and more. MiraCosta's dual enrollment vision aims to enhance educational opportunities for high school students by offering a comprehensive dual enrollment program with strong partnerships with local school districts, structured program pathways, and wraparound services and support. The next steps include development of specific plans with each school district and taking this plan to the governance committees at MCC for review and feedback and to be finalized by December 2024. Discussion and feedback focused on SOAR analysis (Strengths, Opportunities, Aspirations, and Results) asking if it accurately captures the state of dual enrollment and, if anything, what could be changed or added. During discussion, it was suggested faculty can visit high schools to do talks and share what they do at MCC. It was noted there is a lunch and learn series at Oceanside High School which is a great way to promote courses. It was noted that there are some associate faculty who teach at the HS and teach at MCC and there are both full-time and associate faculty teaching in dual enrollment. There is also a mix of in-person and online course offerings both synchronous and asynchronous. As well, there are ADA requirements that high schools must meet and their bell schedules and our scheduling are hard to mesh.

Funding comes from some small grants and there is a paid internship program. The instructional piece is supported by the Office of Instruction. There is no allocated funding for dual enrollment. It was suggested that if this is something the college is interested in pursuing, the college should support it financially as well. It was noted there is a dedicated position in A&R with onboarding procedures for dual enrollment and a full-time contact person. This program exposes students to more resources and to be able to explore college early on and look at classes.

Further discussion noted that meeting minimum qualifications for some faculty might be challenging.

Leniency may be something to consider and there could be benefit in hiring permanent staff. MOUs drive the partnership between MCC and the high school districts and ultimately goes to the board for approval. There was also curiosity about dual vs. concurrent enrollment. What is seen in the data is that concurrent enrollment is accessed by students and dual enrollment is where we want to capture students who are not college students. Dual enrollment students learn how to become a concurrent enrollment student.

X. Reports (Written, Included Via Links Below)

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

mitchell highlighted a few things of interest in his report. CPC updated their handbook in the impact in upcoming curriculum cycles that should provide an accelerate timeline for the new Cal-GETC pathway to GE approval and more efficient program maps. Fallstrom and Bolanos will visit AS in November to discuss the changes in more detail.

PDP voted to approve modifications to the FLEX calendar retaining the status quo of 10 Flex days per academic year but distributing them throughout each semester.

It was announced that per the AS office assignment procedures, mitchell has granted an exception for OC2808, category 2 faculty office for the math department, to be used as a temporary one-year staging area for AV equipment while other means of storage and distribution in the OC2800 building can be designed and implemented.

Today is the ASCCC Area D meeting where they will discuss resolutions. It is hoped that common course numbering will be addressed. mitchell will report what he hears.

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

VPI, Denée Pescarmona, reported on behalf of Dr. Cooke. It was noted that CS President, Omar Jimenez, along with two former students, community leaders and educational partners, attended the Community Leaders Breakfast this morning. The Board of Trustees met last night. George McNeal is stepping down from the Board. There will be a reception in his honor on November 21st. Thanked all who worked hard to get the spring schedule posted. Spring registration begins on November 4th. The next district webinar will be held on November 20th from 2-3pm.

C. Classified Senate – *Carl Banks* ([access full report](#))

Carl Banks is serving as interim CS President until mid-January, while Omar Jimenez is on leave after the birth of their son. Kimberly Holmes has agreed to fill in as VP of CS. The year-end celebration will be held on December 20th at the El Camino Country Club. Employee recognition is gearing up for the outstanding employee of the fall semester. This year the committee will do Zoom interviews with the nominees to capture more information and be more equitable.

D. Associate Student Government – *Jack Tarman* (no report)

E. Senator Reports – (no report)

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

XI. Adjournment – The meeting adjourned at 11:03am.



Dual Enrollment Strategic 5-Year Plan

Zhenya Lindstrom, Dean of Instructional Services
Academic Senate Presentation | October 18, 2024

Planning Elements

- Utilized outcomes of the four facilitated sessions by Career Ladders in 2022-23 to inform the plan
- Data-informed discussions to identify goals, strategies, and activities
- Monthly consultation with the Dual Enrollment Advisory Committee
- Two convenings with representatives of MiraCosta and Oceanside USD, Carlsbad USD, and San Dieguito UHSD
- Engaged associate faculty to coordinate analyses, planning and writing of the plan



Planning Approach

Assessment of the current dual enrollment status and practices at MiraCosta College

Analysis of gaps and opportunities based on student data and discussion/collaboration with K-12 partners

Development of a plan using a SEM framework focused on target student groups

MCC Dual Enrollment Strategic Plan Timeline

February 2024

First Convening with college and high school partners

April 2024

Meetings with high school partners to engage in initial goal-setting

June 2024

Dual Enrollment Plan drafted and shared with key constituencies

March 2024

SOAR analysis of dual enrollment programming at MCC

May 2024

Second Convening with college and high school partners

MiraCosta College Perspective

Strengths

- Partnership agreements established
- Joint responsibility and shared understanding
- Training and orientation
- Grant funding to support embedded coordination, tutoring, and counseling services

Opportunities

- Address barriers to student access and success
- Expand program and course offerings
- Strengthen communication and outreach efforts
- Improve registration business processes and technology
- Need for ongoing funding and permanent staff to support and enhance dual enrollment programming

Aspirations

- Provide equitable access, enhance student success, and close equity gaps
- Clear scaffolding of course sequences and program pathways
- Engaged, culturally responsive teaching and curriculum
- Supports and interventions tailored to target student populations

Results

- Equity in design, recruitment, and outcomes
- Structured pathways and course sequences
- High expectations and high supports for students
- Strong, cross-institutional partnerships

K-12 Partner's Perspective

Strengths

- Greater access to higher education
- Enhanced college readiness
- High success and retention rates
- Direct matriculation
- Increased clarity and understanding of key aspects of dual enrollment

Opportunities

- Expand course offerings with intentional pathways to ACPs
- Increase number of faculty teaching dual enrollment
- Align schedules and academic calendars
- Engage in strategic outreach and onboarding practices
- Emphasize career education and workforce preparedness

Aspirations

- Structured pathways and course sequences
- Improved equity and access amongst priority student populations
- Embedded supports and wraparound student services
- Greater awareness of dual enrollment opportunities

Results

- College-going culture
- Reduced cost of attaining a college degree/certificate
- Social and economic mobility
- Community impact

Dual Enrollment Vision

MiraCosta College aims to enhance educational opportunities for high school students by offering a comprehensive dual enrollment program with strong partnerships with local school districts, structured program pathways, and wraparound services and support.



Target Student Populations

- English language learners
- Students with disabilities
- Low Income
- Latinx
- Black
- Pacific Islander
- Males
- 1st generation

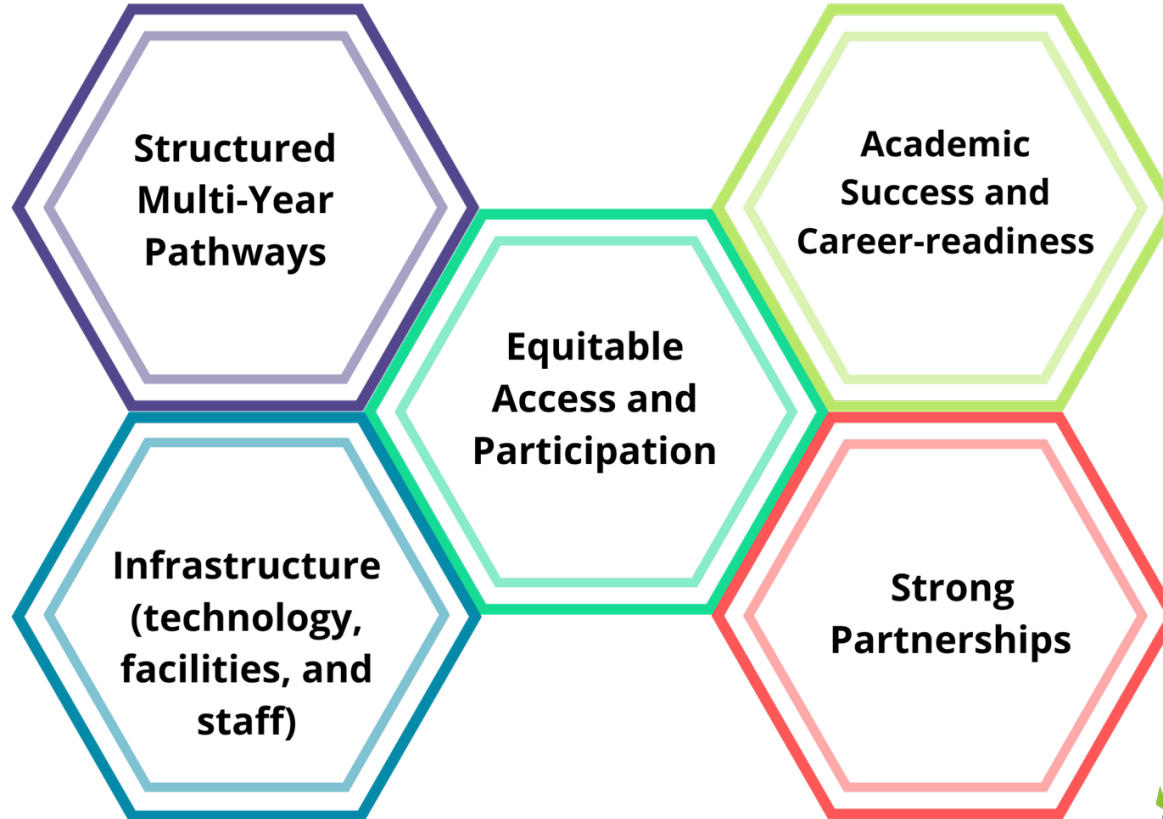


Strategic Goals

1. Enhance structured pathways and intentional course sequences to provide clear academic trajectories for students.
2. Ensure equitable access and participation in dual enrollment opportunities.
3. Advance academic achievement so all students graduate college and career-ready
4. Build infrastructure and enhance support structures for dual enrollment (i.e., technology, facilities, and staffing)
5. Strengthen partnerships and increase collaboration with K-12 partners and across MiraCosta College constituencies



Strategic Goals



Goal #1 & Strategies

Enhance structured pathways and intentional course sequences to provide clear academic trajectories for students.

- Create and organize dual enrollment pathways aligned with students' career and transfer interests, and map these pathways to ensure they lead to timely college completion and career outcomes.
- Increase the number of faculty teaching dual enrollment by recruiting and adequately compensating them.
- Ensure faculty are well-prepared and supported to teach dual enrollment coursework through comprehensive onboarding and training.



Goal #2 & Strategies

Ensure equitable access and participation in dual enrollment opportunities.

- Increase the number of students participating in dual enrollment programs for specific priority student populations (e.g., first-generation students, Latinx, English Language Learners, students with disabilities).
- Increase awareness and understanding of dual enrollment programs and courses amongst students, parents, and larger communities.
- Engage high school counselors and teachers to promote dual enrollment opportunities.



Goal #3 & Strategies

Advance academic achievement so all students graduate college and career-ready

- Enhance the success of dual enrollment students, especially within priority student populations through equity-minded pedagogy.
- Provide integrated support services, such as orientation, embedded tutoring, counseling, and peer mentorship to improve success rates among priority student populations.



Goal #4 & Strategies

Build infrastructure and enhance support structures for dual enrollment (i.e., technology, facilities, and staffing)

- Improve the efficiency and scalability of dual enrollment matriculation processes.
- Expand classroom space/facilities where dual enrollment courses are offered.
- Ensure adequate staffing dedicated to dual enrollment programs at both MiraCosta and partnering high schools to ensure long-term success of dual enrollment programming and support services.



Goal #5 & Strategies

Strengthen partnerships and increase collaboration with K-12 partners and across MiraCosta College constituencies

- Maintain regular communication and meetings with high school partners to align goals and strategies.
- Standardize dual enrollment agreements and practices across different school districts to reduce confusion and streamline processes.
- Increase understanding of dual enrollment amongst MiraCosta departments and divisions.



Next Steps

- Development of specific plans with each school district in alignment with these goals and strategies
- Taking this plan to the governance committees for review and feedback with the goal to finalize by Dec 2024



Discussion & Feedback

Discussion: SOAR Analysis

Does the SOAR analysis accurately capture the state of dual enrollment? If anything, what would you change or add?

Strengths

- Partnership agreements established
- Joint responsibility and shared understanding
- Training and orientation
- Grant funding to support embedded coordination, tutoring, and counseling services

Opportunities

- Address barriers to student access and success
- Expand program and course offerings
- Strengthen communication and outreach efforts
- Improve registration business processes and technology
- Need for ongoing funding and permanent staff to support and enhance dual enrollment programming

Aspirations

- Provide equitable access, enhance student success, and close equity gaps
- Clear scaffolding of course sequences and program pathways
- Engaged, culturally responsive teaching and curriculum
- Supports and interventions tailored to target student populations

Results

- Equity in design, recruitment, and outcomes
- Structured pathways and course sequences
- High expectations and high supports for students
- Strong, cross-institutional partnerships

Discussion: Strategies & Tactics

Looking at the strategies and activities for each of the goals, is there anything that is missing, needs to be changed, or clarified (from faculty perspective)?