



MIRACOSTA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

WORKSHOP
4 P.M. – THURSDAY – NOVEMBER 3, 2022
AZTLAN A/B – OCEANSIDE CAMPUS
1 BARNARD DRIVE, OCEANSIDE

AGENDA

- I. **CALL TO ORDER**
- II. **FLAG SALUTE / ROLL CALL**
- III. **PUBLIC COMMENT ON ITEMS ON AND NOT ON THE AGENDA**

ITEMS ON THE AGENDA: Members of the audience may address the Board of Trustees on any item listed on the agenda when that agenda item comes up for discussion and/or action. Comments will be limited to three (3) minutes per agenda item and a total of fifteen (15) minutes of public comment on any one item, unless waived by the board. Non-English speakers utilizing a translator will have six (6) minutes to directly address the board. Consent items are considered routine and customary district business, and are voted on in one vote; however, a board member or a member of the audience may request that an item listed on the consent items be removed and considered individually.

ITEMS NOT ON THE AGENDA: Members of the audience may address the Board of Trustees on any topic not on the agenda so long as the topic is within the jurisdiction of the district. Under the Brown Act, the board is not permitted to engage in public discussion or take any action on an agenda item not on the agenda, except that members of the board may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Government Code §54954.3. In addition, on their own initiative, or in response to questions posed by the public, a member of the board may ask a question for clarification. A member of the board or the board itself may provide a reference to staff (superintendent/president) or other resources for factual information, request staff (superintendent/president) to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff (superintendent/president) to place a matter of business on a future agenda. Comments from visitors shall not exceed three (3) minutes unless the board waives the time limit. Non-English speakers utilizing a translator will have six (6) minutes to directly address the board. The board may also limit the total amount of time for speakers on a particular topic to fifteen (15) minutes.

DECORUM: Board Policy 2355 requires members of the public to observe order and decorum at board meetings and to conduct themselves in a courteous manner, avoiding profanity, obscenity, other abusive language, and threats of violence. The board president, as presiding officer, has the authority to run the meeting, which includes the authority to issue warnings, call for recesses, or clearing the boardroom in the event of disruptive behavior. Speakers shall speak to the issues and refrain from using defamatory or abusive personal remarks that disturb or impede the meeting or exceed the bounds of civility necessary to the conduct of the business of the district. Government Code section 54954.3(c) establishes that the legislative body of a local agency shall not prohibit public criticism of the policies, procedures, programs, or services of the agency, or of the acts or omissions of the legislative body, and California Penal Code section 403 makes it a misdemeanor for any person to willfully disturb or break up any assembly or meeting with lawful authority.

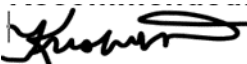

- IV. **CHANGES IN AGENDA ORDER**
- V. **WORKSHOP**
 - A. Guided Pathways Implementation Update
 - B. Accreditation ISER First Read
- VI. **FUTURE AGENDA ITEMS AND ANNOUNCEMENTS**
- VII. **ADJOURNMENT**

UPCOMING MEETING
4 p.m. – Thursday – November 17, 2022
Regular Meeting
Oceanside

Board meetings are held in meeting rooms that are accessible to those with mobility disabilities. If you wish to attend the meeting and you have another disability requiring special accommodation, please notify the assistant board secretary, 760.795.6610, 760.757.2121, extension 6610, or 619.755.5155, extension 6610. The California Relay Service is available by dialing 711 or 800-735-2929 or 800-735-2922.

In compliance with Government Code §54957.5, nonexempt writings that are distributed to a majority or all of the MiraCosta Community College District Board of Trustees in advance of their meetings may be viewed at the Office of the Superintendent/President, One Barnard Drive, Oceanside, California, or by clicking on the Board of Trustee's website at <http://www.miracosta.edu/OfficeOfThePresident/BoardofTrustees/Agendas.htm>. Such writings will also be available at the board meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Julie Bollerud, executive assistant to the superintendent/president, at 760.795.6610 or by e-mail at jbollerud@miracosta.edu.

Audio recordings of board meetings are available upon request. Please contact the MiraCosta College Office of the President at 760.795.6610 or at jbollerud@miracosta.edu.

Subject: Guided Pathways Implementation Update	Attachment: Google Slide Presentation
Category: Presentations	Type of Board Consideration: <div style="display: flex; justify-content: space-around; align-items: center;"> ✓ Information Consent Action </div>
Institutional Goals: mcc_mission_statement.pdf (miracosta.edu)	Institutional Goal Supported: <div style="display: flex; justify-content: space-around; align-items: center;"> ✓ Goal 1 Goal 2 ✓ Goal 3 Goal 4 </div>
Recommended:  <hr/> Kristina Denée Pescarmona Vice President, Instructional Services	Approved for Consideration:  <hr/> Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

MiraCosta College continues to make progress implementing its Guided Pathways framework. Since 2015, the college has worked to redesign the student experience to improve student success and close equity gaps for Latinx, Black, and adult learner populations. Guided Pathways is currently focusing on the implementation of Academic and Career Pathways success teams, which support students through their first year in college.

STATUS

This presentation provides an update on the implementation of the Guided Pathways framework at MiraCosta College.

RECOMMENDATION

For information only.



Guided Pathways Implementation Update

Board Workshop
November 3, 2022



Overview

- Key Metrics
 - GP Data Dashboard
 - ACP Success Teams Milestones
- Guided Pathways Implementation Progress
- Challenges, Priorities, & Next Steps



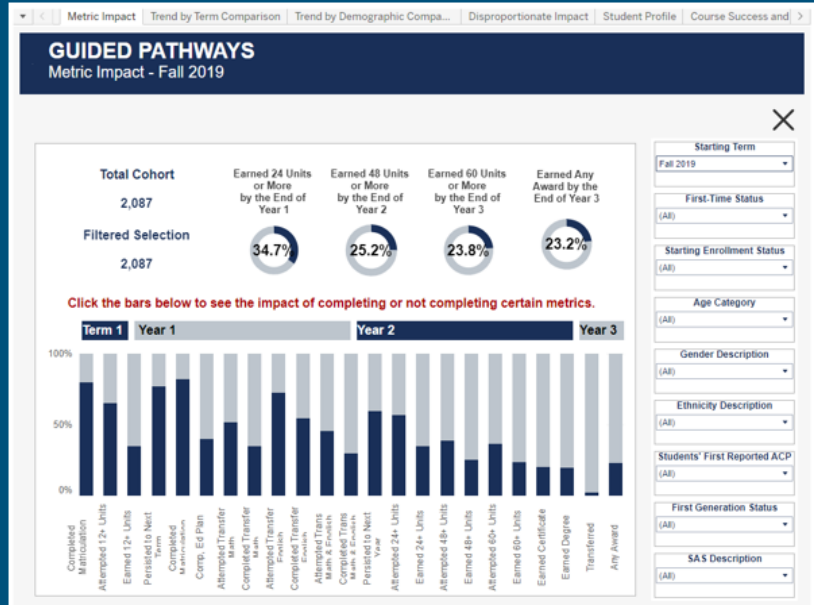
Key Metrics

Measuring Success



Guided Pathways Data Dashboard

NEW Guided Pathways Dashboard



Data Caveats

- Changes in definitions from RPIE:
 - **Black/African-American** students are included in that category regardless of whether or not they indicate additional ethnicities. - *New practice*
- The most recent declines may be due in part to the pandemic, but also due to **fraudulent enrollments**, the majority of which are first-time students. Once the plan for removing the fraudulent enrollments is in place, those students will be removed from the cohorts, and the outcomes may improve.

Completed Matriculation in First Term (data source: RPIE, Aug 2022)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Overall	67.4%	75.7%	79.8%	75.8%	71.4%
Over 25	43.6%	51.7%	57.3%	69.4%	63.4%
White	63.9%	75.0%	78.4%	75.9%	71.0%
Black/African American	65.1%	70.7%	82.8%	76.8%	66.1%
LatinX	69.8%	76.6%	80.4%	77.6%	72.1%

Completed 12 or More Units in First Term (Out of Entire Cohort) (data source: RPIE, Aug 2022)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Overall	29.8%	33.8%	34.6%	38.2%	31.5%
Over 25	15.9%	17.4%	18.5%	22.0%	14.3%
White	33.0%	36.5%	37.6%	42.7%	34.0%
Black/African American	22.8%	29.3%	30.6%	30.3%	14.5%
LatinX	24.6%	30.5%	30.1%	33.8%	28.9%

Persisted from Fall to Spring - All Students
(data source: RPIE, Aug 2022)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Overall	76.9%	80.0%	77.0%	74.4%	71.4%
Over 25	58.5%	59.6%	57.8%	59.7%	49.6%
White	77.3%	81.4%	74.3%	77.5%	70.0%
Black/African American	70.5%	72.8%	71.6%	69.0%	59.7%
LatinX	77.2%	79.6%	77.2%	70.2%	72.7%

Comprehensive Ed Plan in year 1
(data source: RPIE, Aug 2022)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Overall	42.5%	45.5%	39.7%	35.0%	36.1%
Over 25	31.3%	36.5%	28.9%	33.9%	28.6%
White	37.8%	41.5%	33.0%	27.7%	28.7%
Black/African American	38.9%	48.3%	44.0%	41.5%	29.0%
LatinX	45.3%	46.5%	42.2%	38.3%	42.8%

Guided Pathways Implementation Progress

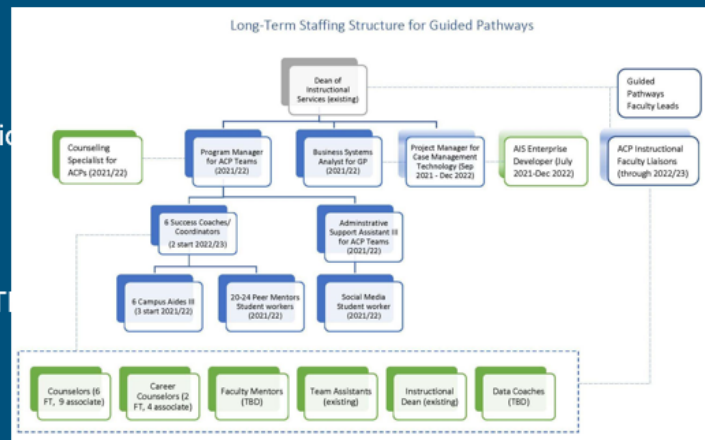


Building Infrastructure: Staffing

- 3 full-time ACP Counselors
 - Business & Technology: Tacey Hosley
 - Math & Sciences: Jorge Guerrero
 - Social & Behavioral Sciences: Ariana Solis
- ACP Program Manager - Sarah Carpenter
- Business Systems Analyst for CRM - Kineta R...
- 6 Success Coaches – campus aides (temp)
- Social media campus aide (temp)
- 17 student peer mentors
- Dedicated associate career counselor
- CRM Implementation Project Manager (0.5 FT)

Planned Hires for 2022/2023:

- 3 full-time ACP Success Coaches
- Admin support assistant



Building Infrastructure: Technology

- **TargetX/Salesforce** selected as Customer Relationship Management (CRM) system
- Purpose: Provide a technology platform and a business process framework for coordinated and intentional outreach and support for students during their onboarding, pathway participation, applied learning and co-curricular activities, and will support students as they work towards transfer or employment readiness.
- Capabilities: Prospective Student CRM (Recruitment) and Student Case Management (Retention)
- Implementation for ACP Success Teams will start in March 2023

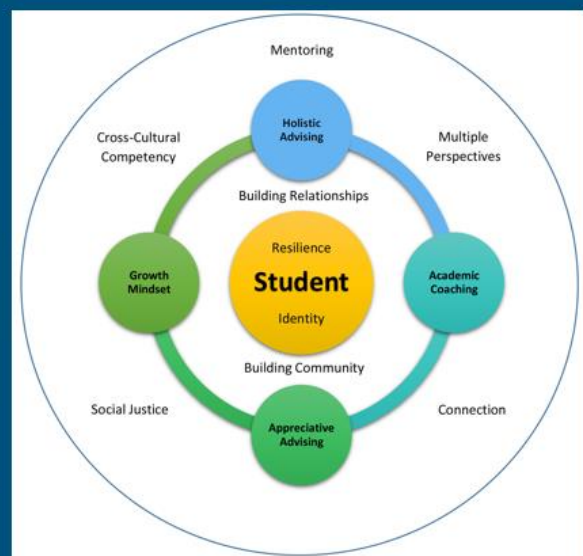
ACP Success Teams: Focus on Student Experience

ACP Case Management Team

- Success Coaches + Campus Aid
- Peer Mentors
- Academic Counselors
 - ** Designated Financial Aid rep

ACP Success Community

- Success Coaches + Campus Aid
- Peer Mentors
- Academic Counselors
- Instructional Dean
- Team Coordinator
- Career Center Support
- Career Counselor
- Instructional Faculty Liaison (IFL)
- Faculty Community
- Front line support staff



ACP Success Teams: Focus on Student Experience

ACP Case Management Team

- Success Coaches + Campus Aid
- Peer Mentors
- Academic Counselors
 - ** Designated Financial Aid rep

Small Case Management Teams

- Equity in Center: LatinX, Black, and Adult Learners
- Wrap around student supports - connection to services and basic needs resources
- Building trust and community
- Intentional communication plan to support students at critical points in the semester
- Student milestone tracking and follow-up
- Intentional cross-training for team members
- Dedicated academic counselors by ACP
- Plans to utilize CRM

ACP Success Teams: Focus on Student Experience

ACP Success Community

- Success Coaches + Campus Aid
- Peer Mentors
- Academic Counselors
- Instructional Dean
- Team Coordinator
- Career Center Support
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- Instructional Faculty Liaison (IFL)
- Faculty Community
- Front line support staff

Larger ACP Success Community

- Supports career exploration efforts in and outside of the classroom
- Builds larger ACP network
- Centers equity

ACP collaborations:

- Service Learning
- Barrio Empowerment
- Black & Brown Nerds Expo
- Onboarding and Orientation
- Career Center workshops for Undecided
- Financial aid workshops

IFLs working with instructional departments on academic maps, assignments embedded in Intro courses, industry advisories for ACPs, ACP Career Panels, etc.

Intentional Onboarding

New Student Seminar

- About 100 students attended
- Career exploration
- Sense of belonging
- Connection to campus resources
- Connection to academic counseling
- Connection to ACPs and majors

"I went into the college experience super nervous, I was unsure if I belonged here or what to really do, but I'm VERY glad I attended the seminars, my education plan path is set, I feel comfortable, and I'm really looking forward for class to start!!"

-Student participant

"It was very helpful. I came into the seminar stressed about coming back to school after a gap year and I had a bad high school experience but all of the stories that were shared really comforted me. I ended up being excited to start college." -Student participant



Intentional Onboarding

ACPs at the Welcome Fest

- Completion of critical onboarding steps
- Connection with faculty within major areas of interest by ACP
- Campus tours showcasing academic spaces connected to each ACP



“Light the Fire” Faculty Training

Inspired by “Light the Fire” Presentation at Guided Pathways Institute in April 2022

4 Themes:

- Does the Professor Matter? ... the Liquid Syllabus
- Do I Belong? ... in class activities
- Why Do I Need This Class? ... the Skill-abus
- Do I Care More About Learning or Grades? ... Un/UpGrading

All College Day Presentation

Administrative efforts to institutionalize annual Summer Faculty Institute



Challenges, Priorities, & Next Steps

Challenges

- Need of full-time, permanent staffing (in progress)
- Physical spaces - not having a space for students to regularly meet or check in with ACP success team members on campus.
 - 'Cold calling' /emailing, texting is not effective in developing relationships
- Need for campuswide transformation around pathways by redesigning/restructuring/contextualizing the work we already do for pathways
 - Elevating ACPs to become large-scale learning communities
 - Creating visibility for students
 - Embedding career conversations across functional areas
- Need for more engagement among full-time faculty and staff in this work
 - Need to look at our current structures (e.g., contract, work load, professional development structures)
 - Advising models – figuring out significant and useful components

Challenges

- Shift from ed planning to serving students' basic needs during the pandemic. Appointment times shifted from 45 minutes to 1 hour.
- Need for strategies to make the CSEP "inescapable"
- Need for a comprehensive look at what it takes for a student to get an ed plan and what roles (other than counselors) and functional areas can support various aspects of this process
 - Summer All Counseling retreat discussed structural barriers to counseling including CSEPs and access to CSEPs



3 step process for Comprehensive Student Education Plans (CSEPs)

1. Initial connection and communicating support and caring
2. Initial meeting to get to know the student, their interest, career, background, major etc.
3. Developing a comprehensive education plan

Priority #1: Improving Academic Maps

GP Essential Practice: *Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website*

- Transfer maps/ Liberal Arts maps
- Full-time and part-time maps
- Recommended lists of GE
- Connection to scheduling
- Connection to curriculum (programs with low/no completions)
- Program Mapper as a technology solution for maps (includes skills badges and milestones)
- Workshop with IFLs and ACP counselors on what makes a "good" academic map

Priority #2: Completion-based Scheduling

GP Essential Practice: *The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.*

- Mapping out GE areas by ACP and use them for scheduling courses for different student populations
- Creating degree paths that can be completed online
- 8-week program schedules for ADTs and certificate programs (BUS, Medical Assisting)
- REACH project - mapping of stackable high-value credentials

Priority #3: Increasing the number of CSEPs

GP Essential Practice: *Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.*

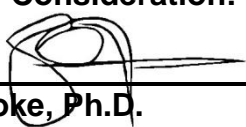
- ACP Success Teams case management + CRM implementation for effective communication, progress tracking, and individualized follow-up
- Increase the number of spaces where CSEPs are reinforced as a critical component to success (particularly inside the classroom - IFLs)
- Update myEdPlan to make it more accessible and include transfer credit
- Counseling Software Assessment in consideration of CRM implementation
- All Counselor Retreat planned sometime Nov-Jan to discuss:
 - Strategies to streamline CSEPs (mobile counseling, Saturday sessions, 3 step process)
 - Counseling and Advising and the scope of various roles
 - Ways that we can structure departments around ACPs to expand structure beyond those in ACP groups

Priority #4: Engaging Instructional Faculty

GP Essential Practices: *Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.*

- Institutionalize “Light the Fire” Summer Institute for faculty
 - Summer 2023 Institute to incorporate topics to support Guided Pathways priorities
- Collaborate with Counseling to explore the role and potential structure for instructional faculty advising as part of ACP Success Teams
- Identify common introductory courses in an ACP and collaborate with faculty on embedding career and education planning assignments in these courses (IFLs)
- Identify promising classroom practices and provide opportunities to share them (IFLs)

Questions?

Subject: Institutional Self Evaluation Report in Support of Reaffirmation of Accreditation	Attachment: PowerPoint Presentation
Category: Presentations	Type of Board Consideration: <div style="display: flex; justify-content: space-around; align-items: center;"> ✓ Information Consent Action </div>
Institutional Goals: <u>mcc_mission_statement.pdf (miracosta.edu)</u>	Institutional Goal Supported: <div style="display: flex; justify-content: space-around; align-items: center;"> ✓ Goal 1 ✓ Goal 2 ✓ Goal 3 ✓ Goal 4 </div>
	Approved for Consideration: <div style="text-align: center;">  <hr style="width: 100%; border: 0.5px solid black;"/> Sunita V. Cooke, Ph.D. Superintendent/President </div>

BACKGROUND

MiraCosta College is preparing for the self-evaluation for the fall 2023 Accrediting Commission for Community and Junior Colleges (ACCJC) site visit. The self-evaluation is a multi-year-long study of the College’s policies, procedures, and practices to assess how the District is meeting the accreditation eligibility requirements and standards. The self-evaluation report is being reviewed and approved by the governance bodies through November and the report is due to the ACCJC by December 15, 2022.

STATUS

This presentation provides an update on the self-evaluation report and review of the standards relating to Leadership and Governance (Standard IV).

RECOMMENDATION

For information only.

Institutional Self-Evaluation Report



Board of Trustees
November 3, 2022

Institutional Self Evaluation Report (ISER)



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- **What are we doing well?**
 - Aligning with the **Mission, Vision, Commitment, Values, and Goals**
 - Using **disaggregated data** to inform planning
 - Implementing and evaluating the **Program Review** process
 - Defining and assessing **Core Competencies**
- **What needs improvement?**
 - Assessing **CSLOs and PSLOs**

Standard II: Student Learning and Support Services

- **What are we doing well?**
 - Providing strong student supports and services
 - Providing strong academic and learning supports for students
 - Maintaining policies and procedures related to curriculum and program development
- **What needs improvement?**
 - Sustaining authentic assessment of Course SLOs and Program SLOs as related to curriculum and program improvement
 - Creating an enrollment plan that drives guided pathways work

Standard III: Resources

- **What are we doing well?**
 - Employing qualified administrators, faculty, and staff
 - Constructing, renovating, and maintaining safe, accessible, and sufficient facilities
 - Responding to student technical support needs
 - Utilizing our integrated planning and resources allocation processes
- **What needs improvement?**
 - Enhancing training and professional development practices
 - Updating the Facilities Plan to incorporate changes to the Education Plan
 - Creating a Technology Planning Document Continuity and timely refresh of Technology Plan

Standard IV: Leadership and Governance

- **What are we doing well?**
 - Policies and procedures that clearly designate roles for faculty, staff, and administrators
 - Regularly updating governance manual that clearly defines governance language, groups, and processes
 - CEO that leads the college and represents the college in local, regional, state, and national levels
 - Board of Trustees acts as a unit, oversees policy development, and has clearly defined duties, processes, ethical standards, and board operations
- **What needs improvement?**
 - Strategically coordinating/streamlining communication around governance issues
 - Implementing more intentional outreach to student leaders to participate in future surveys of governance
 - Creating professional learning opportunities that highlight governance processes, structures, and ways of getting involved

Accountability & Institutional Effectiveness

Standard IV.C.1

Governing Board has authority over and responsibility for policies to assure academic quality, integrity, and effectiveness.

Standard IV.C.2

The Governing Board acts as a collective entity.

Standard IV.C.4

The Governing Board is an independent, policy-making body that reflects the public interest in the District's educational quality.

Standard IV.C.5

The governing board establishes policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Standard IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel.

Bylaws & Policies

Standard IV.C.6

The Governing Board publishes bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Standard IV.C.7

The governing board acts in a manner consistent with its policies and bylaws and regularly assess them for their effectiveness.

Standard IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary.

Monitor Student Success

Standard IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

CEO

Standard IV.C.3

The Governing Board adheres to a clearly defined policy for selecting and evaluating the CEO of the college

Standard IV.C.7

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the college

Board Evaluation & Development

Standard IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office

Standard IV.C.11

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness

How Do You Provide Feedback?

Review the following standards:

- Standard IA: Mission
- Standard IB: Assuring Academic Quality & Institutional Effectiveness
- Standard IC: Institutional Integrity
- Standard IVA: Decision-Making Roles & Processes
- Standard IVC: Governing Board

Reminder: the Commission only wants to see the best and most representative examples, not a laundry list of every example—so the responses will be concise.

Timeline

- **October 2022: Stakeholder Review**
Review by all governance groups and further editing based on feedback
- **November 2022: Board of Trustees Approval**
Final report presented and approved by the BOT; Report is officially due by December 15, 2022
- **Spring 2023 (March 30): ACCJC Evaluation Team Review (Formative Review)**
Evaluation Team reviews the report (assumes College meets the Standards).
Can ask clarifying questions (Core Inquiries)
- **Fall 2023 (September 18-22): Focused Site Visit (Summative Review)**
Subset of Evaluation Team will visit the College to gather more information (only for those Standards that the Evaluation Team has further questions)

MiraCosta College Accreditation

Questions?

Presented by Christopher Tarman