MIRACOSTA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
One Barnard Drive, Oceanside, CA

MINUTES OF BOARD WORKSHOP **March 18, 2021**
(*Approved on April 15, 2021)*

I. CALL TO ORDER

The Board of Trustees of the MiraCosta Community College District met in open session board workshop on Thursday, March 18, 2021, via Zoom conference. President Rick Cassar called the meeting to order at 1:02 p.m.

II. FLAG SALUTE / ROLL CALL

Board members present:

David Broad	Frank Merchat
Rick Cassar	Anna Pedroza
William Fischer	Jacqueline Simon
George McNeil	Kristina Quandt (Student Trustee)

Superintendent/President Sunny Cooke
Vice President Diane Dieckmeyer
Vice President Tim Flood
Vice President Charlie Ng
Vice President Alketa Wojcik
Dean Zhenya Lindstrom
Dean Chris Tarman
Guided Pathways Faculty Lead Luke Lara
Achieving the Dream Coach Kay McClenney

III. PUBLIC COMMENT ON ITEMS ON AND NOT ON THE AGENDA

None.

IV. CHANGES IN AGENDA ORDER

None.

V. PRESENTATIONS AND DISCUSSIONS

A. What is the Trustee Fellowship?

Trustee David Broad provided an overview of the Trustee Fellowship and the goal and reform strategy, which is to narrow and then eliminate disparities in student success for historically marginalized student groups.

Superintendent/President Sunny Cooke introduced Kay McClenney, who has been working with the college supporting our Achieving the Dream efforts and helping us focus on very specific interventions. Cooke provided an overview of who our students are and the student success and equity work we are doing as an institution.

B. Big Picture Concept of Transformations

Cooke reiterated our commitment to diversity, equity, and inclusion and the actions we have been taking for a number of years. We continue to build on this and improve in the way we serve our students.

Vice President Charlie Ng provided an overview of the focus on being equity-minded in our hiring processes to optimize diversity in our candidate pools, including ensuring that hiring committees are diverse, training is provided on a regular basis, and data on each recruitment is reviewed to ensure disproportionate impacts are minimized. Ng provided an overview of the Campus Climate survey report. The forums, where much feedback has been provided, will inform areas that need focus and may result in changes being made. Recommendations are likely to be steered to existing committees and groups to begin the work of implementing improvements.

Vice President Diane Dieckmeyer provided an overview of the strategic and intentional professional development opportunities offered. She gave examples of how our efforts align with our college goals. Engagement has increased, which has resulted in action to change syllabi and revisit policies.

Dean Zhenya Lindstrom reviewed the Guided Pathways pillars. She provided the background of redesigning the student experience, with the goal of improving outcomes for disproportionately impacted students. She shared the accomplishments from 2018-2020 and leading up to the launch of the Academic Career Pathways (ACPs). The redesign principals were also reviewed, and it was noted that scaling up these efforts at the institutional level will help all students.

Guided Pathways Faculty Lead Luke Lara called attention to the Guided Pathways Dashboard and demonstrated the ability to analyze and/or isolate metrics to help inform the need for comprehensive student education plans (CSEP). He noted that having a CSEP corresponds with better student outcomes across all subsequent metrics and that the majority of students who did not receive a CSEP in their first year of attendance were among our disproportionately impacted groups. Specifically these student groups include our LatinX students, our Black/African American students and students over 25 years of age. How do we get entering students within these populations to complete their CSEP? ACP success teams can help with this outreach effort, initially on the student groups who are disproportionately impacted, and then beyond to other students.

Coach Kay McClenney from the American Association of Community Colleges and National Center on Intensive Intervention noted that national data from student focus groups indicate students believe educational planning is the most important service their college provides. Students need a roadmap to know how to complete their educational journey and to make informed choices. This also helps them avoid unknowingly spending excess time and money in their academic journey. From an equity standpoint, ensuring that students receive comprehensive educational planning will ultimately lead to students having access to careers that promote economic mobility.

Lindstrom noted there are six ACP success teams, and in fall 2020, 800 entering students were the focus of our ACP success teams. Many processes were created: ACP Canvas sites, social media, and professional development. In spring 2021, another 400 new students joined the college. Training and planning sessions for ACP success team members have increased. She reviewed some lessons learned and noted that students have provided overwhelmingly positive feedback regarding the role of the ACPs.

Attendees discussed requiring orientation for students at the college. Additionally, Vice President Alketa Wojcik suggested we find ways to include parts of orientation in introductory courses, so important details of orientation are there not just before classes start, but also along the way in their coursework. For example, if faculty routinely announced in their classes that students need to complete their CSEP in their first semester at MiraCosta, this would be impactful.

The board discussed ways they could advocate for with the goal of doubling the number of CSEPs, including budgeting for more robust advising, success coach roles, dedicated positions to do the work.

C. Reviewing Progress

Diane Dieckmeyer gave a brief AB 705 update and explained how MiraCosta has responded to assist students; we are exceeding state averages in both English and math.

Dean Chris Tarman reviewed leading and lagging indicators. The increase in students completing transfer English and math in their first year, especially in spite of Covid, is impressive. There are still gaps, however, the gaps are closing, especially among Latinx students.

D. Board Reviews Action

Board members discussed, as part of the 2021 budget process, that President Cooke is to develop a three to five-year implementation plan to make investments to support student success in an equitable and sustainable manner and ensure appropriate staffing to meet the needs of students in these efforts. To enhance focus, the Board will review key Student Success and Equity metrics by reviewing data every semester, rather than annually.

McClenney noted this is large-scale redesign, which requires large-scale work. Working together across divisions, the way in which we budget, and many other pieces will need to be configured to support this work. This is a cultural change, not an operational change, and moving from transactional to relational in the way we interact with students is important to our equity work.

VI. FUTURE AGENDA ITEMS AND ANNOUNCEMENTS

None.

I. ADJOURNMENT

The meeting adjourned at 3:11 p.m.

MINUTES APPROVAL:

Richard Cassar	Sunita V. Cooke, Ph.D.
Board President	Superintendent/President