MIRACOSTA COLLEGE | **ACADEMIC SENATE**

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AGENDA

I.   Call to Order

II. Roll Call

III. Teleconferencing for Meetings
   A.   Recertify the Resolution (R. 2-21) Authoring Teleconferencing for Meetings Pursuant to AB 361 – *Lara*
   Description: *The Academic Senate approved resolution R. 2-21 on 10/1/21 to authorize teleconferencing pursuant to recent legislation AB 361, since meeting in person would present imminent risks to the health or safety of attendees. To continue to meet under these abbreviated teleconferencing procedures, AB 361 requires a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting and to make those findings every 30 days thereafter. Academic Senate will reconsider the circumstances of the state of emergency and determine if the emergency continues to directly impact the ability of members to meet safely in person. This item will be a recurring item until the body determines the circumstances no longer support the findings in R. 2-21. The last ratification was on 11/19/21.*

IV. 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 allocated for public testimony for each individual speaker to three (3) minutes, and to limit the total time allocated on a particular issue to fifteen (15), unless waived by the committee (pursuant to Board Policy 2345). Decorum is to be expected by all members of the committee and public as outlined in Board Policy 2355.

V.   Changes to Agenda Order

VI. Consent Calendar
   A.   Approve Minutes of the Regular Meeting of November 19, 2021
   B.   Approve one Equivalency Request for Counseling
   C.   Approve one Equivalency Request for Sociology

VII. Reports
   A.   Academic Senate President – *Lara*
   B.   College Superintendent/President – *Cooke*
   C.   Classified Senate – *Phillips*
   D.   Associated Student Government – *Siebelink*
   E.   Redesigning the Student Experience – *Ha*
   F.   Accreditation - *Lara*

VIII. New Business
   A.   AP 7120.5 Recruitment and Hiring Associate Faculty – *Lara* **(Time Certain – 10:00am)**
   Description: *Academic Senate Goal 1a taskforce in 2020-2021 conducted a survey of department chairs to assess the challenges to achieving faculty diversification among associate faculty. The taskforce reviewed AP 7120.5, which had not been reviewed since 2011, and suggested updates based on the survey results and additional research. The body adopted the recommendation from 2020-2021 taskforce to further discuss the proposed changes to AP 7120.5 with Human Resources,*

given that hiring policies and procedures is an area of mutual agreement between the district and the senate. The resultant AP is presented here with a focus on emphasizing EEO regulations and bringing greater clarity to the associate faculty recruitment and hiring process.

IX.   Information/Discussion

    A. Review of Basic Presentation Etiquette in Higher Education – *Flood, Salamon*

Description: *No matter who the presentation is for, whether it be students, faculty, classified professionals, administrators, board members, community members, or a mixed audience, there are some general guidelines and presentation etiquette to be aware of to assure the presentation is professional and conveys the desired message in the best way possible. Tim Flood and Joe Salamon will provide a review and feedback on Basic Presentation Etiquette in Higher Education as provided in the attached document.*

    B. Update on Data Coaching Goal – *Safaralian*

Description: *This item is an update on the progress of the AS taskforce developing a faculty data coaching proposal.*

X.   Senator Reports

Description: *Academic Senators will have the opportunity to make brief announcements and updates.*

XI.   Adjournment

A Resolution of the MiraCosta College Academic Senate:
Authorizing Teleconferencing for Meetings Pursuant to AB 361 (R. 2-21)

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20 suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21 which indicated that Executive Order N-29-20's authorization for holding virtual meetings would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361 (Rivas) as urgency legislation effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:
(e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:
(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following provision:
(e)(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:
(A) The legislative body has reconsidered the circumstances of the state of emergency.
(B) Any of the following circumstances exist:
(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

NOW THEREFORE, BE IT RESOLVED that the MiraCosta College Academic Senate finds that the Governor's March 4, 2020 declaration of a state of emergency due to the COVID-19 pandemic remains active.

BE IT FURTHER RESOLVED, the MiraCosta College Academic Senate finds that due to the state of emergency, meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised faculty, staff, students, and the public.

ACADEMIC SENATE

MIRACOSTA COLLEGE

UNOFFICIAL MINUTES

I. **Call to Order**
Academic Senate President, Luke Lara, respectfully acknowledged that the meeting is being held on the traditional territory and homelands of the Luiseño/Payómkawichum people. It is also important to acknowledge that this land remains the shared space among the Ipai and Kumeyaay people. In addition, we want to pay respect to elders, both past and present, the respected keepers of history, culture, wisdom, and knowledge. The meeting was called to order at **9:02am.**

II. **Roll Call**
Members present: Robin Allyn (Coordinating Officer), Ingrid Bairstow, Yessenia Balcazar, Sunny Cooke (ex-officio), Karla Cordero, Zulema Diaz, Himgauri Kulkarni, Luke Lara (President), Tyrone Nagai, Gilbert Neri, Brian Page, Oswaldo Ramirez, Hossein Ravanbaksh, Leila Safaralian (President-elect), Krista Warren
Members absent: Jim Julius, Delores Loedel
Others present: Nery Chapeton-Lamas, Paul Clarke, Scott Conrad, Sean Davis, Thao Ha, Trisha Hanada-Rogers, Steve Isachsen, Lauren McFall, Gail Meinhold, Donny Munshower, Al Nyman, Denée Pescarmona, Ingrid Phillips, Tanéssa Sanchez, John Siebelink

III. **Teleconferencing for Meetings**
A. **Recertify the Resolution (R. 2-21) Authorizing Teleconferencing for Meetings Pursuant to AB 361**
The Academic Senate considered the circumstances of the state of emergency and determined if the emergency continues to directly impact the ability of members to meet safely in person pursuant to AB 361.

MSU (Safaralian / Gilbert) to approved recertifying resolution (R. 2-21) authorizing teleconferencing for meetings pursuant to AB 361.

IV. **Persons Wishing to Address the Senate**
Associate faculty member and President of the Associate Faculty Union, Krista Warren, comes before AS today as a representative of the AF working conditions. She noted that due to the pandemic, at MCC and across education, there has been a great disruption to everyone. Faculty have had to be flexible in order to continue working with students. Many associate faculty are losing their jobs and assignments and they are finding this out by looking at class schedules and not being told. She comes to AS today to beg chairs and full-time faculty who make decisions about schedules and who assign classes that they call their associate faculty to let them know they are not being reassigned. She is asking for them to make that personal connection and reach out to their associates and to please do better by our colleagues.

V. **Changes to Agenda Order**
In the Reports section of the agenda, Redesigning the Student Experience will come before the AS President's report.

VI. **Consent Calendar**
A. **Approve Minutes of the Regular Meeting of November 5, 2021**

The consent calendar was approved by unanimous consent.

VII. **Reports**
A. **Academic Senate President**
Academic Senate President, Luke Lara, reminded full time faculty that letters of interest for the Joyful Teacher in residence for this spring semester is due today. He also noted that if today's meeting ends prior to 11am, task groups will meet in order to touch base.
B. **College Superintendent/President**
Superintendent/President, Sunny Cooke, mentioned the REACH kickoff and the CA guided pathways ending today and focusing on student access and equity work. The last Futures episode occurred this

past Tuesday afternoon with a great conversation about building skills, using tools, and apply and practice futures thinking. Moving into spring we will build community and send an invitation to invite more people. There will be a number of activities around equity and racial justice that will tie closely to our futures work. On that same day there was a farmers market on the Oceanside campus and thanks to the many volunteers who distributed turkeys to students in need. In an effort to be transparent, an email will be sent this morning notifying the campus community of an incident that occurred on the Oceanside campus Monday evening, 11/15, at the bookstore. After interaction between bookstore staff and a student who entered the bookstore, staff became concerned for the student after they tried to calm the student. Staff then called campus police. The student assaulted an officer who was then transported to the hospital with non-life threatening injuries and is now recovering from home. The student is in police custody. This may receive media attention and so the college body will be advised. This is the season of gratitude and Dr. Cooke is honored to serve with everyone and wishes all a wonderful Thanksgiving with family and loved ones. When asked about enrollment for the spring, it was noted that enrollment will be down. In the last two years, enrollment is down 21%. There is a dashboard for enrollment on the Portal and where the day-to-day enrollment trends can be seen. Zulema Diaz further asked if there is another group that can be relied on instead of the Police to deal with students who may have a mental health issue. MCC has a behavioral team that assess the mental health, how can they be deployed to help in that moment noting that the support for mental health is severely lacking. It is a MCC issue to be proactive but also a national issue.

C. Classified Senate

Vice President of CS, Ingrid Phillips, noted that CS approved the governance resolution with confidential employees. Announced the cohort for the new leadership program including Susan Corley, Yurico Jimenez, France Cruz, Dulce Gangani, and Gina Hansen. Further, they welcome new CS senator, Amy Pimentel. They are preparing for the year end celebration and tickets went on sale yesterday. It will take place at Enzo's BBQ on December 10th from 1-4pm if you feel comfortable meeting in person once again.

D. Associated Student Government

ASG Executive Vice President, John Siebelink, was not present. No report.

E. Redesigning the Student Experience

Faculty Lead, Thao Ha, reported that the leadership team will be talking to the chairs of our governance committees to see how we can institutionalize metrics to ensure the work is being done to redesign the student experience and that equity is in the center of this work. Currently, they are attending the CA Guided Pathways Conference Institute, collaborating with colleges across the country also doing this work to get further ideas. MCC presented at the conference with their peer mentors and a student panel. Additionally, they are in the process of hiring a program manager for the ACP to help oversee, coordinate, and alleviate the workload for the ACP teams. They are also in conversations with noncredit to determine what that looks like in terms of pathways at the CLC. Also, MCC has been selected as one of 25 colleges for the REACH program. The acronym stands for Racial Equity for Adult Credentials in Higher Education. There are 925,000 students who are 25 and older in the CA community college system. As enrollments from high schools are declining, we have to consider who are the students coming back to the community college and what are the reasons they are coming and how are we structuring ourselves to give them the opportunities for the jobs they need. The REACH network is providing data about our local employment needs to help us better serve our students.

F. Accreditation

AS President, Luke Lara, shared that in this first phase, they are looking to collect evidence. Lara, Cooke, and Banks are the tri-chairs for Standard IV, Leadership and Governance. In particular they are looking at Standard IV.A. Decision-Making roles and Processes as noted in the attached document to the agenda. There are seven standards within Standard IV.A. They will look for the evidence first before they start writing. There is a link to a Google document at the top of attached document. Senators are invited to add to the document, add a hyperlink, and identify in parenthesis what part would add evidence to that particular standard (e.g., page number). Under each section there are possible sources of evidence and then review criteria. AS will look at the entirety of it but this particular section is where governance groups have a lot of say. Senators are encouraged to reach out to their constituents and ask them to provide samples of evidence between now and the December 3rd AS meeting. The tri-chairs will sift through the evidence and write to the standards.

VIII.   New Business

A. Leon Baradat Award – Proposal for Perpetual Name Plate Plaque

Faculty Awards Committee Chair, Robin Allyn, noted that the Awards Committee approved a perpetual nameplate plaque be created to honor the full-time and associate faculty recipients of the Leon Baradat Award, by unanimous vote. This was delayed from last spring and, as well, there are currently production delays at vendors. Therefore, Academic Senate is being asked to suspend the rules to vote today and approve the estimated one-time cost of $300 for the perpetual name plate plaque and $20 annually for the inscriptions from Academic Senate checking account.

MSU (Warren / Gilbert) to suspend the rules in order to vote on the proposal for a perpetual nameplate plaque.

MSU (Gilbert / Warren) to approve the proposal to fund the perpetual nameplate plaque for the Leon Baradat Award.

The awards committee will decide where they would like this to be displayed. Dr. Cooke asked for patience as there is construction in several buildings and the plaque may have to be housed temporarily in another area until construction is complete.

IX.   Old Business

A. Sabbatical Leave Reports

Trisha Hanada-Rogers and Gail Meinhold, co-chairs of the Sabbatical Leave Committee, bring three (3) sabbatical leave reports to Academic Senate for a second read and vote for returning faculty members Nery Chapeton-Lamas, Rebecca Morgan, and Arnoldo Williams. Sabbatical leave reports are reviewed to meet the following standards: (a) Comprehensive, professional quality reports that clearly communicate and document the purpose, objectives, activities, and achievements of the sabbatical leave, (b) alignment of applications and reports, (c) adequate documentation, (c) minimum number of hours met, and writing reflects standard of profession. Sabbatical Leave Reports will be forwarded to the President/Superintendent for approval.

MSU (Kulkarni / Safaralian) to approve the sabbatical leave reports of Nery Chapeton-Lamas, Rebecca Morgan, and Arnoldo Williams as presented.

B. Sabbatical Leave Applications

Trisha Hanada-Rogers and Gail Meinhold, co-chairs of the Sabbatical Leave Committee, note that based on the Faculty Assembly contract, the number of sabbaticals is 8% of the full-time faculty in an academic year. Eleven (11) sabbatical leave applications were submitted to the Sabbatical leave Committee for the 2022-2023 academic year and come to Academic Senate for a second read and vote for Sam Arenivar, Elizabeth Clarke, Erica Duran, Matt Falker, Claudia Flores, Pierre Goueth, Jade Hidle, Arlie Langager, Kristi Reyes, Alexis Tucker and Rosa Viramontes. Sabbatical Leave Applications will be forwarded to the President/Superintendent and the Board of Trustees for final approval.

MSU (Safaralian / Diaz) to approve the sabbatical leave applications of Sam Arenivar, Elizabeth Clarke, Erica Duran, Matt Falker, Claudia Flores, Pierre Goueth, Jade Hidle, Arlie Langager, Kristi Reyes, Alexis Tucker, and Rosa Viramontes as presented.

Discussion ensued about the ability for associate faculty to take sabbatical leave and that it would need to be negotiated between the district and the associate faculty union. It was noted that other college districts do allow sabbaticals for adjunct faculty.

C. Salary Advancement Applications

Donny Munshower, Chair of the Salary Advancement Committee brought seven (7) applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule. Faculty members, both full-time and associate, have submitted their applications based on their continued professional development. The Salary Advancement Committee (SAC) has reviewed the applications and brings them to Academic Senate for a second read and vote.

MSU (Safaralian / Diaz) to approve seven (7) applications for Approval of Coursework/Activities Toward Advancement on the Salary Schedule for Ingrid Bairstow, Sarah Burns, Erica Duran, Daniela McIntosh, Denise Nealon, Angela Senigaglia, and Janelle West, as presented.

Discussion ensued about how to improve communication to associate faculty about the salary advancement process. Munshower indicated he will be presenting a second workshop in the spring, will

post the video of the last workshop on the SAC webpage, include a link to the video on the AF webpage, and send an email directly to AF inviting them to the workshop.

X.   Information/Discussion

A.   Technology Master Plan Update

Scott Conrad, Dean AIS, presented a brief status update on the Technology Master Plan (TMP) development, process, and timeline. The plan will come to the Academic Senate in the spring for review, commentary, and ratification. The Technology Master Plan is attached to the agenda, Conrad gave an overview of the TMP including membership, anticipated scope of the plan, addressing district goals by copying the goals of the educational master plan, process for developing the plan including 'plan,' 'do,' 'check,' and 'act,' survey data and trends, timing and review process, and next steps. A draft of the TMP will come back to AS in February 2022. Input for the plan can be sent to Conrad.

B.   C3 Teaching and Learning Center Update

The Joyful Teacher in Residence, Sean Davis, visited Academic Senate to provide an update on all things C3 Teaching and Learning at MiraCosta – what has been done, what is happening now, and what to look out for in Spring 2022 and beyond! Davis reminded everyone he will be taking sabbatical in the spring and there is a need to replace him for the semester. He shared a slide show attached to the agenda, about the ongoing activities of the C3 TLC including the Cultural Curriculum Collective ver. 2.0, MOE – course quality guidelines and joyful canvas shell, the faculty show and tell series, the C3-2-1-newsletter, S.A.F.E. Topics – season 3, and preparing for the interim Joyful Teacher in Resident. Three new CCC members are JahB Prescott, Nate Scharff, and Kris Coats. They will be focusing on disproportionately student populations. Faculty members are eligible for a $1500 stipend upon completion of their showcase presentation in May. Working with James Garcia, the C3 TLC Website, www.c3.miracosta.edu, is an online hub for faculty. There are five categories on the website; preparing to teach, equity and inclusion, online teaching and learning, assignment planning, and grading and assessment. The faculty show and tell series, is a collaboration with Davis, Jim Julius, and Lauren McFall to share, learn, and connect. Davis will onboard the faculty member who steps in as the interim Joyful Teacher in Resident.

C.   Academic Senate for California Community Colleges Fall 2021 Plenary Discussion

AS President, Luke Lara, noted that the fall 2021 plenary was held as a hybrid event. A limited number of attendees from each college were allowed to attend in person and others attended virtually. MiraCosta College attendees included: Luke Lara, Leila Safaralian, Robin Allyn, Jim Julius, and Maria Figueroa. Attendees shared their takeaways with Academic Senate. Eighty people attended Plenary in person and many more attended virtually. Robin Allyn and Luke Lara attended in person while Leila Safaralian and Jim Julius attended virtually. Allyn noted the support by the state for low and no cost textbooks for students while Safaralian discussed the changes that will be coming to the guidance for AB 705 from the Chancellor's Office. They will be eliminating all pre-transfer courses for Math and English. ASCCC is in discussions with the Chancellor's office about this change. Lara noted that the Latinx Caucus has been a powerful way to connect with faculty. The resolution he wrote on behalf of the Latinx Caucus was to bring transparency to the statewide appointment process of faculty by the ASCCC. If we want to see greater diversity in these leadership positions, we need to invite more diverse faculty to plenary events. The next plenary this spring is in Burbank, CA and senators were asked to consider attending.

XI.   Senator Reports

Tyrone Nagai and Zulema Diaz spoke about the problem of the criminalization of individuals with a mental health crisis. They would like to see a mental health professional deal with this and not the police, noting there should be a different plan to deescalate these kinds of situations. The Puente program will be back on campus in the spring and they are currently recruiting students to take Engl 201 and Couns 105. Refer students to the Puente program. December 3rd is the last AS meeting of the fall semester and January 14th is the first AS meeting of the spring semester which is the first Friday of Flex week. We will see how things pan out as to whether we meet in person or on Zoom. The goal is to come back to campus in spring if you are comfortable. Lara will reach out to all members of AS individually in December. Lara wished all a wonderful holiday break with family and friends connections with gratitude and honoring shared humanity.

XII.   Adjournment

The meeting adjourned at 11:10 am.

Redesigning the Student Experience
Academic Senate Report for 12/03/2021 Meeting

1. MiraCosta Guided Pathways leadership attended the 3-day CAGP 2.0 Virtual Institute. Based on the institute workshops and sessions, the leadership team have a working document with action plans and will share when complete.

2. MiraCosta College is one of 25 colleges selected to participate in the REACH Collaborative (Racial Equity for Adult Credentials in Higher Education). Summary points below and see attached documents for details:

- Establish this work as a commitment of our existing guided pathways implementation team;
- incorporate new members as appropriate to meet project deliverables
- Meet virtually with California's REACH college teams six times from fall 2021 through spring 2023
- Collect and report required data with the support of REACH technical assistance and resources
- Make curricular and programmatic changes within identified pathways to increase the number of adult learners earning high-value, non-degree credentials and associate degrees

3. The faculty spotlight video is focused on the New Student Seminar with 2 Sociology associate faculty leading the work (Kat Soto-Gomez and Robin Allyn). Link to recording is HERE.

Welcome!

As you arrive in the meeting, please introduce yourself via the chat.

- Name
- College
- Role

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1

Racial Equity for Adult Credentials in Higher Education (REACH)

Project Kickoff and Orientation

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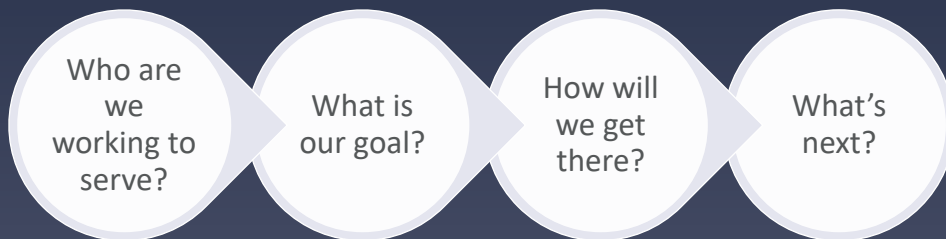
2

1

Welcome

Sandra Fried

Vice President, Success Center

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3

Structure of Today's Session

Who are we working to serve? → What is our goal? → How will we get there? → What's next?

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4

Technology Orientation and Housekeeping

- Audio/Visual
    - You will be muted during the main presentation, but you will have microphone access during the breakout sessions
    - Please turn on your camera when possible
    - This session is being recorded
- Chat
    - To communicate with the moderators or presenters, or to ask a question, please use the chat feature found in the settings bar at the bottom of your screen.
    - Any questions not answered during today's meeting will be addressed either at the end of the session or within the Vision Resource Center in the REACH Kickoff/Orientation folder
- Display Name
    - Please update your display name to your preferred first and last name by hovering over your video, clicking on the three dots in the upper right corner, and choosing "rename."
- Break
    - There is one break scheduled today

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5

Aisha Lowe

Vice Chancellor, Educational Services and Support

California Community Colleges Chancellor's Office

California Community Colleges

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6

7

Defining "adult learners"

- Age 25+

- Enrolled in credit, non-credit, and not-for-credit programs at community colleges or at adult schools

8

4

California Community Colleges serve

956,000 students

age 25 and up

9

Adults may become larger share of CCC population as numbers of high school graduates decline

Currently, 4 in 10 students at California Community Colleges are age 25+. For enrollment purposes, colleges may need to focus more on this population as the number of high school graduates declines.


Projected California Public High School Graduates by School Year
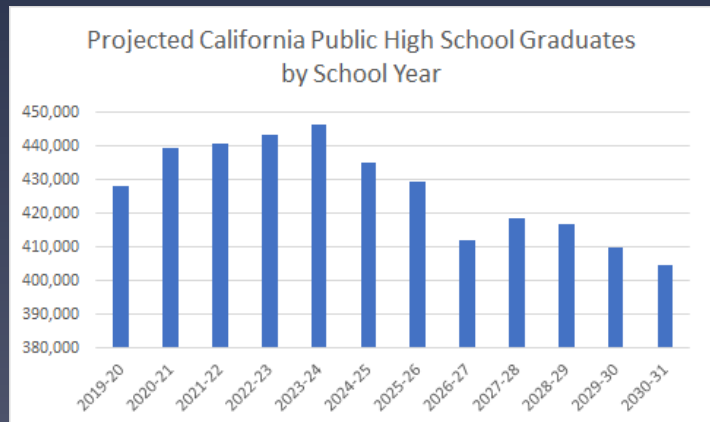
Source: https://www.dof.ca.gov/forecasting/demographics/projections/Public_K-12_Graded_Enrollment/

10

Most potential graduates in California are people of color

6.8 million Californians ages 25-54 have a high school diploma but not a postsecondary degree. More than half of them are people of color.

51%

White 47%   Black 30%   Latinx 13%   Asian 8%   Other 2%
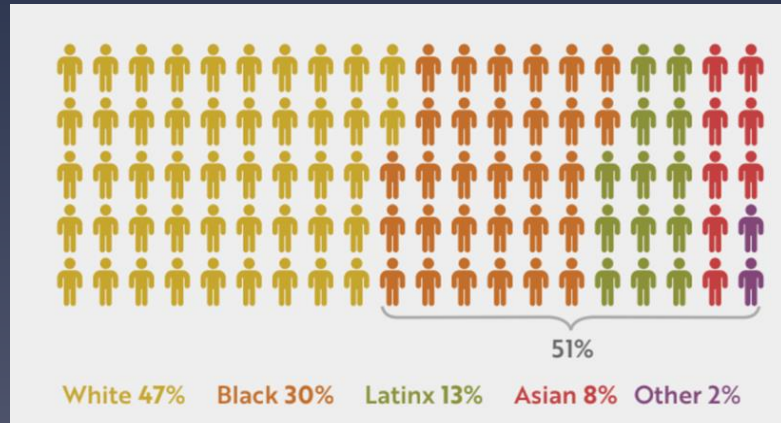
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11

Our changing demographics present targeted opportunities to innovate

Untapped opportunity is highest in:
- North-Far North
- Upper Sacramento Valley
- San Joaquin Valley
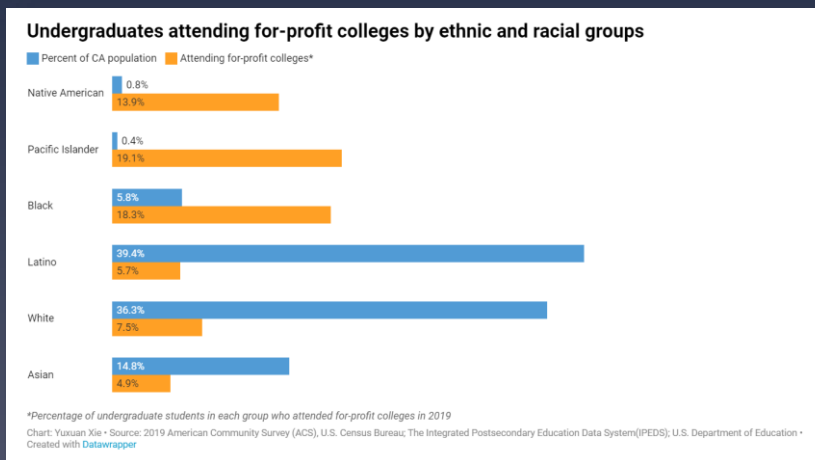- Central Sierra
- Inland Empire
- Imperial County

Concentration of Untapped Opportunity Varies by Region

North-Far North 63%
Upper Sacramento Valley 65%
Sacramento Tahoe 52%
Central Sierra 65%
Bay Area 36%
Inland Empire 65%
San Joaquin Valley 68%
Central Coast 53%
Los Angeles 51%
Orange 43%
San Diego 47%
Imperial 71%

Percentage of population age 25-54 without a college degree
36%
71%

- UC Campus
- CSU Campus
- Community College Campus

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12

If we fail to attract these students, other institutions will

Undergraduates attending for-profit colleges by ethnic and racial groups

■ Percent of CA population   ■ Attending for-profit colleges*

Native American	0.8%	
	13.9%	
Pacific Islander	0.4%	
	19.1%	
Black	5.8%	
	18.3%	
Latino	39.4%	
	5.7%	
White	36.3%	
	7.5%	
Asian	14.8%	
	4.9%	

*Percentage of undergraduate students in each group who attended for-profit colleges in 2019
Chart: Yuxuan Xie • Source: 2019 American Community Survey (ACS), U.S. Census Bureau; The Integrated Postsecondary Education Data System(IPEDS); U.S. Department of Education •
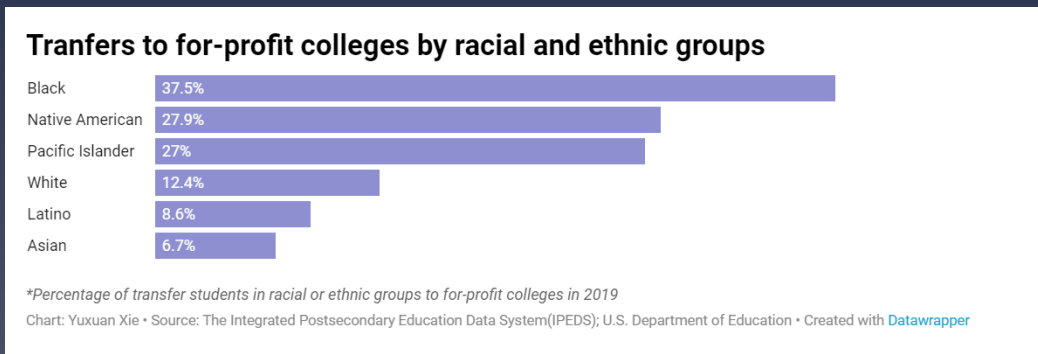Created with Datawrapper

Source: https://edsource.org/2021/california-community-colleges-must-address-why-students-are-opting-for-more-expensive-for-profit-schools/656436
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13

When students don't get what they need, they look elsewhere

Tranfers to for-profit colleges by racial and ethnic groups

Black	37.5%
Native American	27.9%
Pacific Islander	27%
White	12.4%
Latino	8.6%
Asian	6.7%

*Percentage of transfer students in racial or ethnic groups to for-profit colleges in 2019
Chart: Yuxuan Xie • Source: The Integrated Postsecondary Education Data System(IPEDS); U.S. Department of Education • Created with Datawrapper

Source: https://edsource.org/2021/california-community-colleges-must-address-why-students-are-opting-for-more-expensive-for-profit-schools/656436
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14

The Innovation Imperative

Teaching and learning must innovate to keep pace with advances in technology, shifting economic paradigms, modern employer demands, students' evolving needs (psychological, tactical and relational), and an expanding global society.

What's Blockbuster?

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15

Small Group Check-in

Take 10 minutes to answer the following:

- Introduce yourselves, your role, and your college
- Who comes to mind when we say "adult learners?" Share a story of a student you have met

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16

What is REACH collaborative's goal?

What will change for students?

How will REACH help us get there?

17

What is our north star?

Increase the number of adult learners of color who enroll in California Community Colleges, who complete high-value non-degree credentials and associate degrees, and who go on to earn a living wage

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What are high-value non-degree credentials?

<u>High-value:</u>

- In-demand: Occupations meet a minimum threshold of annual openings and projected growth

- High-wage: Earn a wage at which a person's basic needs (food, shelter, healthcare, transportation) can be met

<u>Non-degree credential:</u>

- A method of signaling to employers within the in-demand, high-wage occupations that the necessary skills and expertise have been met

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REACH Network

Racial **E**quity for **A**dult **C**redentials in **H**igher Education is a national network that aims to **increase attainment of high-value non-degree credentials and associate degrees** in community colleges by adult learners of color, particularly Black and African American, Latinx, and Indigenous Learners.

REACH provides resources and technical assistance to create more functional degree pathways and embed comprehensive supports.

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Benefits of the REACH Network

- Access tools, expert guidance, and support provided by WestEd, Education Strategy Group (ESG), and Office of Community College Research and Leadership (OCCRL) at University of Illinois

- Apply learnings from the Guided Pathways 2.0 institutes and learn and share in a statewide community of practice with 25 CCCs

- Receive mini-grants ($20,000) and access to other potential funding

- Be leaders in the state in developing innovative strategies to integrate non-degree credentials and adult learners into guided pathways

- Fulfill commitment to the *Vision for Success* and Call to Action

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Expectations for colleges

- Establish this work as a commitment of your existing guided pathways implementation team; incorporate new members as appropriate to meet project deliverables

- Meet virtually with California's REACH college teams five times from fall 2021 through spring 2023

- Collect and report required data with the support of REACH technical assistance and resources

- Access resources and engage in virtual conversations in the Vision Research Center

- Make changes within identified pathways to increase the number of adult learners earning high-value, non-degree credentials and associate degrees

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Break

REACH collaborative

RACIAL EQUITY for **ADULT CREDENTIALS** in **HIGHER ED**

Selecting Pathways and Implementation Approaches

REACH Essential Elements

Credential Pathways

Identify a **cohort** of states and institutions.

Scale the **curricular alignment** model across non-degree and credit with emphasis on quality and **equity** criteria.

Provide **technical assistance** to inform system redesign efforts.

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Bundling and Sequencing Supports

Support **state systems** to better bundle and deliver student supports (academic, financial, and holistic) as part of **pathway redesign** models.

Enlist **local partners** to advise and provide technical assistance to support this integration

Culturally Sustaining

Identify partners to help weave in **culturally sustaining approaches** within bundled student success strategies and redesigned pathways.

Emphasis on **dismantling approaches** that contribute to disparate/stratified outcomes.

Two percent increase in credential attainment for enrolled Black, Hispanic, and Native American ages 25-64 at participating community colleges by 2023
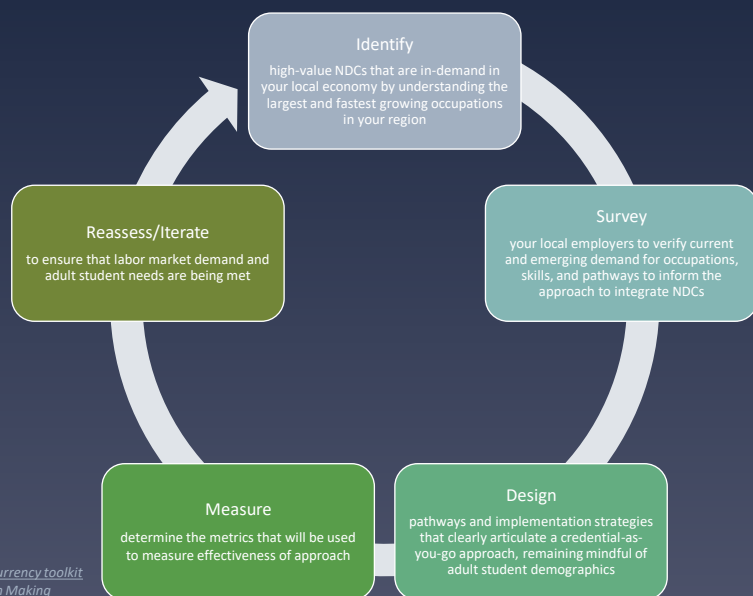
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REACH Collaborative Map
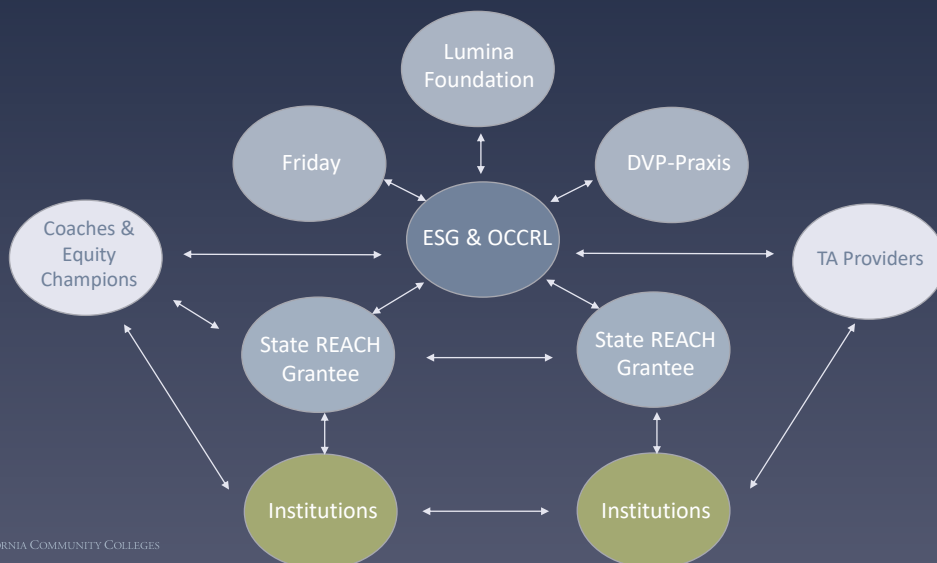
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Colleges can consider the following process to ensure that non-degree credentials are of high-value and integrate into guided pathways.

Identify high-value NDCs that are in-demand in your local economy by understanding the largest and fastest growing occupations in your region

Survey your local employers to verify current and emerging demand for occupations, skills, and pathways to inform the approach to integrate NDCs

Design pathways and implementation strategies that clearly articulate a credential-as-you-go approach, remaining mindful of adult student demographics

Measure determine the metrics that will be used to measure effectiveness of approach

Reassess/Iterate to ensure that labor market demand and adult student needs are being met

Process adapted from Education Strategy Group Building Credential Currency toolkit on identifying high-value non-degree pathways and RAND Corporation Making Improvements to Stackable Credential Pipelines toolkit

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Review and analyze data

Each college will receive a Data Deck on:

- People in your community age 25 years and older

- The economic context in your area

- Where people aged 25 years and older are getting an education in your community

- Potential implementation strategies
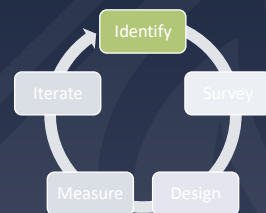
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Survey and validate with local employers
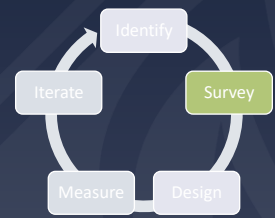
- Build and/or leverage existing employer relationships

- Use various methods to listen and engage with local employers in each industry (i.e., industry-specific focus groups, surveys, etc.)

- Share and validate conclusions you find from analyzing your data

- Identify ways to make employer relationships **continuous, strategic, and mutually valuable**

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Implementation Approaches
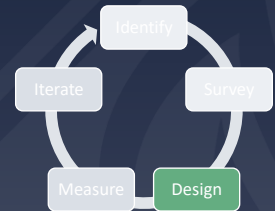
For each pathway, colleges will choose one of the following:

1. **Pathways from Adult Education, Noncredit, Not-for-Credit**: Build stronger on-ramps into degree and transfer pathways
2. **Credit for Prior Learning**: Give credit in degree pathways for aligned college-level skills and knowledge attained through industry certifications, workforce and military training, public service academies, etc.
3. **Skills Badging**: Clarify core job skills in liberal arts pathways to make students more competitive in the labor market
4. **Propose an approach that is a better fit for your college:** such as apprenticeships, integrated education and training, or enhanced offerings at adult schools

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Approach 1:
Pathways from Adult Education, Noncredit, Not-for-Credit

Build stronger onramps to address the reality that most adult education students do not transition to degree and transfer pathways

	Transition to postsecondary	Transition to CTE	Transition to non-developmental credit college course
Overall	19%	13%	7%

BY AGE CATEGORY

	Transition to postsecondary	Transition to CTE	Transition to non-developmental credit college course
19 or Less	29%	19%	19%
20 to 24	21%	13%	8%
25 to 29	20%	12%	6%
30 to 34	19%	13%	6%
35 to 39	18%	12%	5%
40 to 49	17%	12%	4%
50 and Older	16%	11%	3%

Data Source: Adult Education Pipeline

Foundation for California Community Colleges

Source: https://caladulted.org/2021FactSheets
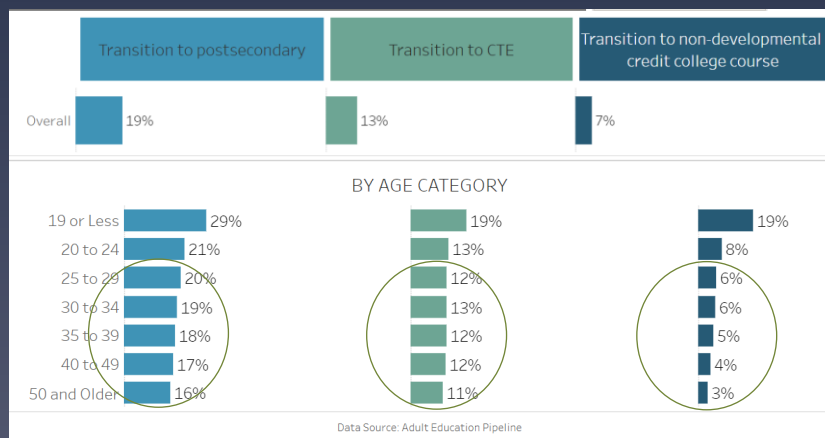
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Approach 2: Credit for Prior Learning

College credit awarded for college-level skills and knowledge attained outside of a classroom

Examples of sources of prior learning:

- Military training
- Workforce training
- Industry certifications
- Public service academies
- Work-based learning

Examples of prior learning assessments:

- Credit by exam
- Portfolio
- Industry certification evaluation
- Joint Services Transcript evaluation

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CPL boosts credential completion rates for adult students and has the potential to **affect equity** in educational attainment

Boost in completion is:

- 16% for all prior learning assessment (PLA) methods
- 14% for Black adults
- 24% for Hispanic adults
- 33% for Pell Grant recipients
- 25% for adult students at community colleges
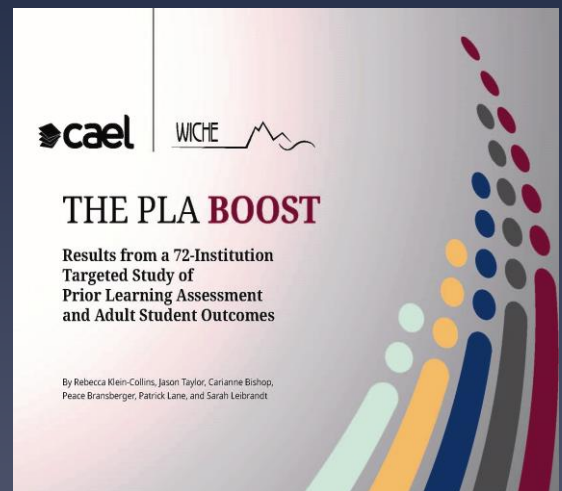
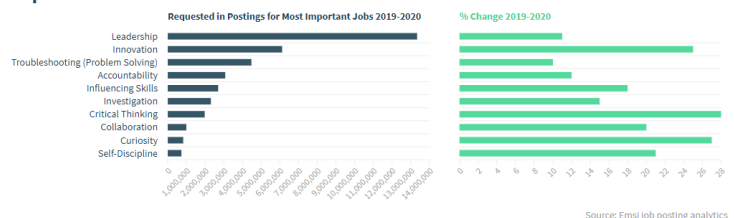FOUNDATION for CALIFORNIA COMMUNITY COLLEGES

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Approach 3: Skills Badging

Students are gaining job-relevant skills but struggle to articulate those skills to employers

Validation of non-formal credentials by local employers is key

Example: Creating industry-recognized **skills-badging** bridges the communication gap

Source: https://www.economicmodeling.com/2021/01/29/top-skills-for-2021/
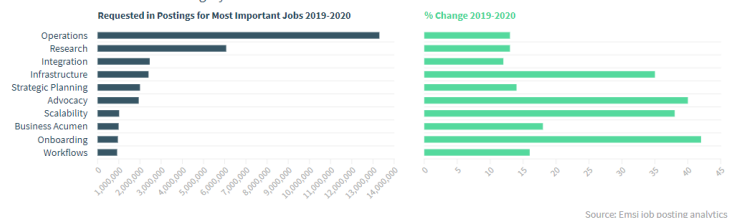
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Aligning REACH with Guided Pathways and Equity Plans

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Why these approaches?

- The pathways that students choose are highly influenced by racial, gender, and economic factors

- We need to recognize the skills and knowledge that our students may have learned outside of college

- Low-income students of color are more likely to stop with short-term awards, which means particular attention is needed to create onramps to transfer pathways

Prevalence of lattice pathway features — Launchpad to multiple credentials 54%, Launchpad defined 6%, Launchpad credential 3%
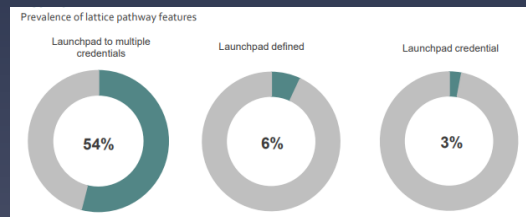
Stackable Credentials in Career Education at California Community Colleges, PPIC, 2018

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All implementation approaches should be student-centered and include student input throughout development of success strategies

We must recognize the impact of long-standing systemic inequalities and design for those who were disenfranchised as a result of these inequities.
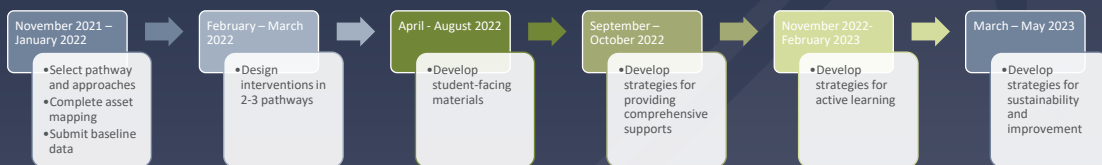
To do so, campuses will incorporate four key student-centered strategies into pathway improvements – and collect input from students throughout the process.

Student Input

Student Input

Student-facing strategies and materials

Active learning

Student Input

Student Input

Comprehensive Supports

Sustainability and Continuous Improvement
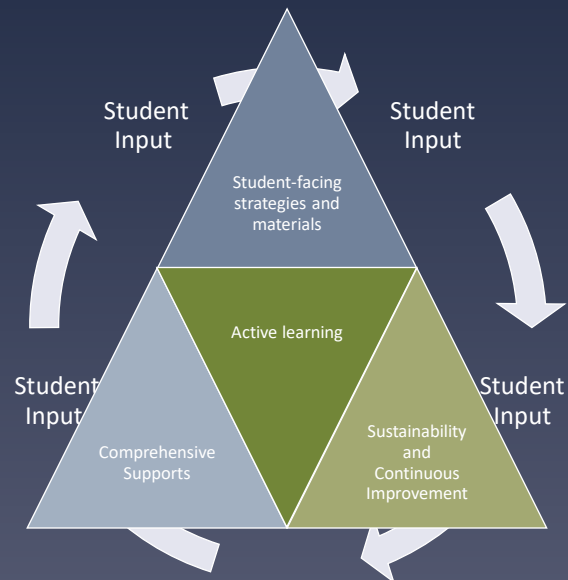
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REACH Project Timeline

November 2021 – January 2022	February – March 2022	April - August 2022	September – October 2022	November 2022- February 2023	March – May 2023
•Select pathway and approaches •Complete asset mapping •Submit baseline data	•Design interventions in 2-3 pathways	•Develop student-facing materials	•Develop strategies for providing comprehensive supports	•Develop strategies for active learning	•Develop strategies for sustainability and improvement

Example

- April 27-29, 2022: Adult learner specific content at CAGP Institute on student onboarding
- July 1, 2022: Submit rough drafts of student-facing materials
- August 5, 2022: Virtual convening to share feedback on draft student materials

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Your Thoughts

Please use Chat or raise your hand to share:

- Questions
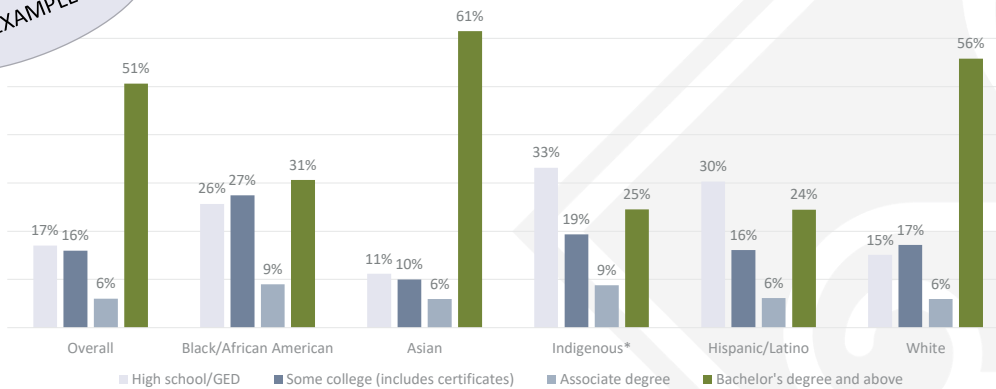
- A-ha moments

WestEd
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Customized College & Labor Market Data Deck

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Regional Educational Attainment Data Age 25+

EXAMPLE

*Indigenous Population includes American Indian, Native Alaskan, Hawaiian, and Pacific Islander
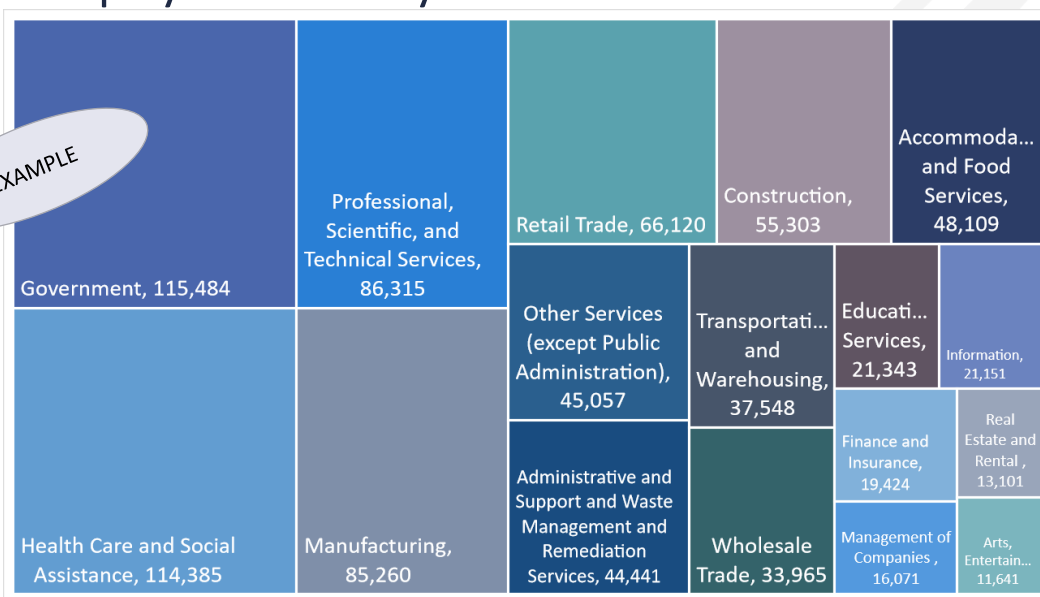
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Source: Source: U.S. Census ACS 5-Year Estimates Detailed Tables

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Who employs workers in your area?

EXAMPLE

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*Industries listed by quantity of jobs per sector
*Industries displayed for Alameda County

Source: Emsi

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Which living wage middle skills jobs are projected to grow over the next five years?

This chart includes jobs that require some college or an associates degree.

Green indicates the number of jobs is growing and **orange** indicates the number is declining.

An individual in your region would need to earn $20.66/hour to support themselves.

EXAMPLE

Sources: Emsi; CA Insight Center
https://insightcced.org/family-needs-calculator/

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Largest Occupations	2020 Jobs	2025 Jobs	2020 Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	7,991	8,364	$27
Bookkeeping, Accounting, and Auditing Clerks	6,936	6,699	$25
Teaching Assistants, Except Postsecondary	5,495	5,562	$18
Medical Assistants	4,305	4,578	$26
Nursing Assistants	4,097	4,438	$21
Automotive Service Technicians and Mechanics	3,516	3,415	$27
Computer User Support Specialists	3,507	3,627	$33
Preschool Teachers, Except Special Education	2,657	2,654	$19
Hairdressers, Hairstylists, and Cosmetologists	2,645	2,500	$15
Licensed Practical and Licensed Vocational Nurses	2,520	2,745	$35
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	2,084	2,172	$30
Dental Assistants	2,017	2,034	$24
Medical Dosimetrists, Medical Records Specialists, and Health Technologist	1,575	1,750	$28
Web Developers and Digital Interface Designers	1,448	1,511	$43
Electrical and Electronic Engineering Technologists and Technicians	1,433	1,425	$32
Emergency Medical Technicians and Paramedics	1,333	1,340	$22
Paralegals and Legal Assistants	1,322	1,387	$30
Firefighters	1,221	1,260	$51
Order Clerks	1,129	1,009	$20
Manicurists and Pedicurists	1,078	821	$14
Dental Hygienists	1,007	1,016	$54
Radiologic Technologists and Technicians	862	899	$54
Architectural and Civil Drafters	860	875	$28
Calibration Technologists and Technicians and Engineering Technologists an	840	867	$25
Massage Therapists	795	782	$21
Life, Physical, and Social Science Technicians, All Other	772	793	$27
Computer, Automated Teller, and Office Machine Repairers	723	600	$18
Computer Network Support Specialists	677	719	$37

*Occupations displayed for Alameda County

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Who is being served at your college?

EXAMPLE

	Adult School Enrollment		Noncredit Enrollment		Credit Enrollment	
Black and African American	6%	500	6%	38	5%	535
Asian	27%	2,286	18%	115	18%	2,115
Fillipino	2%	137	3%	22	5%	592
Latinx	47%	3,975	31%	202	30%	3,515
White	12%	1,019	30%	195	33%	3,884
Two or more races	3%	245	8%	51	7%	838
Total		8,458		642		11,877

- Percentages do not include masked/unknown values
- Noncredit and credit enrollment year 2019-2020
- Adult School enrollment year 2019-2020

Source: LaunchBoard Adult Education Pipeline and Community College Pipeline and CAEP Fact Sheets

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Industry Credentials are most available for construction, manufacturing, healthcare, and education sectors, along with ubiquitous occupations in IT/CIS and administration. Below you'll find a sample of your college classes and possible industry credentials that courses prepare students to test in.

CIS 88B ADV MICROSOFT WORD **Test for** → Microsoft Office Specialist (MOS)

EXAMPLE

CIS 9003 ORACLE: DATABASE PROGRAMMING WITH PL/SQL **Test for** → Oracle Database PL/SQL Developer Certified Professional

ENGR 23 ENGINEERING GRAPHICS **Test for** → Solidworks Associate Exam or Autodesk AutoCAD

APIW 53 WELDING TECHNOLOGY **Test for** → AWS® QC7 – National Welder Certification

PHOTOVOLTAIC SYSTEM INSTALLATION & DESIGN (you could create a course on) **Test for** → NABCEP Exam

CMST 3 GROUP COMMUNICATION **Test for** → RISE Up Customer Service/Sales/Supervisor Credential

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Source: O*Net

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What's next?

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Form campus team

Identify a cross-functional core team that includes:

- Representatives from your Guided Pathways Implementation Team
- Others as necessary, such as representatives of:
  - Adult students
  - Workforce development/CTE
  - Instruction
  - Student services

Note: REACH team members can determine which institute they attend based on topic and their role on the team; at least 2-3 team members should attend all Institutes to support continuity

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Access the Vision Resource Center REACH Community

- CCC | REACH Collaborative
- Connect and engage with other college teams
- Share ideas and best practices
- Access and share resources/REACH materials
- Ask questions

Sign into the Vision Resource Center (visionresourcecenter.cccco.edu) first and then go to this link:
https://cccpln.csod.com/phnx/driver.aspx?routename=Social/Communities/CommunityWithFeed&Root=227

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College Asset Mapping

Asset Mapping Tool: https://www.surveymonkey.com/r/XJ7NPXC

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Preliminary Pathway Selection

Use the Data Deck to identify priority adult learners and potential pathways

Gather additional labor market information to identify high-value credentials in your pathways of interest - especially from employers and adult education consortia

Determine which of these high-value credentials your college is best-positioned to incorporate and which pathway they belong in to ensure there are on-ramps to further credentials

Decide which implementation approach works best for each pathway selected at your college

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Closing and Next Steps

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Next steps through January 2022

PATHWAY SELECTION
- Identify preliminary 2-3 pathways and implementation approach for each

PATHWAY ASSET MAPPING
- Complete the REACH Asset Mapping tool to identify which aspects of each pathway can be improved to better serve adult learners of color

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Additional Resources

- Detailed participation overview, including timelines, implementation options, and Instructions on how to join/interact with the Vision Resource Center community

The following materials will be posted in the Vision Resource Center:

- Presentation slides/recording

- Data Deck

- Instructions for Asset Mapping Tool and link

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REACH Project Overview

The following document provides an overview of the actions that California community colleges participating in the Racial Equity for Adult Credentials in Higher Education (REACH) network will complete to work towards the goal of **increasing the number of adult learners of color who enroll in California Community Colleges, who complete high-value non-degree credentials and associate degrees, and who go on to earn a living wage.**

In order to achieve this, over the course of the next year and a half, participating campuses will:

- Establish this work as a commitment of your existing guided pathways implementation team; incorporate new members as appropriate to meet project deliverables

- Meet virtually with California's REACH college teams six times from fall 2021 through spring 2023

- Collect and report required data with the support of REACH technical assistance and resources

- Make curricular and programmatic changes within identified pathways to increase the number of adult learners earning high-value, non-degree credentials and associate degrees

The Success Center at the Foundation for California Community Colleges is facilitating this project on behalf of the California Community Colleges Chancellor's Office. WestEd, Education Strategy Group (ESG), and Office of Community College Research and Leadership (OCCRL) will provide guidance, structure, resources, and technical assistance throughout the process to support colleges to achieve their goal.

This document outlines the process campuses will undertake and the support they will receive throughout the project. To that end, this document includes:

Section I: Overview of the Process

College teams will complete the following steps in order to identify, develop, implement, and continually improve pathways to high-value non-degree credentials and associate degrees for adult learner

Identify high-value NDCs that are in-demand in your local economy by understanding the largest and fastest growing occupations in your region, verifying they pay a livable wage for entry level workers, and fit into a broader career pathway.

Survey your local employers to verify current and emerging demand for occupations, skills, and pathways

Select an approach to integrate NDCs into degree pathways that fits local and college contexts

Design pathways and implementation strategies that clearly articulate a credential-as-you-go approach and remain mindful of adult student demographics and underserved populations.

Iterate and reassess to ensure that labor market demands and adult student needs' are being met.

Section II: Implementation Approaches

For each pathway selected, colleges will pursue one of four implementation approaches that clearly articulate a credential-as-you-go pathway, while incorporating critical student success strategies. *See more information below on the implementation approaches.*

Design pathways and implementation strategies that clearly articulate a credential-as-you-go approach and remain mindful of adult student demographics and underserved populations			
Pathways from Adult Education, Noncredit, Not-for-Credit	Credit for Prior Learning	Skills Badging	Propose your own approach
Student-facing strategies and materials Comprehensive supports Active Learning Sustainability and continuous improvement			

Pathways from Adult Education, Noncredit, and Not-for-Credit: Build stronger on-ramps into degree and transfer pathways	
Description	Strong onramps into degree and transfer pathways may involve: • Dual enrollment for noncredit programs serving adults • Institutional tracking of adult education participation and targeted outreach to those students • Pre-apprenticeships layered with noncredit CDCP, providing the opportunity to accentuate instruction through work-based learning
Best-suited for pathways where . . .	Language, workforce preparation, and discrete technical skills can be mapped to an existing credit-bearing program

Credit for Prior Learning: Give credit in degree pathways for aligned college-level skills and knowledge attained through industry certifications, workforce and military training, public service academies	
Description	College credit awarded for college-level skills and knowledge attained outside of a classroom. Credit is awarded via prior learning assessment, pursuant Title 5 Section 55050.
Best-suited for pathways where. . .	Skills taught in the program align with common work responsibilities, military experience, or third-party credentials

Skills Badging: Clarify core job skills in liberal arts pathways to make students more competitive in the labor market	
Description	Offer badges that document job-related skills taught within a program
Best-suited for pathways where. . .	The program is a liberal arts or general studies pathway or the college is engaged with employers to clarify the value of credentials

Propose an approach that is a better fit for your college	
Description	Implement strategies such as pre-apprenticeships, integrated education and training, or enhance career and technical education offerings at adult schools

Section III: Timeline Overview

November 2021 – January 2022
- Select pathway and approaches
- Complete asset mapping
- Submit baseline data

February – March 2022
- Design interventions in 2-3 pathways

April - August 2022
- Develop student-facing materials

September – October 2022
- Develop strategies for providing comprehensive supports

November 2022- February 2023
- Develop strategies for active learning

March – May 2023
- Develop strategies for sustainability and improvement

Section IV: Activities, Deliverables & Technical Assistance

The outlines below are meant to provide a high-level understanding of project activities and supports available for campuses. Please note: After campuses have selected their pathways and implementation approaches, there will be detailed descriptions of activities tailored to building stronger on-ramps into degree and transfer pathways; credit-for prior learning; and competency-based education.

November 2021 – January 2022	
Select pathways and approaches | Complete asset mapping | Submit benchmarking data	
Professional Development & Technical Assistance	Activities & Deliverables
November 17, 2022: REACH Kick-off Virtual Convening College will receive data on: • People in your community age 25 years and older • The economic context in your area • Where people aged 25 years and older are getting an education in your community • Potential implementation approaches	☐ Review PowerPoint and other information on adult learners and high demand middle skills jobs in your region ☐ Identify three potential pathways to focus on (at the metamajor or program level) ☐ Examine adult education and noncredit pathways, third-party credentials, and high-demand skills to inform implementation approach selection ☐ Refine list of pathways for the project and select implementation approach ☐ Complete the asset mapping tool for each pathway to identify which aspects of the pathway can be improved to better serve adult learners ☐ Gather baseline data for students enrolled in each pathway, compared to your institution overall **December 15, 2021: Submit the REACH Asset Mapping tool** **January 30, 2022: Submit** 2-3 preliminary pathways and implementation approaches for each

February – March 2022	
Design interventions at least 2-3 pathways (up to 8)	
Professional Development & Technical Assistance	Activities & Deliverables
February 11, 2022: Virtual convening on addressing structural and cultural barriers, with REACH-specific sessions	☐ Based on the findings from the baseline data, explore barriers for students, both within and not represented within the pathway, and if these barriers vary by race ☐ Gather input from instructional faculty, counselors, partners, and students on engaging students and providing guidance related to discipline-specific credential-as-you-go options ☐ Develop implementation plans for 2-3 pathways, based on input and equity design principles **March 11, 2022: Submit implementation plans for each pathway** **March 2022: Submit baseline data for the students enrolled in each pathway and in your college overall**

April – August 2022	
Develop student-facing materials	
Professional Development & Technical Assistance	Activities & Deliverables
April 27-29, 2022: Adult learner specific content at CAGP Institute on student onboarding August 5, 2022: Virtual convening to share feedback on draft student materials	☐ Identify courses, credentials, transfer options, and occupations within each pathway ☐ Develop materials to recruit and communicate with students ☐ Identify measures of success that can be measured within 90 days related to implementation ☐ Collect feedback from students, faculty, counselors, partners, and employers **July 1 2022: Submit rough drafts of student-facing materials**

September-October 2022	
Develop strategies for providing comprehensive supports	
Professional Development & Technical Assistance	Activities & Deliverables
September 21-23, 2022: CAGP institute on holistic supports, with REACH-specific sessions October 21, 2022: Virtual convening to share feedback on strategies for providing comprehensive supports	☐ Identify how comprehensive supports discussed at the institute apply to the populations and pathways prioritized for REACH, and if these approaches vary by race ☐ Collect input from students, counselors, racial identity related programs (Puente, Umoja), and external partner input on providing comprehensive supports ☐ Identify specific strategies and develop an implementation plan ☐ Identify measures of success that can be measured within 90 days **October 7, 2022: Submit description of strategies for providing comprehensive supports to adult learners**

November 2022-March 2023	
Develop strategies for active learning	
Professional Development & Technical Assistance	Activities & Deliverables
February 10, 2023: Virtual convening on active learning strategies for adults March 22-24, 2023: CAPG institute on instruction, with REACH specific sessions	☐ Identify how instructional strategies discussed at the institute applies to the populations and pathways prioritized for REACH, and if these approaches vary by race ☐ Collect input from students, faculty, racial identity related programs (Puente, Umoja), and employers on active learning strategies ☐ Identify specific strategies and develop an implementation plan ☐ Identify measures of success that can be measured within 90 days **January 13, 2023: Submit description of strategies for providing active learning opportunities to adult learners**

April 2023-May 2023 Develop strategies for sustainability and improvement	
Professional Development & Technical Assistance	Activities & Deliverables
April 21, 2023: Virtual convening on sustainability and improvement	☐ Identify sustainability strategies that are specific to the populations and pathways prioritized for REACH ☐ Convene middle level managers about requirements and potential strategies for sustainability ☐ Convene people who manage racial identity related programs (Puente, Umoja) about requirements and potential strategies for sustainability ☐ Identify specific strategies and develop an implementation plan ☐ Develop a plan for continuous improvement, including cadence for evaluation, learning and iteration **May 19, 2023: Submit plans for sustaining work in this area; submit data on participation and retention of adult learners of color who transitioned from adult ed/noncredit in 2-3 pathways**

Section V: Accessing and Engaging with the Vision Resource Center

The Vision Resource Center (VRC) is a portal for professional development and colleague connection in the California Community Colleges. Anyone can register for the VRC with a California community college email address.

The REACH collaborative is a private community within the VRC, meaning only members of REACH are able to view the content and postings shared. This was an intentional decision to provide a space where REACH team members can ask questions, express implementation challenges and brainstorm ideas and solutions freely.

We envision this community being a vibrant space where you can get support and engage with other college teams. The VRC is a tool to connect with this virtual statewide network and learn of opportunities to engage with the national REACH network as well.

The Vision Resource Center for resources and discussion forums on the following topics **(note: log into the VRC before you click on any of the following direct topic links)**:

- Approaches for Stacking Credentials
- Background Research & Tools
- College and Labor Market Data Slide Decks
- College Deliverables
- Community of Practice
- REACH Convenings & Documents

As the project progresses, these topics may evolve and grow based on the needs of college teams. This is your community and is meant to be shaped by college teams.

How to Access the VRC

You do not need to add the community. All REACH team members were automatically enrolled in the CCC | REACH Collaborative community. If you do not see this within your My Communities section, please email Cassie Donnelly at cdonnelly@foundationccc.org.

- If you already have a VRC account, you can log in here.
  - If your college has integrated their professional development portal with the VRC, you will be directed to your institution's log in page for single sign-on.
  - If your college has not integrated with the VRC, you will need to log in with your credentials each time you log in.
- If you have not ever created a VRC account, you can start by registering here.

Community Notifications

By being enrolled in the REACH community, any new updates will be delivered once daily in the Daily Digest email sent to your organization email address by VRC.

You can also follow the community by clicking the Options pull down menu and clicking Follow Community when in the community you want to follow. This means that you will receive an email notification every time something new is posted in the community in real time.

How to Use and Engage with the REACH Community

- REACH college teams will be mainly using the Community of Practice topic, which is intended to be the centralized discussion board.
- You can post to the Community of Practice topic in two ways:
    1. On the "Main" tab at top, you can create a discussion post. In a drop-down menu, it will ask which topic you want your post to appear. Select Community of Practice topic.
    2. Click the "Topics" tab at top. You will then see all topics available in folder structure. Select Community of Practice. Once in the topic, select "Create Posting" on top right. You can add a discussion, file, Q & A, and Suggestion to the Community of Practice topic.
- REACH partners (FoundationCCC and WestEd) will be adding curated resources/tools for colleges into the appropriate topics:
    - Approaches for Stacking Credentials
    - Background Research & Tools
    - College and Labor Market Data Slide Decks
    - REACH Convenings

REACH VRC Community Help/Support

If you have any issues or questions while using the REACH collaborative VRC community, please email Cassie Donnelly at cdonnelly@foundationccc.org.

Accreditation Report on 12/03/21 – Luke Lara

In preparation for the fall 2023 Accreditation visit and Institutional Self-evaluation Report (ISER), which is due in spring 2023, we will have a standing report on Accreditation. In today's report, I will continue to discuss Standard IV.A.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A.   **Decision-Making Roles and Processes**
1.   Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

==Evidence:==
- *Example:* Name Item (embed link, and list page number)
- Governance Manual (diagram on page 4)
- College Council Agenda/Minutes (8-5-21) where we discussed the new policies and procedures assessment schematic
- CC agenda/minutes (4-2-20 / 3-12-20) where we discussed the ACP Success Team proposal and Design Team work
-

POSSIBLE SOURCES OF EVIDENCE:
- Diagrams of governance and decision-making lines of communication;
- Examples of innovations or improvement ideas that have been brought forward by an individual or group, advanced through the governance/decision-making process, and implemented;
- Minutes of meetings, or progress reports, that can track the development of innovations or improvements from inception to planning to implementation;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- The institution has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement.
- The institution has established systems and participative processes for effective planning and implementation for program and institutional improvement.

2.   The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

- BP 2510
- AP 2410
-

POSSIBLE SOURCES OF EVIDENCE:
- Policy and/or procedure that establishes governance structure and explains constituents' roles in decision making;
- Policy or procedure that delineates constituents' areas of responsibility in bringing ideas forward, planning, and decision-making;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- Institutional policies and procedures describing the roles for each group in decision-making processes.
- These policies and procedures encourage student participation in matters which concern them, and take into consideration the student perspective when making decisions.
- The institution has policies and procedures that describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters.

3.   Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence:
- Long-term Planning Framework (page 2)
- BP 2510
- AP 3250
- Academic Senate Agenda/Minutes (ex. faculty ranking process, curriculum, academic calendar) - 11/5/21 - discussed curriculum and faculty ranking
- College Council Agenda/Minutes
-

POSSIBLE SOURCES OF EVIDENCE:
- Policy and/or procedure that defines the roles of administrators and faculty in governance;
- Minutes or other reports that demonstrate administrators and faculty carrying out their roles as defined;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- Institutional policies and procedures describe the roles for each group in governance, including planning and budget development.

4.   Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence:
- AP 2510
- BP 2510
- Governance Manual (diagram on pages 9-12)
- AS or CPC agenda/minutes approving/reviewing curriculum
-

POSSIBLE SOURCES OF EVIDENCE:
- Policy and/or procedure that describe the roles of administrators and faculty in decision-making related to curriculum and student learning programs and services;
- Minutes or other reports that demonstrate administrators and faculty carrying out their roles as described;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- Institutional policies and procedures describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters.
- The institution regularly evaluates these policies and procedures to ensure they are being followed and practices are functioning effectively.

FOR INSTITUTIONS WITH A BACCALAUREATE DEGREE:
- The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence:
- BP 2510
- Governance Manual
- IPRC, OAC, or BPC agenda/minutes
- AS agenda discussing/approving EMP
- BPC Calendar/timeline
-

POSSIBLE SOURCES OF EVIDENCE:
- Policy and/or procedure that establishes governance structure and explains constituents' roles in institutional decision making;
- Governance committee(s) charters and rosters;
- Governance handbook or other document that describes institutional governance system;
- Sample minutes from decision-making groups and other types of reports that demonstrate when decisions are made and/or when resulting actions are completed;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- Written policies on governance procedures specify appropriate roles for all staff and students. These policies specify the academic roles of faculty in areas of student educational programs and services planning.
- Staff and students are well informed of their respective roles. The various groups collaborate on behalf of institutional improvements. The result of this effort results in documented institutional improvement.
- The college has developed structures of communication that demonstrate that it values diverse perspectives.
- The college demonstrates that consideration of diverse perspectives leads to setting institutional priorities and timely action.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence:
- [BP 2510](#)
- [AP 2510](#)
- [AP 2410](#)
- [BP 2410](#)
- [Governance Manual](#)
- Resource allocation email announcement by Sunny
- College Council emails
-

POSSIBLE SOURCES OF EVIDENCE:
- Procedures that establish processes for decision-making;
- Sample minutes from decision-making groups and other types of reports that demonstrate when decisions are made and/or when resulting actions are completed;
- Sample communications to the institution regarding decisions made and the resulting actions;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- The college has processes to document and communicate decisions across the institution.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence:
- [Streamlined Governance Report](#) - The last assessment was the streamlined governance document from 2017
- No assessment conducted outside of the BOT's own evaluation process
- BOT evaluation
-

POSSIBLE SOURCES OF EVIDENCE:
- Evaluation instruments and resulting reports that assess effectiveness of governance structures and processes, including plans for improvement;
- Evaluation instruments and resulting reports that assess effectiveness of committees, including plans for improvement;
- Minutes from a governance body when effectiveness of governance structures and processes were discussed;
- Documentation of a regular cycle of evaluation for governance;
- Subsequent governance evaluation reports that document improvements to governance;
- Examples of communications to the college on results of the evaluations or discussions;
- And/or other documents that demonstrate the institution is aligned with this Standard.

REVIEW CRITERIA:
- The institution regularly evaluates its governance and decision-making structures. The results of these evaluations are communicated within the campus community.
- The institution uses the results of these evaluations to identify weaknesses and to make needed improvements.

It is the intent of the Board of Trustees that policies and procedures ensure the hiring of college faculty who are expert in their subject areas, skilled in teaching, and serving the needs of a varied student population, willing to foster overall college effectiveness, and sensitive to and representative of the racial and cultural diversity of the campus community.

The board, represented by the administration, has the principal legal and public responsibility for ensuring an effective hiring process. The faculty, represented by the Academic Senate, has an inherent professional responsibility for developing and implementing policies/procedures to ensure the quality of its faculty peers. The faculty's responsibility may include identifying assignments for associate faculty; formulating and reviewing job announcements; identifying additional advertising and recruiting opportunities; screening applications for interview; making finalist recommendations; and being prepared to justify recommendations to the appropriate administrator.

Faculty members and administrators participate in all appropriate phases of the hiring process. All faculty hiring procedures shall be characterized by strict confidentiality.

These hiring procedures are subject to review and revision at the request of the Academic Senate, the administration, or the Board of Trustees. Such revised procedures shall be developed and approved before replacing the previous hiring procedures.

Equal Employment Opportunity

All participants in the hiring process shall receive training in the equal employment opportunity procedures. Human Resources serves as a resource regarding district and state guidelines while monitoring the district's equal employment opportunity procedures. All participants in the hiring process shall follow the district's equal employment opportunity policy.

Recruitment

Departments/disciplines/programs shall identify areas that need associate faculty members. The Human Resources Department will maintain an open pool of applicants for all disciplines for a term of one year. The chair/lead instructor shall notify the Human Resources Department if recruiting advertisements are needed. If desired, advertisements for positions will be placed throughout southern California. Advertisements will be placed in a variety of locations and formats in order to generate

a broad and diverse applicant pool, which may include social media, professional organizations, online and print publications, or other media specifically targeting Black/African American, Native American, Asian American, Chicanx\Latinx, or other marginalized populations, professional organizations, and communities. Advertisements will contain information about the department, information about the college, student demographics, and employee benefits, as appropriate to associate faculty hires. Advertisements will also contain the minimum qualifications and may contain desirable qualifications and supplemental questions or materials requested from potential candidates. The advertisements shall ~~and~~ state the part-time, non-tenured nature of the assignment. Departments are encouraged to engage in active and passive recruitment strategies to generate the most qualified and diverse applicant pool.

Applications

Human Resources staff will screen applications to check for minimum qualifications or refer for possible equivalency. ~~Human Resources staff shall record the diversity information before forwarding the applications to the department/program.~~ Human Resources collects diversity information (i.e., gender and racial/ethnic demographic information) as applications are submitted into the pool. The Human Resources Department retains the applications for one year. ~~Only applicants with complete applications processed by Human Resources are eligible to be interviewed.~~ The Human Resources Department shall make a report available on the gender and racial/ethnic diversity of applicant pools and aggregate hire data upon request of the department chair, appropriate administrators, and/or Academic Senate, so long as the information protects the privacy of the applicants and employees in accordance with the district's Equal Employment Opportunity (EEO) Plan.

Selection

The department chair/lead instructor or designee and at least one other faculty member (the second interviewer may also be a dean or classified employee, as determined appropriate by the department chair/lead instructor), will review the applications, select those to be interviewed, and conduct interviews. Interviews may include, but are not limited to, a review of requested materials, question and answer session, written prompts, and/or demonstrations. The interviewers will develop questions for the interview following equal employment opportunity guidelines (available from Human Resources). As much as possible, questions will be asked consistently of all applicants. After interviews are conducted, the interviewers will make discipline hiring ~~an assignment~~ recommendation(s) to the department chair and dean. The dean approves the discipline hire ~~assignment~~. The chair/lead instructor or designee completes the new-instructor notice and sends it to the dean.

All associate faculty hires must meet job requirements and discipline minimum requirements as set forth by and in accordance with Title 5 sections 53022 and 53410. Faculty chairs and deans are encouraged to use the hiring and equivalency process

when appropriate, as associate faculty hired for the discipline can be assigned to teach any course, regardless of specialization, within the discipline.

Basic Presentation Etiquette in Higher Education

No matter who the presentation is for, whether it be students, faculty, classified professionals, administrators, board members, community members, or a mixed audience, there are some general guidelines and presentation etiquette to be aware of to assure the presentation is professional and conveys the desired message in the best way possible.

About MiraCosta College

The MiraCosta Community College District is a designated Hispanic Serving Institution serving the coastal North San Diego County area for over 80 years. More than 21,000 credit students per semester in over 70 disciplines enroll in associate degrees, university transfer and workforce readiness certificate programs. The college also serves a wide spectrum of educational needs in the region ranging from programs for adult education, basic skills, and ESL to a California Community College pilot program offering the nation's first baccalaureate degree in biomanufacturing. The district's **Mission, Vision, Commitment and Values** reflect the strong history of collaborative planning and decision making, and provide the foundational tenets of the institution. MiraCosta College is committed to providing a strong, supportive, and authentic environment where difference is valued, respected, encouraged, and honored. The college strives to be a model for diversity, equity and inclusion and is **committed** to providing opportunities for engagement both across its campuses and within the communities the college serves as reflected in the College's **Diversity, Equity and Inclusion efforts**.

Preparation

Preparation is the most important aspect of any presentation or speech. Understanding the presentation material, the intent of the presentation, and the audience being presented to is critical to the presentation's success. Consider asking a college contact to provide information about the audience and what to expect in terms of interaction.

Reviewing the presentation material will make sure you have thought carefully about the message you want to communicate (and do not want to communicate) with the audience, and help prepare for any questions that may come from the audience.

Keep it Simple

Remember to keep the core message at the heart of the presentation. Everything should support these ideas in some way. If saying something that doesn't contribute to these core messages, either don't say it or restructure the presentation to support that statement.

Identify the key ideas or points the presentation intends to make. Make them easily definable so the audience is more likely to remember them. Below are some very basic general guidelines to follow:

1. Provide a very brief summary of the key points at the beginning of the presentation
2. Dive into the body of the presentation which support these key points
3. Finally, summarize the main points of the presentation

Connect with the Audience

In the context of higher education, being engaging and honest will help ensure a successful presentation. The audience will likely include other subject matter experts and individuals with advanced degrees who have a passion for the impactful work done to support students. The audience will not be receptive to high pressure sales approaches, unrealistic claims, or information that is not supported by data. Most audiences will also be inquisitive, so be prepared to answer questions from an informational standpoint.

Language

Use common/non-technical language when talking to the audience. If there is an absolute need to use a technical term or phrase, be sure to define it so there is no confusion among the audience members.

Remember to use gender neutral terms; when addressing a group, use terms such as they, them or you all. If addressing individuals, ask them how they would like to be addressed (e.g., ask their name and if they have preferred pronouns).

Avoid colloquialisms or idioms when addressing an audience. The impact of these figures of speech is highly dependent on each audience member and their sociocultural background. Most of the time, the same point can be conveyed with the same impact to all audience members with more direct language.

DO NOT swear, use crude language, inappropriate analogies or colloquialisms. If the presentation comes off as offensive, alienating, or triggering to the audience, the presentation will most likely be stopped at that moment. Use of offensive language or analogies is one of the fastest ways to disaffect the audience and lose their respect.

Online Presentations

If presenting in an online format, be cognizant of the camera placement, background, and ambient noise. Ask the audience to mute their microphones and only turn them on to ask questions or to provide feedback/comments. Be mindful of any connection lag between the presenter(s) and the audience members, and be patient when asking for or responding to questions.

Further Resources

These are only basic tips on giving a presentation in higher education. For more information about giving effective presentations, these following sites are good starting points:

- https://www.skillsyouneed.com/present/presentation-tips.html
- https://www.skillsyouneed.com/present/prepare-presentation.html
- https://www.usnews.com/education/blogs/professors-guide/2010/02/24/15-strategies-for-giving-oral-presentations

Academic Senate Report 12/03/21

Data Coaching Report – Goal #2

One of our goal at the Academic Senate is to provide Data Coaching for faculty and create mentor faculty who can lead data coaching in our institution. Here are results of my research on "Data Coaching" and my colleagues Hossein Ravanbaksh and Tyrone Nagai helped me in this process.

MiraCosta College

- I met with Dean of Strong Work Force (SWF), Ben Gamboa, and he shared that the SWF has offered Faculty Institute 1.0 funded by their region which was mostly focused on data coaching. The goal of this institute was for faculty to learn how to analyze and interpret data and become a faculty role model. In this institute, 25 participant faculty received a workbook that had to be completed section by section on a monthly basis. The faculty participants met each month and the discussions were led by Zhenya Lindstrom. The faculty also had meetings with the RPIE Researcher Kim Coutts as they went over the sections for that month. Later faculty completed their workbook and implemented their action plan in their classroom. This institute started in March and ended in September. Faculty received $1500 stipend for attending the institute. The Faculty Institute 2.0 will start in March 2022 and will be open to all faculty but the CTE faculty will have priority.

- Hossein, Tyrone, and I met with the Cultural Curriculum Collective facilitators, JahB Prescott and Nate Scharff, and learned about their initiative and achievements in data coaching. Now in its second year, the CCC has led two cohorts through data coaching. This year's CCC has 18 faculty in their cohort, including many associate faculty who will go through this journey together for one academic year (two semesters.) Facilitators JahB (letters), Nate (Business) and Kris (Adult High School) meet with the cohort monthly for 90 minutes on Zoom. Each zoom session opens with a focus on a specific minoritized community, utilizing campus and student leaders from those communities. Cohort discussion specific to the featured community follows these openers. Faculty are then assigned Canvas work tied to equity practices that improve equity for (all) marginalized communities.

  Additional CCC facilitator Kris Coats developed the Canvas shell for the cohort, using the year 1 course as a template. The CCC Canvas course contains many equity resources, including data coaching. Participants use this Canvas course just like our students do – they do their assignments on Canvas and the coaches provide feedback to them, announcement and communications are done via Canvas as well. Facilitators used the data dashboard to provide data coaching videos for the cohort. This data coaching focused on three areas: success rate, retention rate, and enrollment.

  The initial material for this initiative was created by Angela Senigaglia and Sean Davis. They created a data template for this initiative with the goal of helping faculty to look at the data in a specific classroom with equity gap and develop a plan for equity improvements. This project was initiated in collaboration with Academic Senate, TLC and the Office of Instruction. It is funded by the Office of Instruction and each participant will receive $1500 stipend for a year. In the future they would like to follow up with the faculty who completed the program and learn how their data has improved. Going forward, the CCC would also like to put in formalized funding to compensate student speakers who contribute to cohort sessions. Currently student contributors are being paid out of pocket. The CCC feels student compensation for their time is essential to supporting equity for our students. Students should be compensated for training faculty.

Chris Tarman also joined our meeting as the RPIE office assisted with providing data and analyzing them. Chris Tarman shared with me that one of RPIE goals is to put together a Data Coaching program at MiraCosta and they are very happy that the Academic Senate is interested in pursuing such a program.

Crafton Hills College

I learned that Crafton Hills College is a pioneer in Faculty Data Coaching in California under leadership of Dr. Giovanni Sosa, Dean of Office of Institutional Effectiveness, Research, & Planning. Hossein, Tyrone, and I met with Dr. Sosa and he shared with us that at Crafton Hills the Program Review Committee has led the data coaching initiative (this committee is very similar to our IPRC at MiraCosta College.) The 10 members of the Program Review Committee work as mentors with 2 or 3 departments with the goal to look at data, interpret it with the equity lens, and respond to it. They meet two times a month for 1-2 hours each time as a group and also on a one-on-one basis to provide mentoring. The mentors did not go through a formal training, however they are very familiar with the process of program review and data dashboard. Each faculty has access to their own disaggregated data for each class and can discuss them with the mentors assigned to them on a one-on-one meeting. Each faculty will receive $500 stipend per semester to be part of this initiative. In the future they would like to follow up with the faculty who completed the program and learned how their data has improved.
Here are the data and materials that Dr. Sosa shared with us:

https://drive.google.com/drive/folders/1PEbmrSxRBMC-jlZyDX4AHNxCzpDOzz8e

https://public.tableau.com/views/DemographicsDashboard_6/Demographics?:showVizHome=no&:embed=true

Miramar College

I met with Laura Gonzalez and Xi from Miramar College. They shared with me that they learned about data coaching through Strong Work Force Faculty Institute and then they started their own data coaching in 2019-2020 called Data and Equity Community Coaching (DECC). Laura is the PDP Coordinator and Xi is the only person who work as the Data Analyst at Miramar College and together the lead this initiative. Laura will set up PDP sessions, promote it and bring it to the faculty and Xi provides the data. They edited the handbook from the Faculty Institute to customize it for Miramar College and the need of their faculty and students. So far they have served about 80 faculty in the data coaching initiatives. This is funded through Strong Work Force and each participant faculty will receive about $500 and the mentors will get $1000 for 5 weeks that they participate in this program. The first mentors were recruited from the faculty who participated in Faculty Institute and the second cohort of mentors were faculty who attended and completed the DECC program. Each mentor has about 4-5 mentees and Laura meets with mentors each week (mentors have two meetings per month, one with mentees and one with Laura.)
Xi provides two data tools to the participants: course level information for attendees and supplement tools which acts like a calculator that shows the impact of each assessment, assignments, etc. in the final success data. They also survey the attendees at the end and have learned a lot from this feedback and hoping to improve the program. In the future they would like to follow up with the faculty who completed the program and learned how their data has improved. Here are the data and materials that Laura shared with me:

DECC Handbook
https://docs.google.com/document/d/1hUo_K6A0b_gUYNXZ1RgzOYMbavRMVeKZUfsiqDtjDPo/edit?usp=sharing

DECC Workbook
https://sdmiramar.edu/sites/default/files/documents/2020-10/DECC-Workbook-fall2020-form.pdf