



MIRACOSTA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Workshop
4 P.M. – THURSDAY – MAY 11, 2023
CONFERENCE ROOM 1054 – OCEANSIDE CAMPUS
1 BARNARD DRIVE – OCEANSIDE, CA

AGENDA

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

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

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

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








- IV. CHANGES IN AGENDA ORDER
- V. PRESENTATIONS
 - A. Dual Enrollment Update
 - B. 2022/23 Board of Trustees Self-Evaluation
- VI. CONSENT ITEMS
 - A. Approval of Employee Travel

VII. ADJOURNMENT

UPCOMING MEETING

**4 p.m. – May 18, 2023
Regular Meeting**

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

Subject: Dual Enrollment Update	Attachment: PowerPoint Presentation
Category: Presentations	Type of Board Consideration: <div style="text-align: center;">  Information Consent Action </div>
Institutional Goals: mcc_mission_statement.pdf (miracosta.edu)	Institutional Goal Supported: <div style="text-align: center;">     Goal 1 Goal 2 Goal 3 Goal 4 </div>
Recommended:  <hr/> Kristina Denée Pescarmona Assistant Superintendent/Vice President, Instructional Services	Approved for Consideration:  <hr/> Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

MiraCosta College has CCAP and Non-CCAP dual enrollment Agreements with Oceanside Unified School District, Carlsbad Unified School District and San Dieguito Union High School District. The term “dual enrollment” refers to an arrangement where students are enrolled in courses that count for both high school and college credit. These programs are also called “dual credit” or “concurrent enrollment.” At its core, dual enrollment allows students to progress to their next academic or career journey while still in high school.

STATUS

This presentation provides an overview of the Dual Enrollment program, including state policy updates, access and success data, strategic pathways planning, general program improvements, and challenges and opportunities for the future.

RECOMMENDATION

For information only.



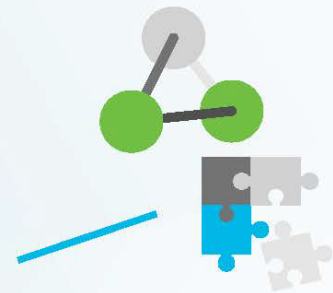
Dual Enrollment Update

May 11, 2023
Board of Trustees Meeting



Today's Presentation

- The What and Why of Dual Enrollment
- How Are We Doing? *Data Reflections*
- Pathways Planning
- Program Improvements & Recent Developments
- Challenges and Opportunities for the Future



1 Background

What is Dual Enrollment and Why do we need it?



Types of Early College Credit



1 Articulation

2 Dual Enrollment

3 Advanced Placement

HS course	college course	HS course
exam/ portfolio/ demonstration **notated as "credit by exam"	grade earned in the course transcripted as regular class	single test score receiving college may or may not give credit
no penalty for poor performance	poor performance transcripted	no penalty for poor performance
taught by HS faculty	taught by college faculty – min. quals	taught by HS faculty
flexibility in hours	Carnegie units	flexibility in hours

Source: Career Ladders Project

Definition



Dual Enrollment - college course-taking by students who are simultaneously enrolled in high school or adult education programs.

Concurrent Enrollment/ Enrichment - not defined in CA law or regulations, commonly used to describe high school students who take college classes independently, on weekends, in evenings or in the summer.

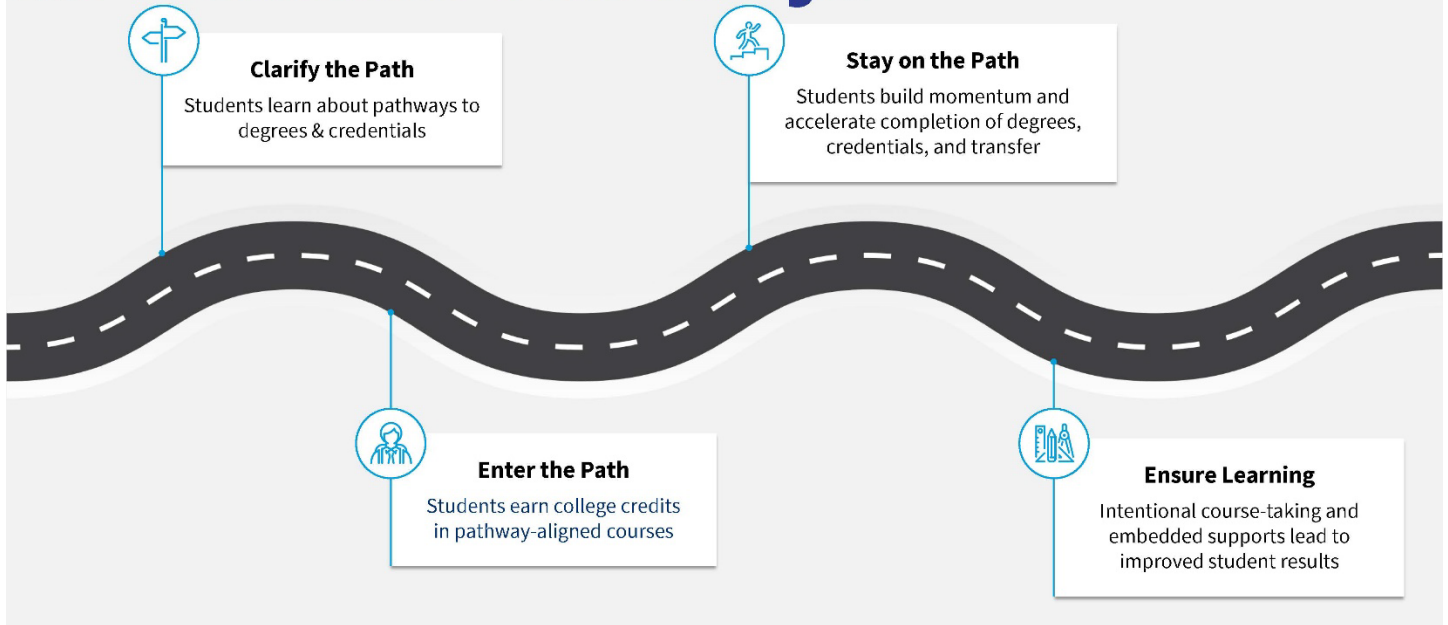
Dual Credit - when credits earned through college courses count both at the college and the high school.

Dual Enrollment Models

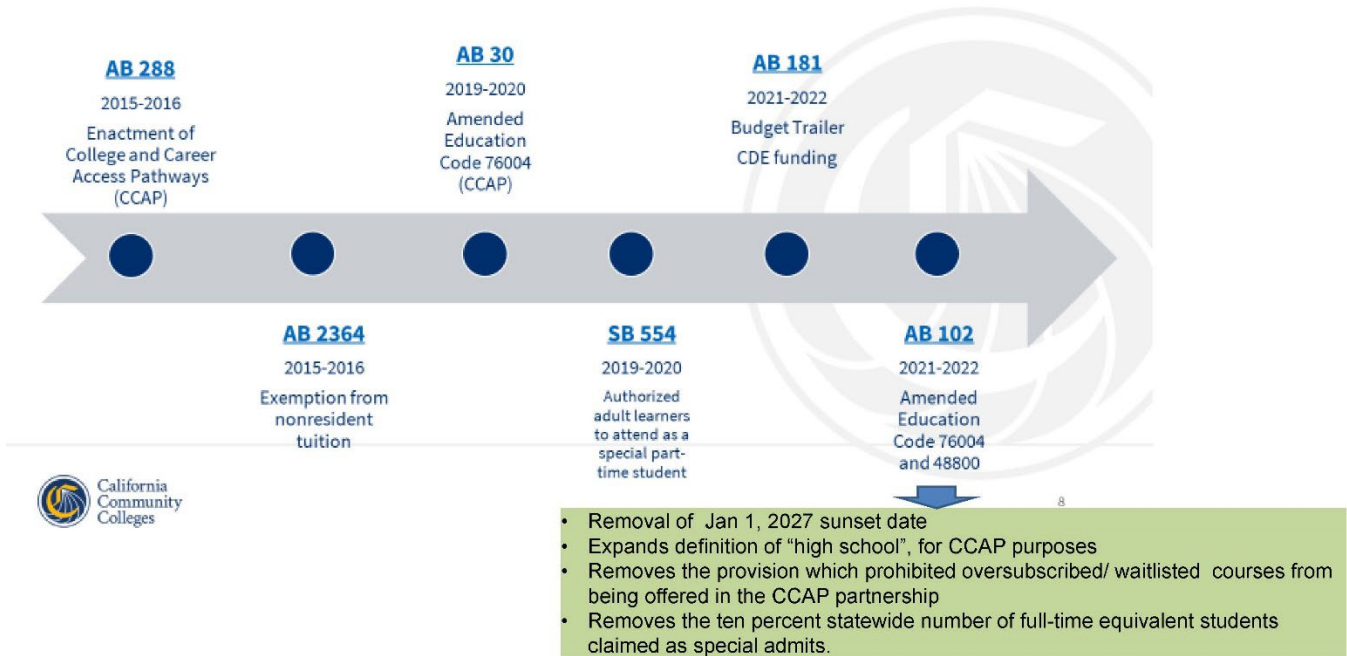
Highly structured		Less structured		
Whole Schools - Often at the College		MOU Programs at HS		At the College
Early College	Middle College	CCAP at HS	Non-CCAP at HS	Individual
<ul style="list-style-type: none"> - Integrated structure - AA/AS - Focus - high achieving students - A building 	<ul style="list-style-type: none"> - Integrated structure - AA/AS - Focus - middle achieving students - May or may not be a building 	<ul style="list-style-type: none"> - Pathway - Closed classes - Embedded supports - Focus - students not college-bound or underrepresented -Data sharing agreements 	<ul style="list-style-type: none"> - <i>In law</i>: advanced scholastics or CTE - <i>In reality</i>: all courses/ students except remedial English/math - Open to community 	<ul style="list-style-type: none"> *also "concurrent or enrichment" - HS students across the state enroll and attend CC on their own, without a designed dual enrollment partnership - Students who are navigating the college system likely have "college knowledge."

Source: Career Ladders Project

Dual Enrollment extends Guided Pathways



DuE Policy Timeline





DuE Expansion Plans



The Governor's Roadmap

Increase the percentage of TK-12 students who graduate with 12 or more college units earned through dual enrollment by 15%.

Establish pathways in those fields from high school through university, including development of Associate Degree for Transfer and transfer pathways along with dual enrollment opportunities that ensure transfer of community college credits toward degree programs.

Close equity gaps in access to dual enrollment programs



<https://dof.ca.gov/wp-content/uploads/sites/352/Programs/Education/CCC-Roadmap-May-2022.pdf>

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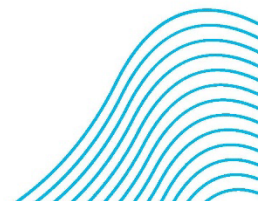


DuE Expansion Plans



Incoming Chancellor's Preliminary Plan for Dual Enrollment

- **The Ninth Grade Strategy:** Every ninth-grade student develops a college education plan with at least 12 college credits by the time they graduate high school
- Expand dual enrollment opportunities to reach more students in 10th through 12th grade



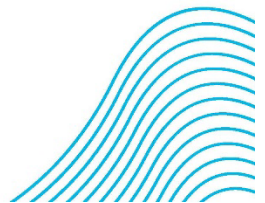


DuE State Funding



California Department of Education College and Career Access Pathways Grant

- Submitted by March 30, 2023
- Expected Notification: June 30, 2023
- **\$100,000 per HS**
- MiraCosta's Partner Applications:
 - all San Dieguito UHSD schools (5)
 - all Oceanside USD schools (3)
 - Audeo II Charter School in Carlsbad



2 Data

How are we doing?



Dual Enrollment in CA



- Overall dual enrollment is **growing** but access **gaps remain** among racial/ethnic groups
- **“High school only”** dual enrollment is also growing, and **access gaps are smaller and decreasing**
- **Latinx** students have the highest **participation rate in HS-Only** courses at 18.6%.
- Student opportunity to take community college courses often depends on the **high school they attend**



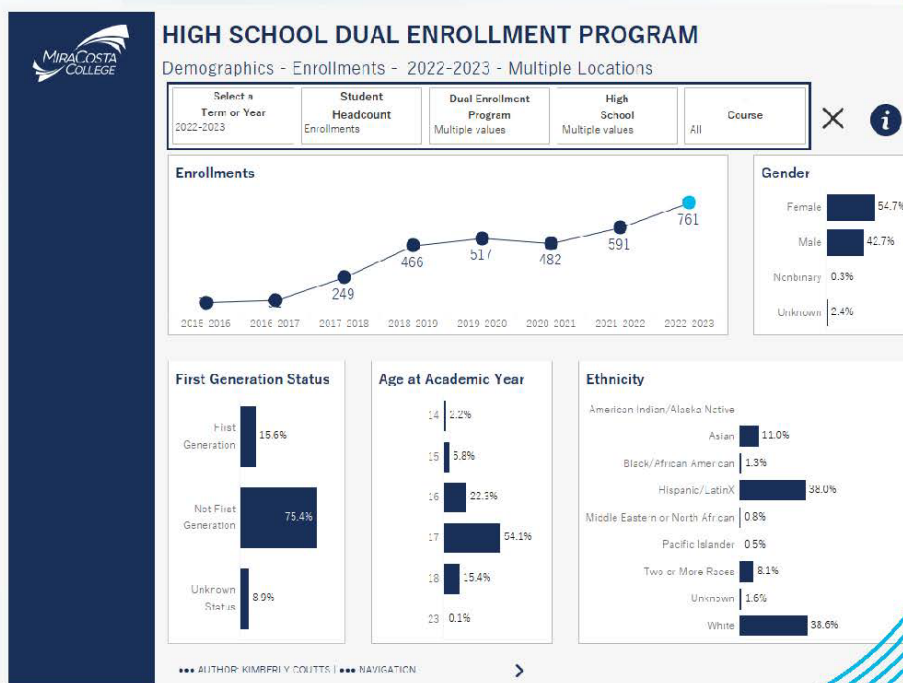
[A Foot in the Door: Growth in Participation and Equity in Dual Enrollment in California](#)



Overall Enrollment



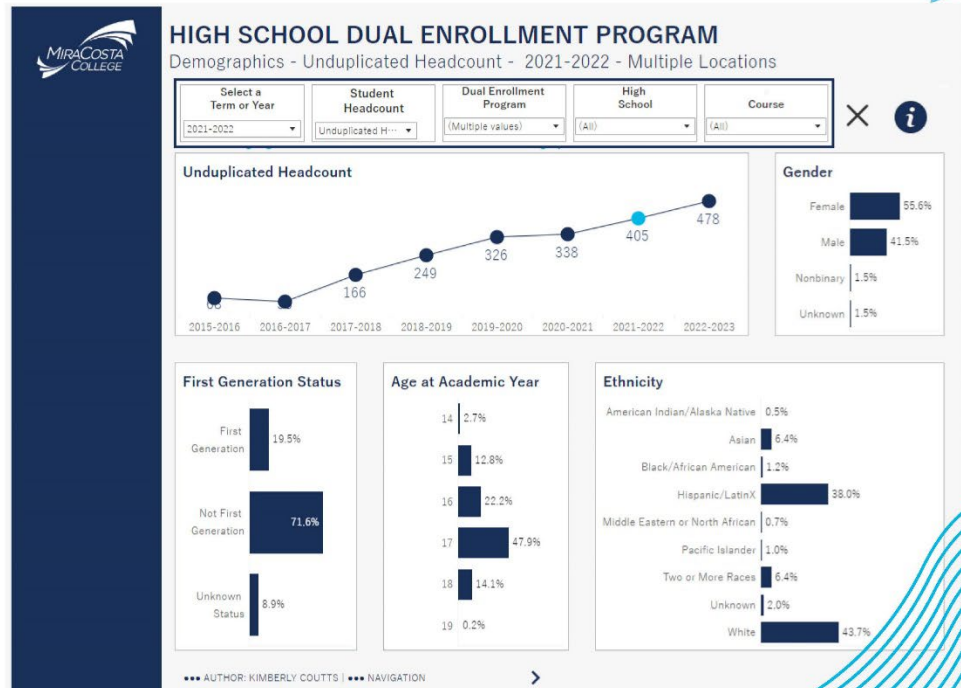
Overall, program enrollment has tripled since 2017-18



Overall Headcount



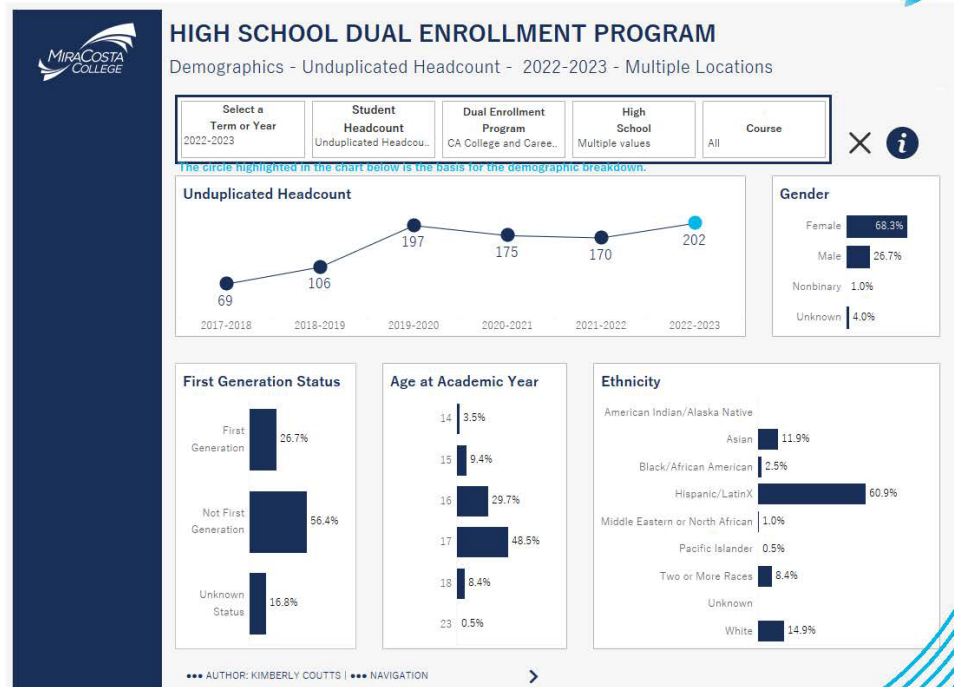
This last year, the number of students taking DuE classes has increased by **18%**.



Oceanside USD (CCAP) Headcount

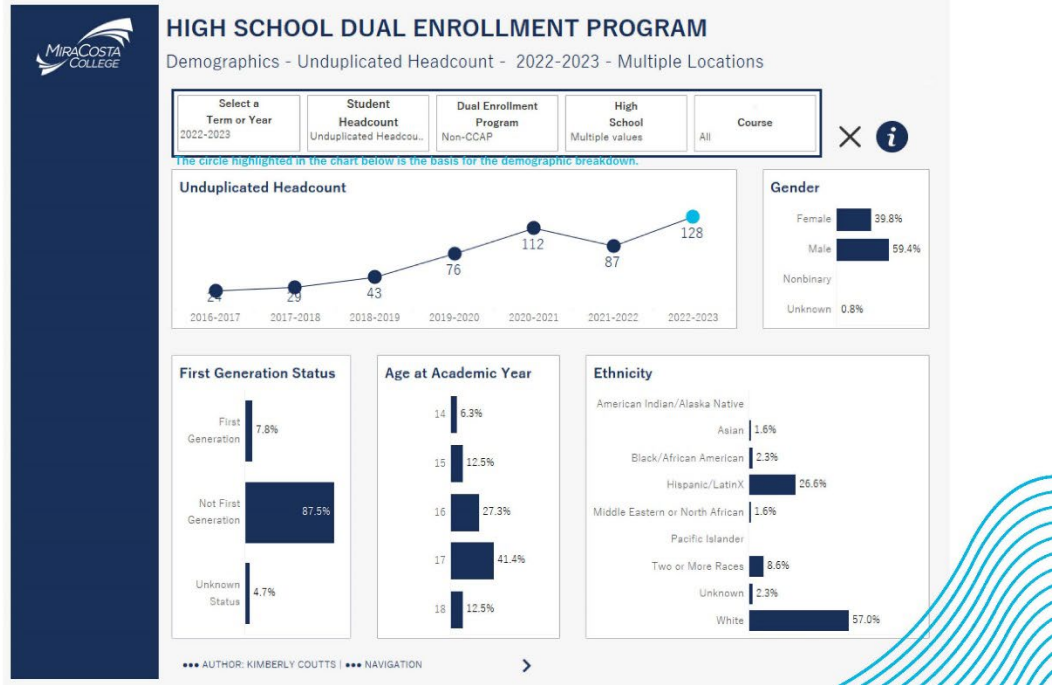


At OUSD, nearly half of DuE students are seniors



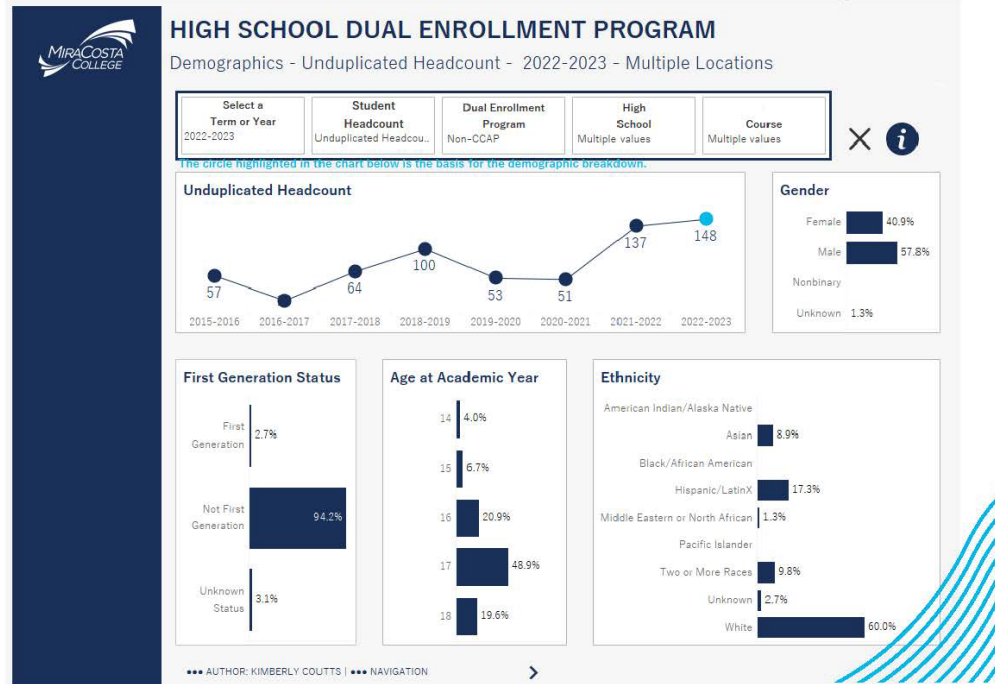
Carlsbad USD (Non-CCAP) Headcount

The 2022-2023 academic year saw an upturn in enrollment to the highest it has been



San Dieguito UHSD (Non-CCAP) Headcount

Although the pandemic negatively affected student enrollment, it has seen a steady increase in the last two years.





Participation Rates by District



OUSD

	All Students	African-American	American Indian/Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Unknown/Not Reported
High School Composition	5,225 100.0%	240 4.6%	16 0.3%	108 2.1%	178 3.4%	3,198 61.2%	114 2.2%	1,077 20.6%	241 4.6%	53 1.0%
Dual Enrollment Composition	367 100.0%	10 2.7%	- 0.0%	16 4.4%	26 7.1%	224 61.0%	5 1.4%	60 16.3%	24 6.5%	2 0.5%
Dual Enrollment Participation Rate	7.0% (367)/(5225)	4.2% (10)/(240)	0.0% (0)/(16)	14.8% (16)/(108)	14.6% (26)/(178)	7.0% (224)/(3198)	4.4% (5)/(114)	5.6% (60)/(1077)	10.0% (24)/(241)	3.8% (2)/(53)

CUSD

	All Students	African-American	American Indian/Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Unknown/Not Reported
High School Composition	4,021 100.0%	52 1.3%	8 0.2%	247 6.1%	40 1.0%	1,165 29.0%	9 0.2%	2,200 54.7%	300 7.5%	- 0.0%
Dual Enrollment Composition	215 100.0%	3 1.4%	1 0.5%	3 1.4%	2 0.9%	56 26.0%	- 0.0%	130 60.5%	16 7.4%	4 1.9%
Dual Enrollment Participation Rate	5.3% (215)/(4021)	5.8% (3)/(52)	12.5% (1)/(8)	1.2% (3)/(247)	5.0% (2)/(40)	4.8% (56)/(1165)	0.0% (0)/(9)	5.9% (130)/(2200)	5.3% (16)/(300)	#DIV/0! (4)/(0)

SDUHSD

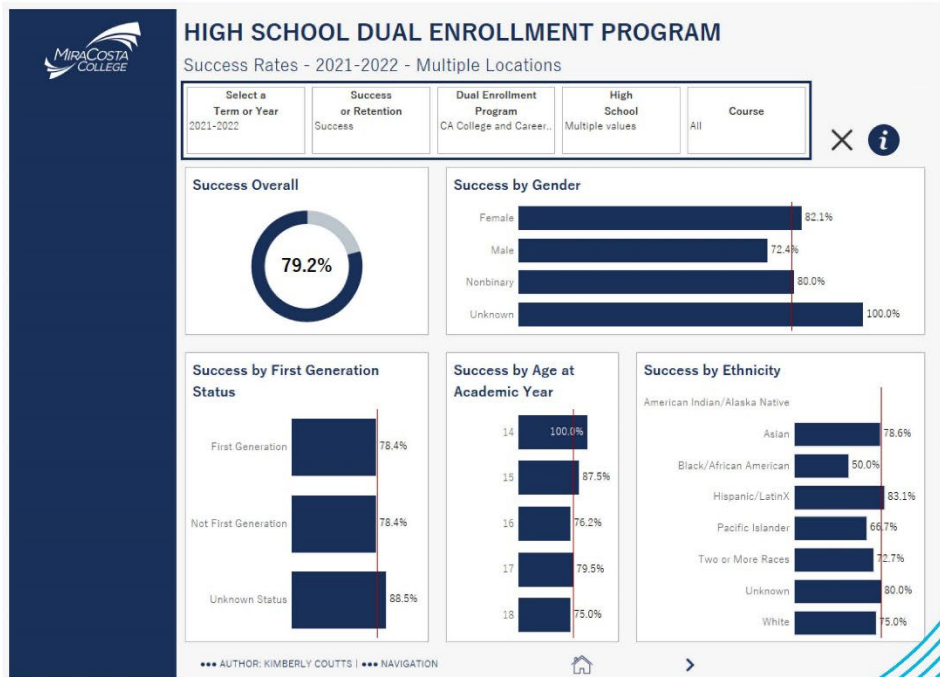
	All Students	African-American	American Indian/Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Unknown/Not Reported
High School Composition	8,888 100.0%	65 0.7%	16 0.2%	1,517 17.1%	72 0.8%	1,421 16.0%	7 0.1%	5,193 58.4%	597 6.7%	- 0.0%
Dual Enrollment Composition	295 100.0%	- 0.0%	1 0.3%	28 9.5%	- 0.0%	45 15.3%	- 0.0%	183 62.0%	29 9.8%	9 3.1%
Dual Enrollment Participation Rate	3.3% (285)/(8888)	0.0% (0)/(65)	6.3% (1)/(16)	1.8% (28)/(1517)	0.0% (0)/(72)	3.2% (45)/(1421)	0.0% (0)/(7)	3.5% (174)/(5193)	4.9% (28)/(597)	#DIV/0! (9)/(0)



Oceanside USD (CCAP) Success



Latinx students slightly outperform other groups in success rates

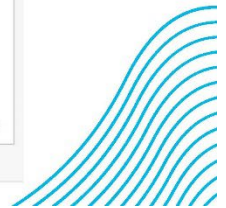
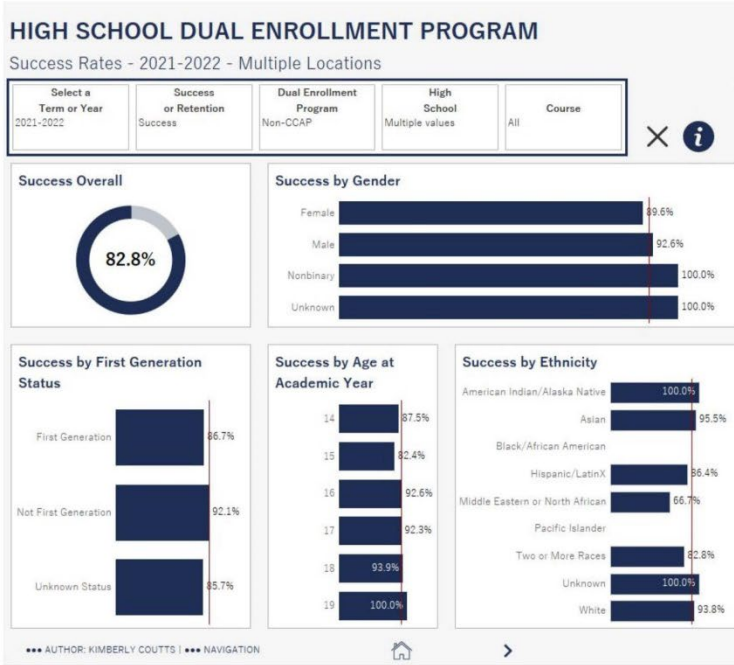




Carlsbad USD (Non-CCAP) Success



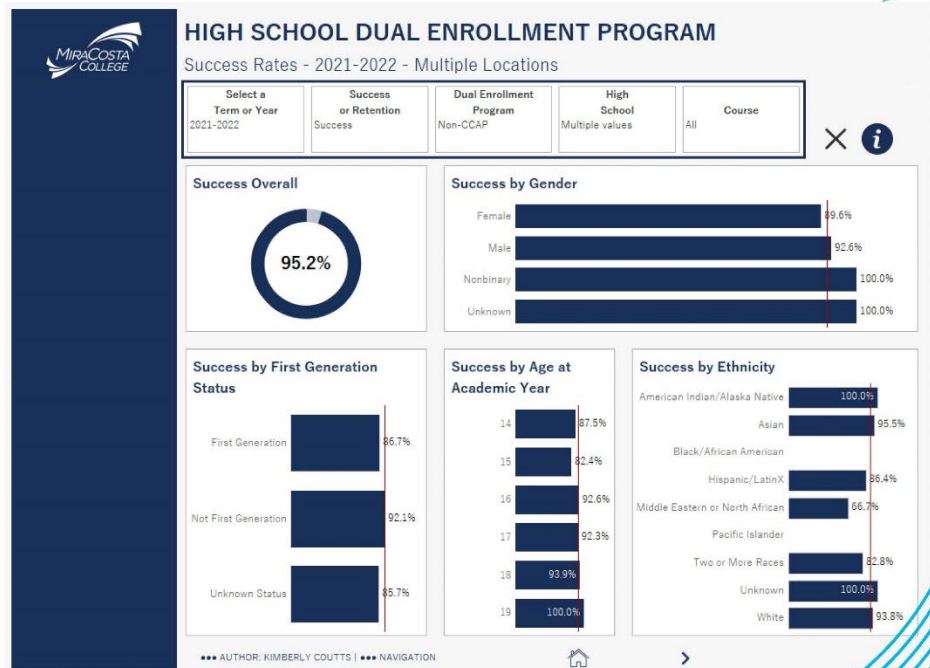
The overall success rate of Carlsbad dual enrollment students is **82.8%** and about the same for various grade levels



San Dieguito UHSD (Non-CCAP) Success



Success remains high for across student populations.



3 Pathways Planning

What Courses Are Students Taking?



Quality Matters



- Focus on equity in design, recruitment and outcomes
- Structured pathways – well-designed course sequences
- High expectations and high supports
- Engaged, culturally responsive teaching and curriculum
- Strong cross-institutional partnerships

Source: Career Ladders Project





CCAP Pathways



20 sections offered for the 2022 -2023 academic year

Transfer/General Education	<ul style="list-style-type: none"> Mathematics Arts & Humanities Physical & Biological Sciences Social Sciences
Career Pathway Exploration	<ul style="list-style-type: none"> STEM (Biotech, Engineering Design, etc.) Business & Technology Social & Behavioral Sciences Hospitality Management (Surfside)
Career, Life, and College Planning	<ul style="list-style-type: none"> Orientation to College Intro to Career Life Planning College and Career Success Personal Finance



CCAP: Multi-Year Planning



Grade	Fall Semester				Spring Semester				Summer	
	Pathway	Course #	Title	Units	Course #	Title	Units	Course #	Title	Units
9th grade	Intro (ALL)	N/A	Application + Orientation	N/A						
	Intro - late 8 wk	CRLP 101	Intro to Career Planning		1COUN 100	College and Career Success		3MUS 114	History of Rock-n-Roll	3
10th grade	GE - option 1	FILM 101/ART 157	Intro to Film/ Art Orientation	3COMM 101	Public Speaking		3MUS 114	History of Rock-n-Roll	3	
	GE - option 2 (or select both)	SOC 101	Intro to Sociology	3SOC 207	Race and Ethnic Relations		3HORT 115	Soil Science	3	
11th grade	GE - option 1	SOC 101	Intro to Sociology	3SOC 207	Race and Ethnic Relations		3GEOG 101+101L	Physical Geography + Lab	4	
	GE - option 2	FILM 101/ART 157	Intro to Film/ Art Orientation	3COMM 101	Public Speaking		3MUS 114	History of Rock-n-Roll	3	
	Business	BUS 120	Intro to Business	3ACCT 101	Practical Accounting					
	Soc & Behav.	ADM 100*	Intro to Admin of Justice	3ADM 200*	Concepts of Criminal Law					
	Child Dev (Cert)	CHLD 106	Intro to Curriculum in Early Childhood	3CHLD 113*	Child and Adolescent Growth and Development					
	STEM - option 1	DESN 109	Intro to Engineering & Design	1BTEC 107	Exploring Biotechnology: Emerging Trends, Careers, and the Local Industry					
	STEM - option 2	CS 101	Intro to Comp Science	3CHEM140*	Prep for General Chem. for Science Majors					
12th grade	GE	ENGL100	Composition and Reading	4PHIL 102	Contemporary Moral Problems				Spanish for Native Speakers (?)	
	Business (GE Math)	BUS 204*	Business Statistics	3MATH 115*	Calculus with Applications					
	Soc & Behav.	PSYC 100*	Psychology of Personal Growth	3PSYC 104* (math 3req)	Statistics for Behavioral Science					
	Child Dev (Cert)	CHLD 105	Intro to Teaching Young Children	3CHLD 210*	Child, Family and Community					
	STEM - math option	MATH 112*	Algebraic Concepts for Problem Solving	MATH 126+131 48WK	Pre-Calc I + Pre-Calc II					
	STEM - option 2	CSIT 180	Fundamentals of Computer Hardware and Software	4CHEM140*	Prep for General Chem. for Science Majors					



Non-CCAP Courses

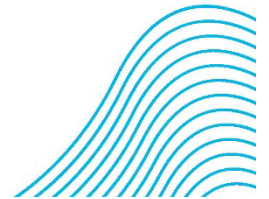


Carlsbad USD (2022-2023: 7 course offerings)

- COUN 100: College and Career Success
- FILM 105: Media Writing
- DESN 110: Graphics Communication
- DESN 111: Engineering Design Graphics
- BUS 147: Personal Finance

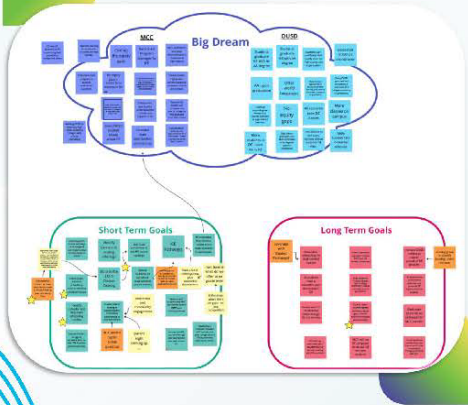
San Dieguito UHSD (2022-2023: 16 course offerings)

- AUTO 200: Automotive Hybrid & Alternative Fuel Vehicles
- DRAM 105: Introduction to Theatre
- MATH 112: Mathematical Analysis
- MATH 115: Calculus with Applications
- MATH 155: Calculus II
- MATH 260: Calculus III
- MATH 270: Linear Algebra



4 Program Improvements

Update on Recent Developments



- Facilitated by Career Ladders Project
- Focused on Strategic Vision & Goals
- Common Themes:
 - College completion while in HS (1-year of college; AA/AS degrees, and certificates)
 - Work towards CCAP (SDUHSD and CUSD)
 - Extend HS CTE pathways with dual enrollment courses
 - Simplify registration process
 - Structured, embedded supports
 - Address equity gaps in access

Operational Improvements

- Improved CCAP Registration Process:
 - One permit form for the entirety of CCAP participation
 - Dedicated A&R team & shared inbox
- Dedicated Webpage with resources
- OUSD Dual Enrollment Family Nights at CLC
- Family Engagement Zoom meetings
- Dual Enrollment Instructor Orientations – every semester
- English and Spanish promotional materials



2023-2024 Pilots to Improve Access and Success



Internship Pilot for HS Seniors at OUSD

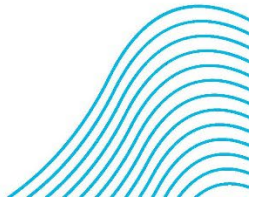
Partnership with the City of Oceanside
Fall 2023: BUS 136 Human Relations in Business + Spring 2024: BUS 292 Internship Studies

Increasing Access to STEM

Piloting 8-week math course sequence to serve as onramps into STEM for underrepresented students at OHS.

Aligning with Surfside Academy Calendar

Piloting offering courses in a quarter system to align with school's academic calendar



Embedded Resources



Local Strong Workforce Program grant to support embedded supports for OUSD in 2021-22 and 2022-23

- **Faculty Coordinator**
 - Connecting with HS counselors
 - Connecting with dual enrollment instructors
- **Career and Academic Counseling**
 - Career planning
 - Major exploration
 - Dual enrollment course planning
 - Building college education plan
- **Student Ambassadors**
- **Embedded Tutors in Math courses**



Student Voices



"The [dual enrollment] class I took was awesome and fun! Students who join dual enrollment should feel proud and excited as they embark onto something new and learn and understand how a college class works. It prepares you in the future and helps you decide what you want to be in the future!"
--Student at El Camino High School, OUSD

"I learned in the dual enrollment Sociology course that gender and race are socially constructed, the difference between inequality and inequity, and the term intersectionality. I can use what I learned beyond this course to educate others and have an open mind to look through the different perspectives we have learned."
--Student at Oceanside High School, OUSD

Last year, I took CRLP and Hospitality courses. This year, my peers and I will be taking Administration of Justice for fall and spring of 2022-2023. These courses give high school and college credits as well as a chance to learn skill[s] for our future careers. In addition, we were awarded dual enrollment scholarships for our business concept idea for Visit Oceanside. I feel dual enrollment has given me better opportunities in life.
--Student at Surfside HS, OUSD

5 Challenges and Opportunities

Looking into the Future



Challenges

- Misaligned state policies for CCAP/non-CCAP/individual dual enrollment
- Manual registration processes
- Lack of classroom space at the high school for on ground courses
- Lack of awareness and understanding of different early college options and value of MiraCosta college credit
- Misaligned calendars
- Finding faculty for on-ground courses
- Reliance on part-time staff and grant funds

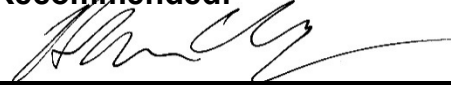
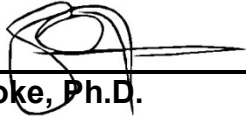


Opportunities

- Multi-year pathways plan (aka Academic Maps for Dual Enrollment) for completion of AA/AS while in HS
- Additional CCAP agreements
- Embedded academic and career counseling
- Review of local policies to streamline registration
- Technology solutions to remove manual work and provide case management
- Dedicated classroom spaces at the high schools
- Individual DuE should be part of the plan
- Communication and parent engagement plan
- Communication and counseling plan
- Professional development for DuE faculty

Questions



Subject: Approval of Employee Travel	Attachment: None
Category: Consent Items	Type of Board Consideration: Information <input checked="" type="checkbox"/> Consent Action
Recommended:  <hr/> Alketa Wojcik, Ed.D. Assistant Superintendent/Vice President, Student Services	Approved for Consideration:  <hr/> Sunita V. Cooke, Ph.D. Superintendent/President

BACKGROUND

In compliance with Board Policy 7400 Employee Travel, MiraCosta College Superintendent/President Dr. Sunita V. Cooke is requesting approval to travel to Toronto, Canada, from July 14 through July 19, 2023, to attend the President’s Academy Summer Institute (PASI) sponsored by the American Association of Community Colleges (AACC).

STATUS

As president elect of AACC, Dr. Cooke is required to attend and be a part of PASI. While at PASI, Dr. Cooke will be a panelist for two sessions: 1) Board Relations and 2) Future of Higher Education.

RECOMMENDATION

Approve the out-of-country travel for Dr. Sunita V. Cooke, who will travel to Toronto, Canada to attend the President’s Academy Summer Institute (PASI) sponsored by the American Association of Community Colleges (AACC), from July 14 through July 19, 2023, with a not to exceed cost of \$6,000.