

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.

IV.A Decision-Making Roles and Processes

IV.A.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 of Meeting the Standard

The MiraCosta College mission, vision, commitment, values, and long-term planning framework contain ten distinct categories of values that guide the College. The values of excellence, innovation, and sustainability and stewardship illustrate the College's emphasis on, and commitment to, innovation. The mutual respect, community, and student-centeredness values demonstrate MiraCosta's commitment to the broad inclusiveness of institutional processes ([IV.A.1-1](#)). Broad community input in planning processes and specific constituent roles are codified in Board Policy (BP) and Administrative Procedure (AP) 2510: Collegial Governance and Participation in Local Decision Making ([IV.A.1-2](#), [IV.A.1-3](#), respectively) and the Governance Manual ([IV.A.1-4](#)).

MiraCosta College operates through three District-wide committees (Budget and Planning Committee, Outcomes Assessment Committee, and Institutional Program Review Committee) and four constituent-group representative committees (Academic Senate, Classified Senate, Administrators Committee, and Associated Student Government). The flow of information and input through these seven committees to the College Council, which is the primary advisory for College-wide matters, and the Board of Trustees (BOT), respectively, is well documented and widely understood. Committee agendas and minutes are broadly distributed across the College

Standard IV - Draft

through email and are accessible on the SharePoint portal, members of the College community can attend committee meetings, and any member of a committee may add agenda items to a meeting.

The following innovative initiatives have been brought through the governance process recently:

- Resolution to develop an Ethnic Studies Department and program, proposed to the Academic Senate in January 2021 by two faculty members and adopted by the senate in March 2021 ([IV.A.1-5 pp. 1, 6–7](#)).
- Work with Institute for the Future in fall 2019, beginning with a presentation to the BOT ([IV.A.1-6](#)). Participation of nearly 60 faculty, classified professionals, administrators, and students in fall 2021 Futures Institute learning sessions ([IV.A.1-7](#)).
- Proposal by the Guided Pathways Design Team, composed of more than 50 faculty, administrators, classified professionals, and students, to create an integrated academic support structure called the Academic and Career Pathways Success Team. This proposal was brought to College Council ([IV.A.1-8 §J](#)) and other committees, including the Academic Senate ([IV.A.1-9 §E](#)).
- Creation and adoption of a schematic to ensure MiraCosta's commitment to equity and racial justice is applied to the review of institutional policies and procedures ([IV.A.1-10](#)). The College Council adopted the schematic in fall 2021 ([IV.A.1-11 §G](#)).

MiraCosta College has a rich history of collegial consultation. Governance processes, structures, and communication methods have been modified over the years to ensure transparency and to invite participation.

Analysis and Evaluation

MiraCosta College leaders create and encourage innovation leading to institutional excellence. Administrators, faculty, classified professionals, and students are supported in taking initiative for improving the practices, programs, and services in which they are involved. As evidenced by manuals, policies, and meeting minutes, the College uses systematic participation processes to assure effective planning and implementation of ideas for improvement that have policy or significant institution-wide implications.

The College meets Standard IV.A.1.

IV.A.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.

Evidence of Meeting the Standard

MiraCosta's long and rich history of collegial governance is characterized by broad participation across all constituent groups. Adopted by the BOT in 2012 and most recently revised in 2020, BP 2510: Collegial Governance and Participation in Local Decision-Making states: "The district's standing governance and advisory committees shall be structured to include appropriate representation by faculty, administrators, classified staff members, and students" ([IV.A.2-1](#)). The policy provides for student participation in the following areas that have or may have a significant effect on students:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs that should be initiated or discontinued
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services planning and development
- Student fees within the authority of the District to adopt
- Any other District and College policy, procedure, or related matter the board determines has or will have a significant effect on students.

The Associated Student Government BP and AP emphasize the consideration of student views in those matters in which students have a direct and reasonable interest ([IV.A.2-2](#), [IV.A.2-3](#), respectively). The Associated Student Government appoints one student to each of the three District-wide committees, and student reports are standard procedure for student representatives on other committees, including the Academic Senate, College Council, and BOT ([IV.A.2-4](#)–[IV.A.2-6](#), respectively).

While BP 2510 outlines the role of each constituent group, its corresponding procedure states the detailed plans of action for achieving the policy are contained in the Governance Manual ([IV.A.2-7](#)). The Governance Manual details the way employees and students engage in the framework of the College's committee structures to work together on appropriate policy, planning, and special-purpose committees and forward their ideas to the College Council as recommendations first to the superintendent/president (S/P) and then to the BOT ([IV.A.2-8 p. 4](#)).

Standard IV - Draft

As the primary advisory for College-wide matters, the College Council is structured to include appropriate representation by faculty, administrators, classified staff members, and students. In addition to the S/P, the College Council is composed of the following ([IV.A.2-9](#)):

- Four divisional assistant superintendents/vice presidents
- Academic Senate president and designee
- Classified Senate president and designee
- Associated Student Government president
- Administrators Committee representative
- Institutional Program Review Committee faculty co-chair
- Budget and Planning Committee co-chair
- Outcomes and Assessment Committee co-chair
- Dean of Research, Planning, and Institutional Effectiveness

Analysis and Evaluation

Through policy and procedure, MiraCosta ensures the College's administrators, faculty, classified professionals, and students are authorized and encouraged to participate in decision-making processes. The policy provides for student participation in specific matters that have a direct impact on students. The Governance Manual codifies the role of administrators, faculty, classified staff, and students in decision-making processes at MiraCosta.

The College meets Standard IV.A.2.

IV.A.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 of Meeting the Standard

As stated in Standard IV.A.1, the Collegial Governance and Participation in Local Decision-Making policy and procedure as well as the Governance Manual outline specific constituent roles and responsibilities in institutional governance at MiraCosta. The policy clearly defines the role of faculty in collegial governance relating to academic and professional matters, and it assures administrators are provided with opportunities to participate collegially in the formulation and development of District policies and procedures that have significant effect on the College ([IV.A.3-1](#)).

Standard IV - Draft

The Institutional Planning policy and procedure make provisions for all constituencies, including faculty and administrators, to participate in planning decisions related to educational, human, physical, technology and financial resources through a broad-based, comprehensive, systemic, and integrated planning process ([IV.A.3-2](#)). A faculty member appointed by the Academic Senate president and an administrator appointed by the Administrators Committee share co-chair responsibilities for each District-wide Committee. Committee membership includes substantial representation by both faculty and administrators ([IV.A.3-3 pp. 6–7](#)):

- Budget and Planning Committee (BPC): Of the sixteen members, seven are faculty (including the co-chair) and four are administrators (including the co-chair). The BPC serves in an advisory capacity on the integration, development, and evaluation of institutional plans and budget planning priorities ([IV.A.3-2](#)).
- Institutional Program Review Committee (IPRC): Of the sixteen members, seven are faculty (including the co-chair and outcomes assessment coordinator) and four are administrators (including the co-chair). The IPRC formulates and recommends to the appropriate committee(s) policies and procedures related to the program review process and its associated standards ([IV.A.3-3 p. 7](#)).
- Outcomes Assessment Committee (OAC): Of the sixteen members, seven are faculty (including the co-chair) and four are administrators (including the co-chair). The OAC facilitates meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness ([IV.A.3-3 p. 8](#)).

The College Council ensures that policies, procedures, plans, and other matters are directed to the appropriate governance, operational, or working conditions groups. Planning and budgeting, specifically, have been co-routed to the BPC and IPRC, and their work is largely codified in AP 3250: Institutional Planning ([IV.A.3-2](#)). The involvement of administrators and faculty is significant in these committees, both from a leadership perspective and from the membership numbers of each constituency.

Analysis and Evaluation

MiraCosta College has a well-defined and well-functioning governance structure that involves administrators and faculty as well as the voices and perspectives of classified professionals and students. The College has a clear process for the consideration of governance issues, including the development or modification of institutional policies. Administrators and faculty, through policy and procedure, have a clearly defined role in institutional decision-making and exercise a substantive voice in institutional policies, planning, and budget development.

The College meets Standard IV.A.3.

IV.A.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 of Meeting the Standard

Through clearly delineated roles, processes, committees, structures, and policies, MiraCosta faculty and academic administrators have responsibility for recommendations regarding curriculum and student learning programs and services, including for the biomanufacturing baccalaureate program.

The Collegial Governance and Participation in Local Decision-Making policy and the Program, Curriculum, and Course Development policy and procedure identify program and curriculum development as academic and professional matters under the purview of the Academic Senate ([IV.A.4-1](#)–[IV.A.4-3](#), respectively).

- The Courses and Programs Committee (CPC), a subcommittee of the Academic Senate, makes recommendations pertaining to the programs and courses offered by the College and oversees 32 associated board policies and administrative procedures ([IV.A.4-4 p. 103](#)). The full CPC membership consists of up to fourteen full-time faculty, one associate faculty, three academic administrators, including the vice president of Instructional Services, two classified professionals, and one student ([IV.A.4-5 p. 7](#)).
- The Academic Affairs Committee (AAC), also a subcommittee of the Academic Senate, makes recommendations pertaining to academic and professional matters and oversees 42 associated policies and procedures ([IV.A.4-6](#)). It coordinates with the District's IPRC on academic program review standards and processes, incorporating student learning outcomes assessment results into program review. The AAC is composed of fifteen faculty, three academic administrators, including the vice president of Instructional Services, two classified professionals, and one student ([IV.A.4-7](#)).

The CPC and IPRC share responsibility for reviewing and recommending updates to AP 4102: Career and Technical Education; the CPC and AAC share responsibility for reviewing and recommending updates to the following policies and procedures ([IV.A.4-4 p. 103](#)):

- AP 4021: Program Discontinuance
- AP 4026: Philosophy and Criteria for International Education
- BP and AP 4220: Standards of Scholarship

Standard IV - Draft

As stated in Standard IV.A.3, the 11 faculty and administrators on the OAC help facilitate meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness at the College, while the 11 faculty and administrators on the IPRC help the committee:

- Establish and revise College-wide program review standards and processes.
- Create and implement the process for academic and nonacademic program review validation.
- Incorporate core competencies into instructional program review (jointly with the AAC) and both core competencies and service area outcomes into support and hybrid program review.
- Incorporate administrative unit outcomes into support program review ([IV.A.4-8](#)).

The Program Review Process Flowchart and Timeline outlines the annual program review process that features the directed, intentional responsibility of both faculty and academic administrators (deans, specifically) to review the performance of student learning programs and services ([IV.A.4-9](#)).

Analysis and Evaluation

At MiraCosta College, both faculty and academic administrators have responsibility for recommendations regarding curriculum and student learning programs and services through board policies and administrative procedures as well as through integrated planning documents and program review processes.

The College meets Standard IV.A.4.

IV.A.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 of Meeting the Standard

Through both policy and practice, MiraCosta ensures the College's faculty, administrators, classified professionals, students, and board members participate in the collegial process and in the development of policies and procedures that relate to their area(s) of expertise and responsibility ([IV.A.5-1 p. 1](#)). Such participation and collaboration provide appropriate

Standard IV - Draft

consideration of relevant perspectives in instances where policies and procedures affect employees and students.

As required by board policy, the District's standing governance and advisory committees are structured to include appropriate representation by faculty, administrators, classified staff members, and students ([IV.A.5-1 p. 1](#)). Additionally, as evidence of its commitment to ensure appropriate members of the District participate in developing recommended policies for board action, as well as administrative procedures for S/P action by which the District is governed and administered, the BOT does not take any action on matters subject to the Collegial Governance and Participation in Local Decision Making policy until the appropriate constituent group or groups have been provided the opportunity to participate ([IV.A.5-1 p. 4](#)).

As stated in Standard IV.A.2, the Governance Manual describes the roles and procedures for participation in local decision-making on governance issues, which are the policies, procedures, plans, or projects that have an impact on the District as a whole. These include board policies, administrative procedures, strategic and master plans, and program review processes ([IV.A.5-2 p. 3](#)).

As the primary advisory for College-wide matters, the College Council is ultimately responsible for the effectiveness of the governance function of the College. This responsibility includes ensuring all integrated plans, institutional policies, accreditation processes, and other considerations promote institutional effectiveness through collaboration, assessment, communication, coordination, and refinement ([IV.A.5-3 p. 6](#)).

The District's standing governance and advisory committees are responsible for ensuring timely action on the governance issues that have been routed to them by the College Council. For example, the CPC follows a calendar ([IV.A.5-4](#)) that includes critical deadlines to ensure all course and program proposals have time to go through the appropriate stages of approval, including approval by the Academic Senate ([IV.A.5-5 §VI.E](#)), BOT ([IV.A.5-6 §VII.G](#)), and California Community Colleges Chancellor's Office, and can be included in the annual update of the College catalog. Another example is the annual program review process and timeline introduced in Standard IV.A.4. As part of that process, the BPC reviews and prioritizes resource requests and forwards its recommendations to the S/P ([IV.A.5-7](#)), who then notifies all constituencies which resource requests will be funded in the following budget cycle ([IV.A.5-8 §B](#)).

One recent example of MiraCosta's ability to take time-sensitive action on institutional plans, policies, curricular changes, and other key considerations is the College's collaborative and transparent response to the COVID-19 pandemic. Since March 2020, a group of individuals with diverse perspectives and responsibility from all constituent groups and broad areas of the

College, aptly named “Back2Campus,” has been reviewing information, developing class schedules, and planning a safe, steady, and sustainable return to campus ([IV.A.5-9](#)).

Analysis and Evaluation

As required by board policy, the District’s standing governance and advisory committees are structured to include representation by faculty, administrators, classified staff members, and students. This diverse representation ensures the College considers relevant perspectives of its employees and students and makes timely decisions that are aligned with their expertise and responsibility. The BOT does not take any action on matters subject to the Collegial Governance and Participation in Local Decision-Making policy until the appropriate constituent group or groups have been provided the opportunity to participate.

The College meets Standard IV.A.5.

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

Evidence of Meeting the Standard

As stated previously, decision-making processes at MiraCosta are documented in and communicated across the institution via policy, procedure, and the Governance Manual. All board policies, administrative procedures, and the Governance Manual are available on the College website.

The Governance Manual identifies the BOT as the ultimate decision maker on District-wide policies and master plans and the S/P as having the authority to approve administrative procedures, operational issues, and strategic plans. The manual also identifies the College Council as responsible for directing policies, procedures, plans, and other matters to the appropriate governance committees and representative councils and for receiving recommendations back regarding those issues ([IV.A.6-1 p. 4](#)).

Specific routing assignments for all BPs, APs, and other items are available on the College Council webpage ([IV.A.6-2](#)). The College uses a document management system on the SharePoint portal to manage the creation, revision, and multistep review of MiraCosta’s BPs and APs ([IV.A.6-3](#)). This system tracks the progress of policy and procedure changes within the governance approval process from start to finish. Any governance member can access the system within the portal; if a document is being considered for a change, any individual can further

Standard IV - Draft

access the change request form and understand specifically what is being changed and why ([IV.A.6-4](#)).

AP 2410: Board Policies/Administrative Procedures details how all governance and operational policies, procedures, and other related documents are developed and approved to support the governance system at MiraCosta College ([IV.A.6-5 §D](#)). When the College Council routes a policy, procedure, or issue to a representative committee such as the Academic Senate, the committee considers the matter and takes appropriate action. The matter is communicated in a meeting agenda that is distributed via email to all employees and student leaders, and the committee's subsequent action is documented in minutes posted on the College website and/or portal. The committee forwards its recommendations to the appropriate representative or District committee (as determined by the College Council). When a recommendation is approved by all committees to which the issue was routed and the College Council, the matter goes forward to the S/P for action or for referral to the Board of Trustees, if appropriate, for approval ([IV.A.6-5 §F](#)). Both College Council and BOT meeting minutes are posted on the College website. All regular BOT meetings are live streamed and recorded.

In addition to communication via committee meeting agendas and minutes, institutional decisions are shared with the campus community through All Governance emails from the S/P. Each spring when integrated planning and resource allocation decisions are finalized in budget preparation, the S/P sends a message that summarizes the institution's accomplishments, highlights outcomes of important college processes and efforts, such as plans the College has adopted and policies it has updated, and reviews the processes used to support final budget and hiring decisions ([IV.A.6-6](#), [IV.A.6-7](#)).

Analysis and Evaluation

Decision-making processes at MiraCosta are documented in and communicated through policies, procedures, the Governance Manual, and governance committee agendas. Resulting decisions are widely communicated across the institution through governance committee meeting minutes and an end-of-the year message from the S/P that is emailed to all employees.

The College meets Standard IV.A.6.

IV.A.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 of Meeting the Standard

One of the College Council's responsibilities is to ensure the governance process and priorities promote institutional effectiveness through collaboration, assessment, communication, coordination, and refinement ([IV.A.7-1 p. 6](#)). As codified in the Governance Manual, the College Council, assisted by the Office of Research, Planning and Institutional Effectiveness, assesses the governance structure and effectiveness every three years ([IV.A.7-2 p. 12](#)). Changes proposed because of this evaluation are forwarded to all four representative committees for approval before they can be implemented.

MiraCosta completed formal evaluations of the governance structure in 2016 and 2017. In spring 2017, the College convened a taskforce to review feedback and recommend necessary changes. After nearly two semesters of dialog and input from a variety of governance groups, the Streamlining Governance Report was approved in spring 2018 by all four representative committees and the College Council ([IV.A.7-3 p. 6](#)); the recommendations were implemented shortly thereafter. Since this was a multiyear effort based upon assessments of the governance structure and effectiveness, the College paused further annual assessments until the recommendations could be fully implemented.

District-wide and representative committees annually review and assess their charge, composition, and meeting schedules and make recommendations for any substantive changes to the College Council ([IV.A.7-4 p. 3](#)).

In 2017/18, for example, the Academic Senate convened a taskforce to assess the senate's goal of determining how the College's governance groups and advisory committees make equity, diversity, and inclusion a central part of their work ([IV.A.7-5](#)). The taskforce partnered with representatives from the Diversity, Equity and Cultural Competency subcommittee of the Academic Senate to create a survey to distribute to all governance committees and subcommittees. The informal survey prompted the committees to consider how equity is—or could be—woven throughout their work ([IV.A.7-6](#)). Several committees presented their findings and goals to the Academic Senate in spring 2018 ([IV.A.7-7–IV.A.7-9](#)).

More recent governance committee evaluations that led to improvement include the following:

- In spring 2019, the OAC recommended its composition include an additional two faculty members to enable broader engagement in outcomes assessment work across the institution. The College Council approved the recommendation, which the OAC implemented beginning fall 2019 ([IV.A.7-10](#)).

Standard IV - Draft

- The annual BPC evaluation of its resource allocation process resulted in modifications, which were shared with all representative committees and the College Council in fall 2021 ([IV.A.7-11](#)–[IV.A.7-15](#)).

In spring 2022, MiraCosta conducted a survey of governance and communicated the results through the representative committees as well as MiraCosta’s electronic newsletter ([IV.A.7-16](#)) and end-of-year email from the S/P ([IV.A.7-17 p. 2](#)). Based on the qualitative data of the survey, the College Council identified three top priorities for 2022/23: streamline and enhance communication, seek broader participation among associate faculty and classified professionals, and improve education on the governance process, which began with a governance orientation for all classified professionals in October 2022 ([IV.A.7-18](#)).

Additionally, greater efforts to solicit input from students involved in governance will need to be made to ensure understanding of and participation in governance since student input was not effectively gained in the spring 2022 survey, which was likely due to the survey’s timing and spring-survey fatigue.

Analysis and Evaluation

The College relies on both formal and informal assessments and feedback as the basis for improvement. The College assesses the governance structure and effectiveness every three years. Governance committees evaluate decision-making policies, procedures, and processes to assure integrity and effectiveness. The results of these evaluations are widely communicated and used as the basis for improvement.

The College meets Standard IV.A.7.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

MiraCosta College has a vibrant culture of collegial governance. The role of each stakeholder group is codified in policy, manuals, and practice. Participatory governance strengthens the ability of all MiraCosta College constituents to engage and contribute in a meaningful way. Each representative committee, District-wide committee, taskforce, workgroup, and advisory group plays an integral part in the College’s decision-making and operation.

District-wide committees are co-chaired by a faculty member and an administrator, emphasizing the shared and collaborative decision-making approach at the College. Furthermore, members from all constituent groups are integral, encouraged to participate, and kept informed of

decisions in a variety of ways. Deliberate assessment, reflection, and dialogue contribute to a culture of continuous improvement.

The College engages in regular and multi-faceted evaluation of its governance and decision-making structures reflecting an institutional commitment to continuous quality improvement. The processes are used to modify and enhance governance and leadership as needed and are informed by qualitative and quantitative data analysis and participatory governance discussions. Administrators, faculty, classified professionals, and students work together for institutional excellence within given structures and engage those structures as mechanisms for improvement, as necessary.

Improvement Plan

Not applicable.

Evidence List

- [IV.A.1-1](#) *Long-Term Planning Framework 2020–2026*, pp. 5-6
- [IV.A.1-2](#) BP 2510: Collegial Governance and Participation in Local Decision Making
- [IV.A.1-3](#) AP 2510: Collegial Governance and Participation in Local Decision Making
- [IV.A.1-4](#) Governance Manual
- [IV.A.1-5](#) Ethnic Studies Resolution, Academic Senate 02-19-21 Agenda, pp. 1, 6–7
- [IV.A.1-6](#) Futures Presentation, Board of Trustees 11-7-19 Minutes, §V
- [IV.A.1-7](#) Futures Leadership Academy, College Council 07-01-2021 Summary, §C
- [IV.A.1-8](#) ACP Success Teams, College Council 03-12-20 Minutes, §J
- [IV.A.1-9](#) ACP Success Teams, Academic Senate 03-13-20 Minutes, §E
- [IV.A.1-10](#) Applying an Equity Lens to Policies and Procedures Schematic
- [IV.A.1-11](#) Applying an Equity Lens to Policies and Procedures Schematic Adoption, College Council 10-21-2021 Minutes, §G

- [IV.A.2-1](#) BP 2510: Collegial Governance and Participation in Local Decision Making
- [IV.A.2-2](#) BP 5400: Associated Student Government
- [IV.A.2-3](#) AP 5400: Associated Student Government
- [IV.A.2-4](#) Sample ASG Report, Academic Senate 11-05-21 Minutes, §VII.D
- [IV.A.2-5](#) Sample ASG Report, College Council 12-16-2021 Minutes, §W
- [IV.A.2-6](#) Sample ASG Report, Board of Trustees 11-18-2021 Minutes, §X.B
- [IV.A.2-7](#) AP 2510: Collegial Governance and Participation in Local Decision Making

Standard IV - Draft

<u>IV.A.2-8</u>	Governance Manual, p. 4
<u>IV.A.2-9</u>	College Council Composition, College Council Webpage Screenshot
<u>IV.A.3-1</u>	BP 2510: Collegial Governance and Participation in Local Decision Making
<u>IV.A.3-2</u>	AP 3250: Institutional Planning
<u>IV.A.3-3</u>	Governance Manual, pp. 6–7
<u>IV.A.4-1</u>	BP 2510: Collegial Governance and Participation in Local Decision Making
<u>IV.A.4-2</u>	BP 4020: Program, Curriculum, and Course Development
<u>IV.A.4-3</u>	AP 4020: Program, Curriculum, and Course Development
<u>IV.A.4-4</u>	CPC BPs and APs, <i>Courses & Programs Committee Handbook 2022–2023</i> , p. 103
<u>IV.A.4-5</u>	<i>Courses & Programs Committee Handbook 2022–2023</i> , p. 7
<u>IV.A.4-6</u>	AAC BPs and APs
<u>IV.A.4-7</u>	AAC Charge and Composition, Academic Affairs Committee Webpage Screenshot
<u>IV.A.4-8</u>	IPRC Charge, Institutional Program Review Committee Webpage Screenshot
<u>IV.A.4-9</u>	Program Review Process Flowchart and Timeline
<u>IV.A.5-1</u>	BP 2510: Collegial Governance and Participation in Local Decision Making, pp. 1, 4
<u>IV.A.5-2</u>	Governance Manual, p. 3
<u>IV.A.5-3</u>	Governance Manual, p. 6
<u>IV.A.5-4</u>	Courses and Programs Committee 2022–2023 Calendar
<u>IV.A.5-5</u>	Curriculum Approval, Academic Senate, 11-05-21 Minutes, §VI.E
<u>IV.A.5-6</u>	Curriculum Approval, Board of Trustees, 11-18-21 Minutes, §VII.G
<u>IV.A.5-7</u>	Annual Planning, Budget, Evaluation Cycle, Draft Integrated Planning Manual, p. 15
<u>IV.A.5-8</u>	BPC Resource Request Funding Recommendation, 05-06-22
<u>IV.A.5-9</u>	End-of-Year Email and Important Updates, 05-26-21, §B
<u>IV.A.5-10</u>	Sample Back2Campus Email, 02-24-21
<u>IV.A.6-1</u>	Governance Manual, p. 4
<u>IV.A.6-2</u>	Current Routing, College Council Webpage Screenshot
<u>IV.A.6-3</u>	BP/AP Change Management, SharePoint Portal Snapshot
<u>IV.A.6-4</u>	Sample BP/AP Change Request Form
<u>IV.A.6-5</u>	AP 2410: Board Policies and Administrative Procedures, §§D, F
<u>IV.A.6-6</u>	End-of-Year Email and Important Updates 2021
<u>IV.A.6-7</u>	End-of-Year Email and Important Updates 2022

Standard IV - Draft

- [IV.A.7-1](#) College Council Responsibilities, Governance Manual, p. 6
- [IV.A.7-2](#) Governance Organization Evaluation Process, Governance Manual, p. 12
- [IV.A.7-3](#) Streamlining Governance Taskforce Recommendations and Report, p. 6
- [IV.A.7-4](#) Governance Manual, p. 3
- [IV.A.7-5](#) Academic Senate Goals, 2017–2018
- [IV.A.7-6](#) Sample Diversity, Equity, Inclusion Committee Discussion, CPC 01-25-18 Minutes, §V.A
- [IV.A.7-7](#) CPC Diversity, Equity, Inclusion Survey Results, Academic Senate 04-20-18 Minutes, §VIII.B
- [IV.A.7-8](#) IPRC and DEqCCC Diversity, Equity, Inclusion Survey Results, Academic Senate 05-04-18 Minutes, §§VIII.A, VIII.B
- [IV.A.7-9](#) BPC Diversity, Equity, Inclusion Survey Results, Academic Senate 05-18-18 Minutes, §IX.B
- [IV.A.7-10](#) OAC Membership Recommendation, College Council Minutes, 05-16-19
- [IV.A.7-11](#) BPC Revised Resource Allocation Process Presentation, Academic Senate 11-05-21 Minutes, §XA
- [IV.A.7-12](#) BPC Revised Resource Allocation Process Presentation, Administrators Committee 11-18-21 Minutes, p. 2
- [IV.A.7-13](#) BPC Revised Resource Allocation Process Presentation, Classified Senate 11-05-21 Minutes, Item 16
- [IV.A.7-14](#) BPC Revised Resource Allocation Process Presentation, Student Senate 11-19-21 Minutes, p. 5
- [IV.A.7-15](#) BPC Revised Resource Allocation Process Presentation, College Council 11-18-21 Minutes, §I
- [IV.A.7-16](#) Governance Survey Results, The MiraCostan, 5-31-22
- [IV.A.7-17](#) Governance Survey Results, End-of-Year Email and Important Updates, p. 2
- [IV.A.7-18](#) Governance Orientation, Classified Professional Email Invitation, 10-13-22

IV.B Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

MiraCosta is a single college district, which means the superintendent/president is the sole employee of the MiraCosta Community College District Board of Trustees (BOT) and has the full-time responsibility as a chief executive officer (CEO) and superintendent. The BOT delegates to the superintendent/president (S/P) the executive responsibility for interpreting and administering the policies adopted by the board and executing all BOT decisions that require administrative action ([IV.B.1-1](#)).

The S/P's job description defines the effective leadership and oversight role of the position, which includes planning, organizational development, personnel hiring and development, and institutional quality improvement in service to the students and community ([IV.B.1-2](#)). The S/P has authority and responsibility for the quality of the College's instructional programs, student support services, human resources, and administrative services ([IV.B.1-3](#)). As explained in Standard IV.C.3, part of the BOT's evaluation of the S/P each year includes an assessment of the S/P's leadership efforts and progress toward specific, agreed upon priorities, including regularly monitoring and reporting on institutional effectiveness measures ([IV.B.1-4](#)).

The Institutional Planning policy and procedure and Governance Manual ensure the S/P has the primary role of implementing a comprehensive, systematic, transparent, and integrated system of planning that involves the College community ([IV.B.1-5–IV.B.1-7](#)). From 2018 through June 2020, for example, the S/P oversaw the collaborative development of the long-term planning framework. The framework demonstrates the importance the S/P and College place on the review of quantitative and qualitative data, the adoption of evidence-based practices, and an evaluation of those practices with an eye toward continuous improvement ([IV.B.1-8 p. 2](#)).

The framework, which informs all other institutional plans and budget development through 2026, was developed with input from members of the College's representative groups as required by Board Policy (BP) and Administrative Procedure (AP) 2510: Collegial Governance and Participation in Local Decision Making and the Governance Manual ([IV.B.1-9–IV.B.1-11](#)). The framework document and its components were discussed and adopted by all the representative governance groups of the College (Academic Senate, Administrators Committee, Associated

Standard IV - Draft

Student Government, and Classified Senate) before being approved by the BOT ([IV.B.1-8 p. 2](#), [IV.B.1-12 §IX.E](#)).

Leadership in planning, organizing, and assessing institutional effectiveness is evidenced by the S/P's facilitation of the College Council, which is the primary advisory for College-wide matters. The College Council is responsible for ensuring institutional effectiveness and for monitoring progress on institutional plans and institution-set standards ([IV.B.1-13](#), [IV.B.1-14 §G](#)). It consists of leaders from all the representative committees (Academic Senate, Classified Senate, Associated Student Government, and Administrators Committee), co-chairs of the major governance groups, and the dean of Research, Planning, and Institutional Effectiveness (RPIE), who also serves as the institution's accreditation liaison officer ([IV.B.1-15](#)). The S/P is responsible for ensuring that institution-set standards are reviewed twice per year by the BOT in open, public meetings for internal and external stakeholders ([IV.B.1-16](#), [IV.B.1-17](#)).

The S/P is also responsible for establishing procedures to ensure the District's fiscal management is in accordance with the principles contained in Title 5 ([IV.B.1-18](#)). The S/P keeps the BOT appropriately informed and involved in planning and budgeting to ensure that planning and resource allocation are aligned with the College's mission and focus on student success and equity. As described in Standards III.D.1 through III.D.3, while budget development and resource allocation occur on an annual cycle involving the Budget and Planning Committee (BPC), recommendations on annual and five-year budget projections are recommendations to the S/P. The vice president of Administrative Services develops the annual budget and projections in conjunction with the S/P, who ensures the District mission and the BOT's priorities are reflected in the recommended budget ([IV.B.1-19](#)).

The S/P also provides effective leadership in selecting personnel through the establishment of procedures for the recruitment and selection of employees per BP 7120: Recruitment and Hiring ([IV.B.1-20](#)). Following appropriate selection processes, the S/P recommends employment decisions and contracts to the BOT for action. Additionally, the S/P ensures resources are provided for professional development of all employees per BP 7160: Professional Development ([IV.B.1-21](#)). As explained in Standard III.A.14, the College plans for and provides all personnel with appropriate opportunities for continued professional development throughout each academic year.

Analysis and Evaluation

The S/P provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness at MiraCosta College. The S/P communicates institutional values, goals, institution-set standards, and other relevant information

to internal and external stakeholders through published procedures, shared agendas and minutes, and open BOT meetings.

The College meets Standard IV.B.1.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The S/P oversees an administrative structure that organizes the College in the following traditional categories based on teaching and learning, student support, and operations: Administrative Services, Human Resources, Instructional Services, and Student Services. The four assistant superintendents/vice presidents report directly to the S/P, as does the vice president of Institutional Advancement, dean of RPIE, and director of Public and Governmental Relations, Marketing, and Communications ([IV.B.2-1 p. 1](#)).

The BOT delegates authority to the S/P to designate job responsibilities ([IV.B.2-2](#)). The BOT also empowers the S/P to delegate authority to administrators and other College leaders as appropriate and to establish organizational charts that delineate the lines of responsibility and fix the general duties of administrators and other College leaders within the District ([IV.B.2-3](#), [IV.B.2-4](#), [IV.B.2-1 pp. 2–11](#)).

The S/P evaluates the administrative structure through the program review and planning process, which is guided by the goals and objectives of the long-term planning framework. The process determines staffing needs, including the need for additional administrators, managers, and supervisors as explained in Standard III.A.10. The BPC prioritizes staffing positions based on the allocated budget and recommends those positions to the S/P ([IV.B.2-5](#)).

Replacement positions for staff and administrators, such as vacancies from resignations, retirements, or transfers, that fall outside of the program review and planning process are analyzed and considered by the S/P in consultation with the executive management team, which is composed of the four assistant superintendents/vice presidents. Following the College's department/division reorganization procedures, the S/P analyzes reorganization proposals and determines the need for further consultation before making a recommendation to the BOT ([IV.B.2-6 §E](#)).

Analysis and Evaluation

The S/P plans, oversees, and evaluates the administrative structure of the College. The College has policies and procedures that provide for the delegation of authority from the S/P to

administrators and other College leaders, consistent with their leadership roles and responsibilities.

The College meets Standard IV.B.2.

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

The S/P guides institutional improvement of the teaching and learning environment at MiraCosta College. The Institutional Planning board policy assures the S/P is responsible for implementing a planning and evaluation system that is guided by the College mission, vision, commitment, values, and goals ([IV.B.3-1](#)).

As stated in Standard IV.B.1, the College Council, which is facilitated by the S/P, is responsible for ensuring institutional effectiveness and for monitoring progress on institutional plans and institution-set standards. Through established committees with representation from faculty, administration, classified staff, and students, the College Council systematically reviews, evaluates, and modifies, as appropriate, all parts of the planning cycle ([IV.B.3-2](#)).

In 2018 the College undertook the collegial process of establishing a long-term planning framework to replace the expiring Comprehensive Master Plan. In fall 2019, the BPC appointed a long-term planning workgroup composed of members of the College's representative groups. Guided by the dean of RPIE, the group reviewed historical data trends related to students, the College, and the external community and analyzed future trends in a variety of topic areas with potential impact on the College ([IV.B.3-3](#)). In addition to the long-term planning framework, the group worked on revising the College mission and establishing vision, values, and goals

statements ([IV.B.3-4](#)). The framework was adopted by the four representative committees, College Council, and BOT in 2020 ([IV.B.3-5–IV.B.3-10](#)).

All other College plans are mechanisms for meeting the larger goals within the long-term framework. As plans are updated, they detail the strategies, or measurable outcomes, that align with one or more of the institutional goals included in the framework ([IV.B.3-11 p. 8](#)). The fall 2021 update of the educational master plan, for example, details strategies for meeting all four institutional goals ([IV.B.3-12](#)). As required by the planning framework, the plan will be evaluated annually to examine progress toward the measurable outcomes of each strategy. With College Council oversight, this evaluation will involve reviewing key data dashboards and paying particular attention to measures of disproportionate impact ([IV.B.3-13](#)). Along with the processes of program review and implementation, the strategies in the updated education plan integrate resource planning and allocation to support and improve student achievement and learning. For example, to enhance student success and close equity gaps (Goal 1), one strategy is to include an equity metric in the resource allocation scoring rubric.

Analysis and Evaluation

The S/P guides institutional improvement of the teaching and learning environment at MiraCosta College by implementing a planning and evaluation system that is guided by the College mission, vision, commitment, values, and goals. The College meets Standard IV.B.3.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

MiraCosta embraces accreditation as an ongoing process designed to promote educational quality and institutional effectiveness. The S/P is responsible for this ongoing process and the College's compliance with all accreditation requirements, as codified in BP 3200: Accreditation ([IV.B.4-1](#)).

In this primary leadership role, the S/P stays current with accreditation requirements by assisting the Commission in training visiting teams and serving as a chair for peer accreditation teams and focused site visits ([IV.B.4-2](#)). The S/P participated in a pilot visit to a single-college district in Southern California in 2020/21 to learn more about the shift to a formative/summative evaluation process.

Standard IV - Draft

Facilitated by the S/P, the College Council oversees MiraCosta's accreditation processes, including self-evaluation. The College Council collaborates with the institution's accreditation liaison officer (ALO) to guide all accreditation efforts. The accreditation process, timeline, and other materials related to the process are drafted by the ALO for review by the College Council and recommendation to the S/P ([IV.B.4-3](#)).

In fall 2021, the S/P and ALO introduced the plan for producing this Institutional Self-Evaluation Report (ISER) to the College Council and Executive Management Team ([IV.B.4-4 §G](#), [IV.B.4-5](#)). The ALO introduced accreditation and the ISER writing process plan and timeline to the entire College in an "All College Day" presentation in January 2022 ([IV.B.4-6](#)). The plan included the use of writing teams for each Standard, with each team composed of a faculty member, a classified professional, and an administrator, as well as standing governance and advisory committees to support the writing process. As stated in Standard IV.A.5, these committees are structured to include appropriate representation by faculty, administrators, classified staff members, and students ([IV.B.4-7 p. 1](#)).

The College Council, led by the S/P, ensures the governance process and priorities, accreditation processes, integrated plans, and activities promote institutional effectiveness through collaboration, assessment, communication, coordination, and refinement, which all reinforce a commitment to continuous improvement College wide ([IV.B.4-8](#)). Faculty, staff, and administrative leaders complete the program review and planning process due to this commitment. All programs and units perform annual program review and planning to assess effectiveness in meeting College and accreditation Standards and in advancing the District's mission; thus, all faculty, staff, and administrative leaders understand their responsibility for assuring compliance with accreditation requirements ([IV.B.4-9 p. 3](#)).

In addition to their inclusion in program review, accreditation requirements are integrated with the College's policies, procedures, and institutional plans, which are directed by the College Council to the appropriate governance, operational, or working conditions groups per the Governance Manual ([IV.B.4-8](#)). For example, the long-term planning framework emphasizes the value of reviewing quantitative and qualitative data, adopting evidence-based practices, and evaluating those practices with an eye toward continuous improvement ([IV.B.4-10](#)). As stated in Standard IV.B.1, the framework was discussed and adopted by all the representative governance groups. Additionally, the Standards are applied to and cited in all District policies and practices where they are relevant ([IV.B.4-11–IV.B.4-13](#)). This integration of accreditation requirements helps stakeholders understand not only the purpose of accreditation but also the value of institutional self-evaluation.

Analysis and Evaluation

Standard IV - Draft

MiraCosta College embraces accreditation as an ongoing process designed to promote educational quality and institutional effectiveness. The S/P has the primary leadership role for accreditation, ensuring the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Through delegation and governance processes, College constituent groups share in the responsibility for assuring compliance with accreditation requirements.

The College meets Standard IV.B.4.

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The BOT delegates to the S/P the executive responsibility for administering the policies adopted by the board per BP 2430: Delegation of Authority to Superintendent/President ([IV.B.5-1](#)). The S/P is responsible, through collegial participation, for crafting administrative procedures that explain the methods to be used in implementing board policy and for ensuring the College complies with all relevant laws and regulations ([IV.B.5-2 §E.2](#), [IV.B.5-3](#)). The BOT and S/P regularly review board policies to ensure currency and compliance with state and federal laws and to assess their effectiveness in fulfilling the District's mission ([IV.B.5-2 §E.1](#)). The S/P reports to the BOT on legislative actions and regulatory changes through weekly board reports to provide for informed decision-making ([IV.B.5-4](#)). Additionally, each January during a public meeting, the BOT receives a legislative update about changes impacting the College ([IV.B.5-5–IV.B.5-7](#)).

In addition to regular updates, the S/P provides time-sensitive information to the BOT to ensure the College's compliance with legislative actions. In March 2020, for example, the S/P reported the College had to comply with emergency directions issued by Governor Newsom and the County of San Diego in response to the COVID-19 pandemic; the BOT agreed to delegate authority to the S/P to take all actions necessary to allow for more rapid response to the evolving emergency ([IV.B.5-8](#)).

Consistent with board policy, the S/P presents a tentative and final budget that support the District's mission and educational master plan to the BOT each year ([IV.B.5-9](#)). The S/P assures the District's fiscal management is in accordance with the principles contained in Title 5 as required by Board Policy 6300: Fiscal Management ([IV.B.5-10](#)). As required by law, the S/P

ensures the BOT is presented with a quarterly report showing the financial and budgetary conditions of the District ([IV.B.5-11](#)).

Analysis and Evaluation

The S/P has the executive responsibility for administering board policies and assuring that implemented institutional practices are consistent with the District mission. The S/P is also responsible for regularly providing the BOT with information about legislative actions, regulatory changes, and the financial and budgetary conditions of the District.

The College meets Standard IV.B.5.

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The S/P works with and communicates effectively with the communities served by the College, and respective region, through several channels in person and virtually. Representing the District and participating in state, regional, and local meetings, conferences, and organizations, serving on community boards to promote the District mission, and supporting the MiraCosta College Foundation through events, meetings, and fundraising are considered essential duties and responsibilities of the job ([IV.B.6-1](#)).

The MiraCosta S/P represents the District by serving on the following boards:

- San Diego Regional Economic Development Corporation ([IV.B.6-2](#))
- Biocom California ([IV.B.6-3](#))
- Carlsbad Chamber of Commerce ([IV.B.6-4](#))
- American Association of Community Colleges ([IV.B.6-5](#))
- CA Forward ([IV.B.6-6](#)).

The S/P regularly provides updates on the College to community groups, such as the Carlsbad and Oceanside Chambers of Commerce, city councils, the Learning Is for Everyone (LIFE) group, service clubs (Rotary, Kiwanis, American Association of University Women), economic development councils, and the MiraCosta College Foundation Board. For example, the S/P writes a column for every other month's edition of the Carlsbad Business Journal, a Carlsbad Chamber of Commerce publication, and she is frequently interviewed by local news stations and professional publications ([IV.B.6-7–IV.B.6-10](#)).

The S/P also communicates regularly with feeder district superintendents and school leaders in person and by email, phone, and Zoom, and she oversees regular updates to the broader community developed by the Office of Advancement. Examples of these include the following:

- MiraCosta Spotlight, an electronic newsletter to the community with video and text that reaches approximately 35,000 to 45,000 people monthly. The newsletter frequently includes a video update from the S/P ([IV.B.6-11](#)–[IV.B.6-13](#)).
- *Transforming Lives*, an annual publication that is released in the spring and e-news magazine providing pictorial and narrative stories about MiraCostans and important College accomplishments. Each publication includes an introductory letter from the S/P ([IV.B.6-14](#)). Distribution includes community leaders, elected and governmental officials, businesses, regional organizations, and donors.
- The annual report, published in print and e-copy, is released in the fall. The printed publication is shared in a community “Report to the Region” event that reaches more than 5,000 people via printed distribution and electronically to more than 35,000 people. The in-person gathering was suspended in 2020 due to the COVID-19 pandemic, but it was held again at the San Elijo Campus and Community Learning Center in 2021 ([IV.B.6-15](#), [IV.B.6-16](#)).

Analysis and Evaluation

The S/P ensures the communities served by MiraCosta are regularly informed about the College. Regular media releases and interviews with local print media and television serve as opportunities to communicate with business leaders and community members at large. Scheduled discussions with business leaders and civic organizations also assist information to flow between the College and the community. Finally, the S/P represents the District by serving on local and regional chamber boards, economic development corporations, and workforce boards.

The College meets Standard IV.B.6.

Conclusions on Standard IV.B: Chief Executive Officer

The S/P, in partnership with the BOT, relies upon collaborations among organizational leadership to promote student success, academic quality, integrity, fiscal stability, and continuous improvement. Board policies and administrative procedures delegate to the S/P the leadership to utilize governance structures in decision-making and support of student learning and institutional effectiveness. The organizational structure and Governance Handbook depict a robust culture of shared leadership, which contributes to the success of the College.

Improvement Plan

Not applicable.

Evidence List

<u>IV.B.1-1</u>	BP 2430: Delegation of Authority to S/P
<u>IV.B.1-2</u>	S/P Job Description
<u>IV.B.1-3</u>	Functional Chart, Office of Superintendent/President
<u>IV.B.1-4</u>	Evaluation Instrument, Spring 2022 Superintendent/President Evaluation
<u>IV.B.1-5</u>	BP 3250: Institutional Planning
<u>IV.B.1-6</u>	AP 3250: Institutional Planning
<u>IV.B.1-7</u>	Governance Manual, p. 6
<u>IV.B.1-8</u>	Framework Development Process, <i>Long-Term Planning Framework 2020–2026</i> , p. 2
<u>IV.B.1-9</u>	BP 2510: Collegial Governance and Participation in Local Decision Making
<u>IV.B.1-10</u>	AP 2510: Collegial Governance and Participation in Local Decision Making
<u>IV.B.1-11</u>	Governance Manual
<u>IV.B.1-12</u>	Planning Framework Adoption, BOT 06-11-20 Meeting Minutes, §IX.E
<u>IV.B.1-13</u>	College Council Responsibilities, Governance Manual, p. 6
<u>IV.B.1-14</u>	Institution Set Standards, College Council 03-10-22 Minutes, §G
<u>IV.B.1-15</u>	College Council Composition, College Council Webpage Screenshot
<u>IV.B.1-16</u>	Student Success and Equity Metrics Report, BOT 11-18-21 Minutes, §VI.B
<u>IV.B.1-17</u>	Student Success Metrics Report, BOT 06-16-22 Agenda, §VII.C
<u>IV.B.1-18</u>	BP 6300: Fiscal Management
<u>IV.B.1-19</u>	Superintendent/President’s Budget Letter, FY 23 Final Budget, pp. 4–6
<u>IV.B.1-20</u>	BP 7120: Recruitment and Hiring
<u>IV.B.1-21</u>	BP 7160: Professional Development
<u>IV.B.2-1</u>	Organizational and Functional Charts
<u>IV.B.2-2</u>	BP 7110: Delegation of Authority-Human Resources
<u>IV.B.2-3</u>	BP 2430: Delegation of Authority to the Superintendent/President
<u>IV.B.2-4</u>	BP 3100: Organizational Structure
<u>IV.B.2-5</u>	BPC Resource Allocation Request Letter to the S/P, p. 2

Standard IV - Draft

<u>IV.B.2-6</u>	Executive Review and Approval of Reorganization Proposals, Reclass-Reorg Procedures, §E
<u>IV.B.3-1</u>	BP 3250: Institutional Planning
<u>IV.B.3-2</u>	AP 3250: Institutional Planning
<u>IV.B.3-3</u>	Framework Development Process, <i>Long-Term Planning Framework 2020–2026</i> , p. 2
<u>IV.B.3-4</u>	Long-Term Planning Update, College Council 02-13-20 Minutes, §B
<u>IV.B.3-5</u>	Long-Term Planning Framework Approval, Academic Senate 05-01-20 Minutes, §VI.A
<u>IV.B.3-6</u>	Long-Term Planning Framework Approval, Classified Senate 05-19-20 Minutes
<u>IV.B.3-7</u>	Long-Term Planning Framework Approval, Administrators Committee, 05-21-20 Minutes, §V
<u>IV.B.3-8</u>	Long-Term Planning Framework Approval, Associated Student Government, 05-08-20, §VI.A
<u>IV.B.3-9</u>	Long-Term Planning Framework Approval, College Council 06-11-20 Minutes, §G
<u>IV.B.3-10</u>	Long-Term Planning Framework Approval, BOT 06-11-20 Minutes, §IX.E
<u>IV.B.3-11</u>	Strategy Development and Implementation, <i>Long-Term Planning Framework 2020–2026</i> , pp. 7–8
<u>IV.B.3-12</u>	Current Instructional and Educational Support Strategies, Educational Master Plan Update, Appendix A
<u>IV.B.3-13</u>	Measuring Progress on the Educational Master Plan, Educational Master Plan Update, p. 13
<u>IV.B.4-1</u>	BP 3200: Accreditation
<u>IV.B.4-2</u>	ACCJC 2021–2022 Facilitator Photos
<u>IV.B.4-3</u>	AP 3200: Accreditation
<u>IV.B.4-4</u>	Accreditation, College Council 10-7-21 Minutes, §G
<u>IV.B.4-5</u>	ISER Planning, EMT 08-30-21 Agenda
<u>IV.B.4-6</u>	College-Wide Accreditation Update, All College Day Presentation, p. 5
<u>IV.B.4-7</u>	BP 2510: Collegial Governance and Participation in Local Decision Making, p. 1
<u>IV.B.4-8</u>	College Council Responsibilities, Governance Manual, p. 6
<u>IV.B.4-9</u>	Purpose of Program Review and Planning, Program Review and Planning Handbook, p. 3
<u>IV.B.4-10</u>	<i>Long-Term Planning Framework 2020–2026</i> , p. 2

Standard IV - Draft

<u>IV.B.4-11</u>	Accreditation Standard Reference, Board Policy Review Steering Document
<u>IV.B.4-12</u>	Accreditation Standard Reference, Administrative Procedure Review Steering Document
<u>IV.B.4-13</u>	Sample Accreditation Standard Citation, BP 2410: Board Policies and Administrative Procedures
<u>IV.B.5-1</u>	BP 2430: Delegation of Authority to Superintendent/President
<u>IV.B.5-2</u>	AP 2410: Board Policies/Administrative Procedures
<u>IV.B.5-3</u>	AP 2430: Delegation of Authority to Superintendent/President
<u>IV.B.5-4</u>	Sample Weekly BOT Update, 02-11-22
<u>IV.B.5-5</u>	Legislative Update, BOT 01-23-20 Agenda, §VI.B
<u>IV.B.5-6</u>	Legislative Update, BOT 01-21-21 Agenda, §VI.A
<u>IV.B.5-7</u>	Legislative Update, BOT 01-27-22 Agenda, §VII.B
<u>IV.B.5-8</u>	Emergency Direction, BOT 03-12-20 Minutes, §V
<u>IV.B.5-9</u>	BP 6200: Budget Preparation
<u>IV.B.5-10</u>	BP 6300: Fiscal Management
<u>IV.B.5-11</u>	Sample Third Quarter Fiscal Report, BOT 05-19-22 Agenda, §XII.B
<u>IV.B.6-1</u>	Superintendent President Job Description, p. 2
<u>IV.B.6-2</u>	San Diego Regional Economic Development Council, Board of Directors
<u>IV.B.6-3</u>	Biocom California, Board of Governors
<u>IV.B.6-4</u>	Carlsbad Chamber of Commerce, Advisory Council Screenshot
<u>IV.B.6-5</u>	American Association of Community Colleges, Board of Directors
<u>IV.B.6-6</u>	CA Forward Screenshot
<u>IV.B.6-7</u>	Carlsbad Business Journal Columns, September 2021–July 2022
<u>IV.B.6-8</u>	San Diego News 10 Interview Screenshot
<u>IV.B.6-9</u>	Inside Higher Ed Interview
<u>IV.B.6-10</u>	Community College Daily Interview
<u>IV.B.6-11</u>	MiraCosta Spotlight, October 2021
<u>IV.B.6-12</u>	MiraCosta Spotlight, November 2021
<u>IV.B.6-13</u>	MiraCosta Spotlight, May 2022
<u>IV.B.6-14</u>	Transforming Lives Intro Letters, 2021–2022
<u>IV.B.6-15</u>	2020 Virtual Report to the Region Screenshot
<u>IV.B.6-16</u>	2021 Report to the Region: Community Leaders Event

IV.C Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

As part of their oath of office, the members of the MiraCosta College Board of Trustees (BOT) acknowledge their primary function for the effective operation of the College is to establish the policies by which the District is administered ([IV.C.1-1 §I](#)). Board Policy (BP) 2200: Board Duties and Responsibilities gives the BOT authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the institution's student learning programs and services as well as its financial stability ([IV.C.1-2 §§E, F, I](#)). BP 2410 authorizes the BOT to adopt legally mandated policies or policies determined by the board to be necessary for the efficient operation of the District, to revise, add to, or amend policies, and to regularly assess its policies for effectiveness in fulfilling the District's mission, vision, values, goals, and commitments ([IV.C.1-3](#)).

The specific fiduciary duties and responsibilities of the board identified in BP 2200 include the following ([IV.C.1-2 §§E, F, I](#)):

- Establish policies for, and approve, current long-range academic and facilities plans and programs and promote orderly growth and development of the College.
- Establish policies for and approve courses of instruction and educational programs.
- Determine and control, to the extent authorized by law, the District's operational and capital outlay budget and assure public funds are spent prudently and legally.

BP 6200: Budget Preparation authorizes the BOT to adopt a tentative and final budget annually that supports the District's mission and educational master plan ([IV.C.1-4](#)). Assumptions upon which the budget is based are presented to the BOT for trustee review and feedback each February ([IV.C.1-5](#), [IV.C.1-6](#)). The BOT then engages in a tentative budget workshop annually in June and a final budget workshop in September ([IV.C.1-7–IV.C.1-9](#)). In addition, the BOT receives quarterly budget and financial reports to keep trustees abreast of the College's financial position and performance ([IV.C.1-10](#)). BP 6250: Budget Management and BP 6300: Fiscal Management also clearly articulate the BOT's responsibility for—as well as its role in assuring—the financial stability of the College ([IV.C.1-11](#), [IV.C.1-12](#), respectively).

Board policies are adopted, reviewed, and revised through the College's governance process, which is outlined in the Governance Manual ([IV.C.1-13](#)) and described in Standard I.C.5, and they are publicly available on the Board of Trustees webpage ([IV.C.1-14](#)).

While the BOT follows the College's seven-year institutional self-evaluation cycle to assess most policies, many institutional policies undergo a more frequent periodic review, such as the BOT's Code of Ethics/Standards of Practice policy, which is reviewed at least annually to ensure it remains a vital document ([IV.C.1-1 ¶2](#)), and the District Mission policy, which undergoes a College-wide evaluation and revision every three years (or as deemed necessary) ([IV.C.1-15](#)). In 2020, the BOT approved a revised and expanded mission policy that added the District's vision to be a leader and partner in transforming lives and communities through learning and its commitment to racial justice. In addition, the policy now identifies ten institutional values that emphasize academic quality, integrity, and effectiveness. The values assert what the District stands for and what can be expected from it.

Analysis and Evaluation

The Code of Ethics/Standards of Practice board policy codifies the BOT's legal responsibility for the effective operation of the District and primary function of establishing the policies by which the District is administered. The Board Duties and Responsibilities board policy also gives the BOT authority over and responsibility for policies specifically to assure the academic quality, integrity, and effectiveness of the College's student learning programs and services. The policy identifies the board's specific fiduciary duties and responsibilities to assure the financial stability of the institution. Board policies are reviewed on a regular basis and are publicly available on the Board of Trustees webpage.

The College meets Standard IV.C.1.

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The MiraCosta College BOT acts as a collective entity. The District's trustees adhere to BP 2330: Quorum and Voting Quorum, which states the board must act by majority of the board ([IV.C.2-1](#)), as well BP 2715: Code of Ethics/Standards of Practice, which states each member will uphold and abide by all final majority decisions ([IV.C.2-2 §D](#)). The District's Trustee Handbook, which the BOT developed in 2019 to promote a cohesive and effective board, explains that abiding by a decision includes not speaking negatively about it when a decision goes against the member's personal view ([IV.C.2-3 §V.A](#), [IV.C.2-4 p. 22](#)). Additionally, BP 2720: Communications Among Board Members prohibits a majority of the members from

communicating among themselves outside of official meetings to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the BOT ([IV.C.2-5](#)).

An example of a board action that was not decided unanimously but was supported by all trustees is the recent exercise of redistricting trustee boundary areas. The BOT established a redistricting subcommittee of three members to work with legal counsel and demographers to present boundary options to the full board. Three plans were proposed and discussed over a period of three public meetings. In the end, while the plan was not unanimously selected, the values of the effort were clearly stated, and the trustees supported the selected plan as evidenced by board minutes from November 2021 through January 2022 ([IV.C.2-6–IV.C.2-9](#)).

Analysis and Evaluation

The MiraCosta College BOT acts as a collective entity. All board members uphold and abide by final majority decisions as mandated by the Code of Ethics/Standards of Practice board policy. Board members review the policy annually and indicate their agreement through individual signatures.

The College meets Standard IV.C.2.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The BOT adheres to BP 2431: Superintendent/President Selection, which clearly defines the board's active role in formulating the process for selecting the superintendent/president (S/P) ([IV.C.3-1](#)). The selection process was last used in 2014 to select the current S/P.

The BOT's specific fiduciary duties and responsibilities include the annual review and evaluation of the S/P's performance ([IV.C.3-2 §§B, T](#)). The BOT's annual evaluation of the S/P is an ongoing process that uses both formal and informal methods as defined in BP 2435: Evaluation of Superintendent/President ([IV.C.3-3](#)). The BOT adheres to the policy and procedure each spring when the board and S/P hold a closed session to review the evaluation process and criteria to ensure they are mutually understood and acceptable ([IV.C.3-4](#), [IV.C.3-5](#)). The board's evaluation instrument assesses the S/P's leadership efforts, and it summarizes and measures the S/P's progress toward specific, agreed upon priorities, including regularly monitoring and reporting on student success, Guided Pathways, and equity using established metrics ([IV.C.3-6](#)).

Analysis and Evaluation

The BOT adheres to established policies and procedures that define the process for selecting and evaluating the S/P.

The College meets Standard IV.C.3.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The BOT is an independent, policy-making body committed to serving the educational needs of all residents of the MiraCosta Community College District and to carrying out their duties and responsibilities in accordance with the highest standards of ethical behavior ([IV.C.4-1 ¶1](#)).

The BOT consists of seven trustees elected by voters of the District and a student trustee, who is elected by the student body ([IV.C.4-2](#), [IV.C.4-3](#)). Trustees are elected by trustee area, as defined in BP 2100: Board Elections, and each trustee must reside in the area they are elected to represent ([IV.C.4-4](#)). In January 2022, the District adopted revisions to existing trustee areas to comply with relevant laws and to preserve communities and boundaries of interest based upon 2020 census data ([IV.C.4-5](#)).

Representing the public interest is listed first among the BOT's specific fiduciary duties and responsibilities ([IV.C.4-6 §A](#)). By signing the Code of Ethics each year, board members agree to represent all those within the area served by the trustee and not solely those constituents who elected the trustee, thus protecting the District from undue influence ([IV.C.4-7](#), [IV.C.4-1 §F](#)). As advocates of the College, trustees also agree to resist every temptation and outside pressure to use their positions as board members to benefit either themselves or any other individual or agency apart from the total welfare of the District and to avoid the perception of conflicts of interest ([IV.C.4-1 §G](#)). The Conflict of Interest policy and procedure indicate the conditions that represent a conflict of interest and specific actions to be taken if a conflict may exist ([IV.C.4-8](#), [IV.C.4-9](#)).

An additional protection from potential influence, real or perceived, is the BOT's Gift Ban policy, which prohibits board members from receiving gifts from persons who do, or wish to do, business with the District because it erodes public confidence in the impartiality of BOT decisions ([IV.C.4-10](#)).

Analysis and Evaluation

The BOT is an independent, policy-making body that has the authority and responsibility to make decisions in the best interest of the community served by the District and to ensure academic quality, integrity, and institutional effectiveness. The BOT serves the needs of the MiraCosta Community College District and protects and defends the College and its mission.

The College meets Standard IV.C.4 and Eligibility Requirement 7.

IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

As stated in Standard IV.C.1, BP 2410: Board Policies/Administrative Procedures authorizes the BOT to adopt policies it determines are necessary for the efficient operation of the District and to regularly assess its policies for effectiveness in fulfilling the District's mission of fostering the academic and holistic success of the College's diverse learners ([IV.C.5-1](#)). The board's obligation to MiraCosta's primary mission includes every member's adherence to the standards of practice contained in the Code of Ethics/Standards of practice policy, which includes recognizing that it is as important for the board to review and understand the educational program of the College as it is to plan for the business of college operations ([IV.C.5-2 §H](#)).

Establishing policies for and approving courses of instruction and educational programs is one of the BOT's specific fiduciary duties and responsibilities ([IV.C.5-3 §F](#)). To ensure the quality, integrity, and improvement of student learning programs, the BOT established BP 4020: Program, Curriculum, and Course Development, which requires the District's programs and curricula to be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency ([IV.C.5-4](#)). Ultimately responsible for educational quality, the BOT reviews and approves new and modified curriculum several times a year ([IV.C.5-5–IV.C.5-7](#)).

Other BOT fiduciary duties and responsibilities include establishing policies for and approving current long-range academic and facilities plans and programs ([IV.C.5-3 §E](#)). BP 3250: Institutional Planning identifies plans that comprise part of the College's comprehensive planning system, which supports MiraCosta's student learning programs and services ([IV.C.5-8](#)). The policy ensures the BOT is kept informed about the status of planning and helps develop the general institutional mission and goals for the long-term planning framework. Monitoring

implementation of the long-term plan was one of the BOT's goals in 2020/21 and 2021/22 ([IV.C.5-9](#), [IV.C.5-10](#)).

BOT goals for the past two years also included monitoring progress on student success, Guided Pathways, and equity using established metrics to develop a greater understanding of their meaning and implications ([IV.C.5-9](#), [IV.C.5-10](#)). The Board regularly hears reports and holds workshops on the College's efforts and outcomes related to academic quality, student support, completion, and equity. For example, in a fall 2021 presentation, the BOT learned about significant gains in student completion related to Vision for Success goals and institution-set standards ([IV.C.5-11 §VI.B](#)).

The BOT also receives regular budget and financial reports to keep trustees abreast of the College's financial position and performance, as explained in Standard IV.C.1 ([IV.C.5-12](#)). Additionally, the S/P keeps the board advised on all legal matters. BP 2315: Closed Sessions allows the BOT to hold closed sessions as permitted by applicable legal provisions ([IV.C.5-13](#)). Matters discussed in closed session include advice of counsel on pending litigation, as defined by law, and the appointment, employment, evaluation of performance, discipline, or dismissal of a public employee ([IV.C.5-14](#), [IV.C.5-15](#)).

The BOT is regularly advised on all legal, financial, and educational matters by the S/P, staff reports, and quarterly fiscal reports. Board minutes and closed session reports indicate that the BOT allocates sufficient resources to ensure the quality, integrity, and improvement of student learning programs and services in support of the mission as well as the long-term fiscal health of the District.

Analysis and Evaluation

The BOT establishes policies consistent with the College's mission of fostering the academic and holistic success of MiraCosta's diverse learners by ensuring students have equitable access to high quality learning programs and support services. The BOT's policies, goals, and actions demonstrate its oversight of, and ultimate responsibility for, the College's educational quality, legal matters, and financial integrity and stability.

The College meets Standard IV.C.5.

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

MiraCosta publishes the board's policies and procedures on the College website ([IV.C.6-1](#)). Board policies in Chapter 2 describe and define governing board bylaws and specifications, including the following:

Standard IV - Draft

- BP 2010: Board Membership establishes the size of the seven-member board ([IV.C.6-2](#)).
- BP 2015: Student Trustee calls for a student trustee elected by the student body and describes the student trustee's role and responsibilities ([IV.C.6-3](#)).
- BP 2200: Board Duties and Responsibilities outlines the board's specific fiduciary duties and responsibilities ([IV.C.6-4](#)).
- BP 2210: Officers of the Board establishes the authority and duties of the BOT's officers, who are elected each year in an organizational meeting per BP 2305: Annual Organizational Meeting ([IV.C.6-5](#)–[IV.C.6-7](#)).

Board policies in Chapter 2 include those that specify the board's operating procedures, such as regular, special, and emergency meeting procedures, meeting agendas, minutes, and recordings, meeting decorum, and governance and participation in local decision-making.

Analysis and Evaluation

The College publishes the board's policies and procedures on the College website. The policies that comprise Chapter 2 specify the board's size, duties, responsibilities, structure, and operating procedures.

The College meets Standard IV.C.6.

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The BOT acts in a manner consistent with its policies by providing policy direction for the District while delegating administrative authority to the S/P as chief executive officer, by performing all other specific fiduciary duties outlined in its Board Duties and Responsibilities policy, and by regularly assessing its policies for effectiveness in fulfilling the District's mission ([IV.C.7-1](#), [IV.C.7-2](#)).

Board policy review follows MiraCosta's seven-year institutional self-evaluation cycle; however, many institutional policies undergo a more frequent periodic review. The District Mission policy, for example, is evaluated and revised every three years (or as deemed necessary) ([IV.C.7-3 p. 3](#)). In June 2020, the BOT adopted a long-term planning framework that included a revised mission ([IV.C.7-4](#)); the District Mission policy was officially approved by the BOT and published on the College website shortly thereafter ([IV.C.7-5](#)). Similarly, the BOT updated its Board Duties and Responsibilities policy in October 2021 to reflect the board's role in realizing the 2020

Standard IV - Draft

institutional commitment to becoming a racially just organization. Board duties now include establishing policies that ensure MiraCosta operates in an equity-minded and antiracist manner ([IV.C.7-6](#), [IV.C.7-7](#)).

As explained in Standard I.C.5, the District relies upon collegial governance for the regular review of policies that have a District-wide impact to ensure currency and compliance with state and federal laws as well as effectiveness in fulfilling the District mission. Each constituency of the College that has responsibility and expertise in a particular area participates in the development and periodic review of policies and procedures relating to that area as determined by the College Council, which serves as the primary advisory on College-wide matters ([IV.C.7-8 p. 6](#)).

Nearly all the policies regarding the District (Chapter 1) and BOT (Chapter 2) are routed operationally to the S/P ([IV.C.7-9](#)). Required changes are made by bringing modifications to the College Council for discussion and subsequent action on the recommendation made by a committee, council, or the appropriate administrator.

The various responsible parties and constituent groups submit their modified policies and procedures to the College Council as recommendations to the S/P. Once approved by the College Council and recommended by the S/P, BPs are reviewed by the BOT in two separate sessions ([IV.C.7-10 §E.4.d](#)). The initial review is accompanied by an opportunity for questions or comments; at the second reading, the BOT takes action on the recommended BP. For example, the BOT reviewed and discussed the revision to its Board Duties and Responsibilities policy in September 2021 before approving it in October 2021 ([IV.C.7-6](#), [IV.C.7-7](#)). Two readings allow board members to devote an appropriate amount of time, thought, and study to their duties, which is an ethical standard for each trustee ([IV.C.7-11](#)).

The BOT also acts in a manner consistent with its Board Duties and Responsibilities policy by reviewing and evaluating its own performance annually (see Standard IV.C.10).

Analysis and Evaluation

The BOT acts in a manner consistent with its policies and bylaws. The District relies upon collegial governance for the regular review of policies that have a District-wide impact to ensure currency and compliance with state and federal laws as well as effectiveness in fulfilling the District mission. The board reviews new and modified policies in two sessions to allow members an appropriate amount of time to render honest and thoughtful decisions.

The College meets Standard IV.C.7.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

Through presentations and workshops, the BOT reviews key indicators of student learning and achievement and institutional plans for improving academic quality. As stated in Standard IV.C.5, BOT goals for the past two years have included monitoring progress on student success using established metrics to develop a greater understanding of their meaning and implications ([IV.C.5-9](#), [IV.C.5-10](#)). In March 2021, the BOT asked to review data on key student success and equity performance indicators every semester rather than annually ([IV.C.8-3 §V.D](#)). These regular reports are now typically provided in June and November each year during BOT meetings ([IV.C.8-4–IV.C.8-6](#)). As stated previously, the BOT learned about significant gains in student completion related to Vision for Success goals and institution-set standards in the fall 2021 presentation ([IV.C.8-4](#)).

BP 3250: Institutional Planning ensures the BOT is kept informed about plans that support MiraCosta’s academic quality, such as the Educational Master Plan, Technology Plan, and Student Equity Plan ([IV.C.8-7](#)). During a special board workshop in fall 2021, for example, the trustees received comprehensive updates to the Educational Master Plan and the Technology Plan ([IV.C.8-8](#)). The BOT also receives annual reports on the status of distance education as it relates to academic quality at the College ([IV.C.8-9 §VI.B](#), [IV.C.8-10 p. 2](#))

Analysis and Evaluation

The BOT regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

The College meets Standard IV.C.8.

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The BOT is committed to its ongoing development and to a trustee education program that includes new-trustee orientation ([IV.C.9-1](#)). Board development at MiraCosta College starts as early as when someone files for election or seeks appointment to the board. The S/P sends all

Standard IV - Draft

candidates an information packet and an invitation to an orientation session to learn more about the District's programs, services, and impacts ([IV.C.9-2 §B](#)).

As part of new member orientation, the BOT president and S/P arrange for new members to attend new trustee training offered through the Community College League of California or the Association of Community College Trustees ([IV.C.9-2 §C](#)). The BOT president also arranges for new members, including the student trustee, to be supported by a board mentor throughout the first year ([IV.C.9-1 §§C.2.j, D](#)). As part of student trustee orientation, the S/P (or designee) familiarizes the student with administrative policies and procedures, the structure and general operating principles of the board, and the student trustee's rights, responsibilities, and privileges ([IV.C.9-1 §D](#)). Prior to each board meeting, the S/P or designee meets with the student trustee to review the agenda, answer questions, and seek input.

Ongoing training is an agreed upon standard of practice for board members per the Code of Ethics they sign each year. Through participation in leadership and planning retreats, educational conferences, workshops, and training sessions offered by local, state, and national organizations, board members enhance their potential as board members ([IV.C.9-3 §N](#)). In May, for example, MiraCosta College trustees and the S/P began participating in the California Community Colleges Vision for Success Board Fellowship 2022, which is a collaboration among the California Community Colleges, the Aspen Institute College Excellence Program, and the Foundation for California Community Colleges ([IV.C.9-4 p. 3](#)). The first session focused on “the importance of having a shared understanding between the board and CEO of the reform agenda for student success and equity that is aligned with the Vision for Success and guided pathways reforms” ([IV.C.9-5 p. 6](#)).

The BOT provides for continuity of board membership by staggering the trustees' terms. Approximately half of the trustees are elected every two years to a four-year term ([IV.C.9-6](#)).

Analysis and Evaluation

Ongoing training for board development is an agreed upon standard of practice for BOT members per the Code of Ethics they sign each year. BOT members receive initial training through their new member orientation and ongoing training by participating in leadership and planning retreats, educational conferences, workshops, and training sessions offered by local, state, and national organizations. Trustees are elected to staggered terms for consistency on the board.

The College meets Standard IV.C.9.

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The

results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The BOT assesses its effectiveness as a board each year to identify strengths and determine areas where it could improve, especially in promoting and sustaining academic quality and institutional effectiveness. The annual self-evaluation process is defined in BP 2745: Board Self Evaluation ([IV.C.10-1](#)).

An approved evaluation instrument helps the board assess its effectiveness in promoting and sustaining academic quality and institutional effectiveness in part by measuring the board's accomplishments against its and the District's goals ([IV.C.10-2 §§1, 4, 9](#)). The instrument also requires trustees to evaluate participation in board training ([IV.C.10-2 §9](#)). The BOT has the option of having members of the College community anonymously evaluate the board's performance ([IV.C.10-3](#)).

The BOT reviews the information from constituent feedback and the board's self-evaluation instruments in a workshop setting, where members document progress toward the previous year's board goals and determine goals for the upcoming year ([IV.C.10-4](#)). The BOT then shares the results of its self-assessment and upcoming board goals at a regular board meeting ([IV.C.10-5](#)). All workshops and regular meetings are open to the public.

Analysis and Evaluation

The BOT has an established process for annually evaluating its effectiveness in promoting and sustaining academic quality and institutional effectiveness. The results are made public and used to improve the BOT's performance and effectiveness.

The College meets Standard IV.C.10.

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Standard IV - Draft

As stated in Standard IV.C.5, members of the BOT are committed to carrying out their duties and responsibilities in accordance with the highest standards of ethical behavior. Each member reads and signs the Code of Ethics codified in BP 2715 annually ([IV.C.11-1](#)). The policy includes the process the board follows to address any violation by a board member or members ([IV.C.11-1 p. 3](#)).

The Conflict of Interest policy and procedure indicate the conditions that represent a conflict of interest and specific actions to be taken if a conflict may exist ([IV.C.11-2](#), [IV.C.11-3](#)). The policy encourages members to seek counsel from the District's legal advisor in every case where any conflict-of-interest question arises, and it requires board members to file a statement of economic interest each year to ensure the impartiality of member decisions. AP 2712: Conflict of Interest Code specifies the categories of reportable economic interests that apply to board members ([IV.C.11-4](#)).

Analysis and Evaluation

All members of the BOT uphold and adhere to the board's Code of Ethics and Conflict of Interest policies. The process for dealing with board behavior that is unethical is codified in policy; however, no ethical violations or conflicts of interest have been reported. None of the seven trustees has employment, family, ownership, or other personal financial interest in the institution.

The College meets Standard IV.C.11 and Eligibility Requirement 7.

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The BOT delegates power and authority to the S/P to effectively lead the District as required by BP 2200: Board Duties and Responsibilities ([IV.C.12-1](#)). Specifically, the BOT delegates to the S/P the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action per BP 2430: Delegation of Authority to Superintendent/President. The S/P also acts as the professional advisor to the board in policy formation ([IV.C.12-2](#)). The BOT Handbook asserts the delegation of authority to the S/P is "critical to the harmonious functioning of the college district" ([IV.C.12-3](#)). A recent example of this delegation of power and authority was when the BOT declared emergency conditions in response to the threat of COVID-19 and signed a resolution authorizing the S/P to

take “any and all actions necessary to ensure the continuation of public education, and the health and safety of the students and staff” ([IV.C.12-4 p. 2](#)).

The BOT holds the S/P accountable for District operations as required by the board’s Code of Ethics/Standards of Practice policy ([IV.C.12-5 §I](#)). The S/P is expected to perform the duties contained in the job description and fulfill responsibilities determined in annual BOT goal-setting or evaluation sessions ([IV.C.12-6](#)). One objective of the board’s annual evaluation of the S/P is to assess how well the S/P is fulfilling leadership and management responsibilities ([IV.C.12-7 §B.1](#)). As stated in Standard IV.C.3, the board’s evaluation instrument measures the S/P’s progress toward specific, agreed upon priorities, including regularly monitoring and reporting on institutional performance using established metrics. In 2021, the BOT began reviewing data on key student success and equity performance indicators every semester rather than annually ([IV.C.12-8 §V.D](#)). These regular reports are now typically provided in June and November each year during BOT meetings ([IV.C.12-9–IV.12-11](#)).

Analysis and Evaluation

The BOT delegates responsibility and authority to the S/P to implement and administer board policies without interference. The board sets clear expectations for regular reports from the S/P on institutional performance and holds the S/P accountable for fulfilling leadership and management responsibilities to ensure effective District operations.

The College meets Standard IV.C.12.

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Trustees first learn about Eligibility Requirements, Accreditation Standards, Commission policies, and MiraCosta’s accredited status during their new-trustee orientation when the S/P reviews accreditation self-study and team reports ([IV.C.13-1](#)). During orientation, the S/P also gives new trustees a copy of the Trustee Handbook published by the Community College League of California, which provides information about accreditation and guidelines regarding governing board roles and functions in the accreditation process ([IV.C.13-2 pp. 88–89](#)).

Standard IV - Draft

The S/P keeps the BOT informed of accreditation status, provides the board with a summary of accreditation reports, and ensures the board is involved in any accreditation process in which board participation is required per BP 3200: Accreditation ([IV.C.13-3](#)). For example, when the College received a letter from the Commission in April 2017 requesting the submission of a special report regarding the new baccalaureate degree, the board was provided an overview of the District's compliance with the Eligibility Requirements, Accreditation Standards, and the Commission's policies in accordance with the new baccalaureate degree program protocol and policy ([IV.C.13-4 §VIII.B](#)). Similarly, in 2020 the BOT received a midterm report update about the work done on the recommendations, Quality Focus Essay projects, and action items from the 2019 ISER ([IV.C.13-5 §IV.B](#)). More recently, board members were provided with information during a regular meeting about the Accrediting Commission for Schools, Western Association of Schools and Colleges Adult High School Mid-cycle School Report ([IV.C.13-6](#)).

The S/P informed the BOT that it was time to start preparing for this Institutional Self-Evaluation Report (ISER) in September 2021 ([IV.C.13-7 §F](#)). In January 2022, College constituents, including six board members, learned about the ISER preparation timeline, tri-chair structure, and writing process as well as the new formative/summative approach during an “All College Day” presentation ([IV.C.13-8](#), [IV.C.13-9](#)). During a regular BOT meeting in April, the dean of Research, Planning, and Institutional Effectiveness provided an overview of the ACCJC comprehensive accreditation process, how the College organized to write the ISER, and the anticipated milestones in reaffirming MiraCosta’s accredited status ([IV.C.13-10 §VII.B](#)).

The board participates in evaluating governing board roles and functions in the accreditation process by appointing two members to serve as board liaisons to the accreditation effort ([IV.C.13-11 §XI.A](#)). The two liaisons have greater responsibility for reading the entire ISER, providing feedback, and relaying information to other board members before the BOT takes final action on the report. These two trustees assisted steering committee members in preparing a draft of Standard IV.C.

Analysis and Evaluation

The BOT is regularly informed about the Eligibility Requirements, Accreditation Standards, Commission policies, and MiraCosta’s accredited status through presentations at board meetings. The Trustee Handbook, given to members during their initial orientation, provides guidelines regarding governing board roles and functions in the accreditation process. Two trustees participate in the evaluation of these roles and functions as board liaisons. Through its policies, the BOT supports the MiraCosta mission and the College’s efforts to continuously improve its services to students and the community.

The College meets Standard IV.C.13.

Conclusions on Standard IV.C: Governing Board

As evidenced by various BPs and APs and board minutes, the BOT is responsible for the academic quality and financial stability of the College. As the evidence illustrates, the BOT works collaboratively to make decisions and independently ensures the College adheres to all District policies. The Board engages in annual training, evaluation, and ethics reviews to maintain board integrity. Board policies, agendas, and minutes are available to the public on the College's website, and the policies are reviewed at least every seven years. Board members are frequently updated regarding the College's progress and ensure that all programs align with the College's mission. The BOT functions as a collective unit as it acts on behalf of the College's long-term health and success in service to its students and community.

Improvement Plan

Not applicable.

Evidence List

- [IV.C.1-1](#) BP 2715: Code of Ethics/Standards of Practice, §I and ¶2
- [IV.C.1-2](#) BP 2200: Board Duties and Responsibilities, §§E, F, I
- [IV.C.1-3](#) BP 2410: Board Policies/Administrative Procedures
- [IV.C.1-4](#) BP 6200: Budget Preparation
- [IV.C.1-5](#) Preliminary Budget Workshop, BOT 02-18-21 Minutes, §VI.C
- [IV.C.1-6](#) Preliminary Budget Workshop, BOT 02-24-22 Minutes, §VII.C
- [IV.C.1-7](#) Tentative Budget Workshop, BOT 06-10-21 Minutes, §V.A
- [IV.C.1-8](#) Tentative Budget Workshop, BOT 06-16-22 Agenda, §VII.A
- [IV.C.1-9](#) Final Budget Workshop, BOT 09-02-21 Minutes, §VA
- [IV.C.1-10](#) Sample Third Quarter Fiscal Report, BOT 05-19-22 Agenda, §XIIB
- [IV.C.1-11](#) BP 6250: Budget Management
- [IV.C.1-12](#) BP 6300: Fiscal Management
- [IV.C.1-13](#) Governance Manual
- [IV.C.1-14](#) Board Policies and Administrative Procedures, BOT Webpage Screenshot
- [IV.C.1-15](#) BP 1200: District Mission, p. 3
- [IV.C.2-1](#) BP 2330: Quorum and Voting Quorum

Standard IV - Draft

<u>IV.C.2-2</u>	BP 2715: Code of Ethics/Standards of Practice, §D
<u>IV.C.2-3</u>	Board Handbook, BOT 05-07-19 Minutes, §V.A
<u>IV.C.2-4</u>	MCCD Trustee Handbook, p. 22
<u>IV.C.2-5</u>	BP 2720: Communications Among Board Members
<u>IV.C.2-6</u>	Redistricting, BOT 10-21-21 Minutes, §VI.A
<u>IV.C.2-7</u>	Redistricting, BOT 11-18-21 Minutes, §§VI.A, VIII.A
<u>IV.C.2-8</u>	Redistricting, BOT 12-16-21 Minutes, §VIII.B
<u>IV.C.2-9</u>	Redistricting, BOT 01-21-22 Minutes, §§IX.A, IX.B
<u>IV.C.3-1</u>	BP 2431: Superintendent/President Selection
<u>IV.C.3-2</u>	BP 2200: Board Duties and Responsibilities, §§B, T
<u>IV.C.3-3</u>	BP 2435: Evaluation of Superintendent/President
<u>IV.C.3-4</u>	AP 2435: Evaluation of Superintendent/President
<u>IV.C.3-5</u>	Evaluation of Superintendent/President, BOT 03-24-22 Minutes, §IV.C
<u>IV.C.3-6</u>	Evaluation Instrument, Spring 2022 Superintendent/President Evaluation
<u>IV.C.4-1</u>	BP 2715: Code of Ethics/Standards of Practice
<u>IV.C.4-2</u>	BP 2010: Board Membership
<u>IV.C.4-3</u>	BP 2015: Student Trustee
<u>IV.C.4-4</u>	BP 2100: Board Elections
<u>IV.C.4-5</u>	Redistricting, BOT 01-21-22 Minutes, §IX.B
<u>IV.C.4-6</u>	BP 2200: Board Duties and Responsibilities
<u>IV.C.4-7</u>	2021/22 BOT Code of Ethics
<u>IV.C.4-8</u>	BP 2710: Conflict of Interest
<u>IV.C.4-9</u>	AP 2710: Conflict of Interest
<u>IV.C.4-10</u>	BP 2714: Gift Ban
<u>IV.C.5-1</u>	BP 2410: Board Policies/Administrative Procedures
<u>IV.C.5-2</u>	BP 2715: Code of Ethics/Standards of Practice, §H
<u>IV.C.5-3</u>	BP 2200: Board Duties and Responsibilities, §§E, F
<u>IV.C.5-4</u>	BP 4020: Program, Curriculum, and Course Development
<u>IV.C.5-5</u>	Curriculum Approval, BOT 11-18-21 Agenda, §VIII.G
<u>IV.C.5-6</u>	Curriculum Approval, BOT 02-24-22 Agenda, §VIII.E
<u>IV.C.5-7</u>	Curriculum Approval, BOT 03-24-22 Agenda, §VIII.C
<u>IV.C.5-8</u>	BP 3250: Institutional Planning

Standard IV - Draft

<u>IV.C.5-9</u>	BOT Goals, 2020/21
<u>IV.C.5-10</u>	BOT Goals, 2021/22
<u>IV.C.5-11</u>	Student Success Presentation, BOT 11-18-21 Agenda, §VI.B
<u>IV.C.5-12</u>	Sample Third Quarter Fiscal Report, BOT 05-19-22 Agenda, §XIIB
<u>IV.C.5-13</u>	BP 2315: Closed Sessions
<u>IV.C.5-14</u>	2022 BOT Special Meeting Closed Sessions
<u>IV.C.5-15</u>	Sample BOT Special Meeting Closed Session Agenda
<u>IV.C.6-1</u>	Board Policies and Administrative Procedures Webpage Screenshot
<u>IV.C.6-2</u>	BP 2010: Board Membership
<u>IV.C.6-3</u>	BP 2015: Student Trustee
<u>IV.C.6-4</u>	BP 2200: Board Duties and Responsibilities
<u>IV.C.6-5</u>	BP 2210: Officers of the Board
<u>IV.C.6-6</u>	BP 2305: Annual Organizational Meeting
<u>IV.C.6-7</u>	Board Organizational Meeting, BOT 12-16-21 Agenda
<u>IV.C.7-1</u>	BP 2200: Board Duties and Responsibilities
<u>IV.C.7-2</u>	BP 2410: Board Policies/Administrative Procedures
<u>IV.C.7-3</u>	BP 1200: District Mission
<u>IV.C.7-4</u>	Planning Framework Adoption, BOT 06-11-20 Meeting Minutes, §IX.E
<u>IV.C.7-5</u>	District Mission Adoption, BOT 12-17-20 Meeting Minutes, §X.A
<u>IV.C.7-6</u>	BP 2200, First Read, BOT 09-09-21 Minutes, §X.A
<u>IV.C.7-7</u>	BP 2200, Second Read, BOT 10-21-21 Minutes, §X.A
<u>IV.C.7-8</u>	College Council, Governance Manual, p. 6
<u>IV.C.7-9</u>	Board Policy Review Steering
<u>IV.C.7-10</u>	AP 2410: Board Policies and Administrative Procedures, §E.4.d
<u>IV.C.7-11</u>	BP 2715: Code of Ethics/Standards of Practice, §A
<u>IV.C.8-1</u>	BOT Goals, 2020/21
<u>IV.C.8-2</u>	BOT Goals, 2021/22
<u>IV.C.8-3</u>	Board Review Action on Key Student Success and Equity Metrics, BOT 03-18-21 Minutes, §V.D
<u>IV.C.8-4</u>	Student Success and Equity Metrics Report, BOT 11-18-21 Minutes, §VI.B
<u>IV.C.8-5</u>	Student Success Metrics Report, BOT 6-16-22 Agenda, §VII.C
<u>IV.C.8-6</u>	BOT 2022 Meeting Schedule
<u>IV.C.8-7</u>	BP 3250: Institutional Planning

Standard IV - Draft

<u>IV.C.8-8</u>	Education Master Plan and Technology Plan Updates, BOT 11-4-21 Minutes
<u>IV.C.8-9</u>	Online Education Update, BOT 10-21-21 Minutes, §VI.B
<u>IV.C.8-10</u>	Online Education Update, BOT 2022 Meeting Schedule, p. 2
<u>IV.C.9-1</u>	BP 2740: Board Education
<u>IV.C.9-2</u>	AP 2740: Board Education
<u>IV.C.9-3</u>	BP 2715: Code of Ethics/Standards of Practice, §N
<u>IV.C.9-4</u>	Vision for Success Board Fellowship 2022, Participant Guide, p. 3
<u>IV.C.9-5</u>	Vision for Success Board Fellowship 2022, Participant Guide, p. 6
<u>IV.C.9-6</u>	BP 2100: Board Elections
<u>IV.C.10-1</u>	BP 2745: Board Self Evaluation
<u>IV.C.10-2</u>	Board Self-Evaluation Survey 2022
<u>IV.C.10-3</u>	Board Evaluation 2022, Constituent Survey
<u>IV.C.10-4</u>	2020/21 Board of Trustees Self-Evaluation Workshop, BOT 05-05-21 Minutes
<u>IV.C.10-5</u>	Board Priorities and Assessment, BOT 06-17-21 Minutes, §§XI.A, B
<u>IV.C.11-1</u>	BP 2715: Code of Ethics/Standards of Practice
<u>IV.C.11-2</u>	BP 2710: Conflict of Interest
<u>IV.C.11-3</u>	AP 2710: Conflict of Interest
<u>IV.C.11-4</u>	AP 2712: Conflict of Interest Code
<u>IV.C.12-1</u>	BP 2200: Board Duties and Responsibilities, §C
<u>IV.C.12-2</u>	BP 2430: Delegation of Authority to the Superintendent/President
<u>IV.C.12-3</u>	Board Duties and Responsibilities, MCCD Trustee Handbook, pp. 7-8
<u>IV.C.12-4</u>	Emergency Conditions and Response to COVID-19, Resolution No. 21-19/20, p. 2
<u>IV.C.12-5</u>	BP 2715: Code of Ethics/Standards of Practice, §I
<u>IV.C.12-6</u>	AP 2430: Delegation of Authority to Superintendent-President
<u>IV.C.12-7</u>	AP 2435: Evaluation of Superintendent-President, §B.1
<u>IV.C.12-8</u>	Board Review Action on Key Student Success and Equity Metrics, BOT 03-18-21 Minutes, §V.D
<u>IV.C.12-9</u>	Student Success and Equity Metrics Report, BOT 11-18-21 Minutes, §VI.B
<u>IV.C.12-10</u>	Student Success Metrics Report, BOT 6-16-22 Agenda, §VII.C
<u>IV.C.12-11</u>	BOT 2022 Meeting Schedule
<u>IV.C.13-1</u>	AP 2740: Board Education
<u>IV.C.13-2</u>	Accreditation and the Board's Role, Trustee Handbook 2021, pp. 88–89
<u>IV.C.13-3</u>	BP 3200: Accreditation

Standard IV - Draft

- [IV.C.13-4](#) ACCJC Special Report Presentation, BOT 10-19-17 Minutes, §VIII.B
- [IV.C.13-5](#) ACCJC Midterm Report Presentation, BOT 05-14-20 Minutes, §IV.B
- [IV.C.13-6](#) Adult High School Accreditation Presentation, BOT 05-19-22 Agenda, §VIIB
- [IV.C.13-7](#) President's Report, BOT 09-09-21 Minutes, §F
- [IV.C.13-8](#) Trustee All College Day Attendance, BOT 01-27-22 Minutes, §XI.A
- [IV.C.13-9](#) Accreditation Presentation, All College Day Spring 2022, pp.17–20
- [IV.C.13-10](#) Accreditation Process Update, BOT 04-21-22 Minutes, §VII.B
- [IV.C.13-11](#) Accreditation Liaisons, BOT 01-27-22 Minutes, §XI.A