

2020

Midterm Accreditation Report



MIRACOSTA COMMUNITY COLLEGE DISTRICT



MiraCosta Community College District

Midterm Report

Submitted by:

MiraCosta College
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Oceanside, CA 92056

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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Midterm Report Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:



6/16/20

Sunita V. Cooke, Ph.D.
Superintendent/President

Date



6/16/20

Rick Cassar
President, Board of Trustees

Date



6/16/2020

Chris Hill, Ph.D.
Dean, Research, Planning & Institutional Effectiveness
Accreditation Liaison Officer

Date



6/16/20

Luke Lara, Ed.D.
President, Academic Senate

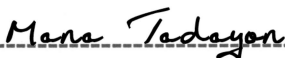
Date



6/17/2020

Carl Banks
President, Classified Senate

Date



6/16/2020

Mana Tadayan
President, Associated Student Government

Date

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Report Preparation

After the external evaluation site visit in October 2016, MiraCosta College began work immediately to address the various plans and recommendations identified throughout the College's self-evaluation process and during the team visit. In addition, the College continued work on the projects that were identified in the Quality Focus Essay (QFE). Groups involved in addressing the plans, recommendations, and QFE included the following:

- Institutional Program Review Committee
- Office of Research, Planning and Institutional Effectiveness
- Long-term Planning Workgroup
- Budget and Planning Committee
- Outcomes Assessment Committee
- Faculty Assembly
- Human Resources
- Executive Management Team
- Guided Pathways Coordinating Group, pillar workgroups, and Design Community
- College Council

As time progressed, those assigned to complete the work were asked to provide updates which were, in turn, captured in this report by the Accreditation Liaison Officer and the technical writer for the College as a first draft.

The first draft of the report was reviewed by the groups involved in the work as well as by the Executive Management Team (EMT) of the College (which consists of the president and vice presidents).

The completed report was then reviewed and approved by governance groups including the Academic Senate, Administrators Committee, Associated Student Government, Classified Senate, College Council, and the MiraCosta Community College District Board of Trustees before being submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC).

Plans Arising from the Self-Evaluation Process

During the self-evaluation process, the College made a number of institutional changes to strengthen alignment to the Standards ([EV-1](#)). The College also created four action plans to improve institutional effectiveness.

Action Plan 1 (Standards I.B.1 and I.B.6)

Enhance mechanisms for all constituents (including associate faculty and students) to engage in dialog about outcomes assessment results (including disaggregated data) and their use for planning and improvement at program and institutional levels.

Progress and Resulting Outcomes

The primary method for constituents to engage in dialog about outcomes assessment results is through the program review process. Since the external evaluation site visit, the College has put a number of tools and refinements in place to improve the program review process. Disaggregated data is now available to all departments on campus via a number of Tableau dashboards. During the program review process, departments are asked to review, analyze, and discuss student achievement data and to develop goals and actions for improvement based on those discussions. Departments are also asked to review student learning outcomes (SLO) assessment results and to comment on how those results have been used to improve teaching and learning ([EV-2](#)).

Prior to the site visit, outcomes assessment results were entered as text into TracDat, an online documentation platform. Following the site visit, the College spent several months investigating alternate online platforms that would allow better options for data collection and use. In spring 2018, the College purchased Campus Labs and began the configuring process to use the platform for SLO documentation as well as integrated program review and planning. In spring 2019, the College deployed Campus Labs and began training faculty and staff in the use of the platform. The fact that departments can enter data into Campus Labs as numbers of students who meet (or do not meet) the SLO threshold allows for more quantitative analyses of the data and the potential for disaggregation of the data on a number of levels. Departments also use the platform to summarize their interpretation of the data and discuss next steps for improvement based on their analyses. While the new system was being configured, departments were asked to briefly suspend their data entry; in fall 2019, they began entering that held data, as well as current assessment data, into the new Campus Labs system.

At the institutional level, the College has also made strides in the assessment of core competencies. In 2017, the Outcomes Assessment Committee (OAC) completed the

transition to replace the College's institutional student learning outcomes (ISLOs) with core competencies, which are based in part on the LEAP (Liberal Education and America's Promise) outcomes ([EV-3](#)). The core competencies describe the broad learning outcomes students should have gained when completing transfer preparation (60 units including CSU or IGETC general education) or a degree and through their exposure to different support and enrichment programs and services. Courses and programs map/align to these larger outcomes, and students gain exposure to some (but not necessarily all) of them from educational experiences that do not encompass completion of a degree or transfer pattern.

Upon official adoption of the core competencies in 2017, instructional departments were required to evaluate and map their course SLOs (CSLOs) to the competencies. Faculty were given a descriptive list of the 15 core competencies as well as their associated VALUE (Value Assessment of Learning in Undergraduate Education) rubrics, which were developed through the Association of American Colleges & Universities.

The OAC planned a spring 2018 pilot assessment using two competencies that would involve both the instructional and the student services divisions: "written communication" and "teamwork and collaborative skills." OAC representatives then identified CSLOs from general education courses on the local GE pattern (Plan A) that were mapped to the two competencies. The representatives invited associate and full-time faculty teaching mapped courses in the diverse areas of Plan A to participate in a summative assessment of their CSLOs. Ten faculty volunteered: three of their courses mapped to the teamwork and collaborative skills competency, and five courses mapped to written communication. Students were assessed near the end of the semester after the faculty met to discuss the process as well as to calibrate and be trained on the common use of the specific VALUE rubric ([EV-4](#)). Overall, 163 students were assessed on written communication skills and 102 students were assessed on teamwork and collaborative skills. Faculty reported each categorical VALUE rubric score (i.e., each category in the rubric was scored separately with a value of 1 to 4) for each student in their grade rosters. Students in the assessed courses were also given a self-assessment survey to determine if there was a correlation in results between the two groups.

The core competency assessment protocol has also allowed students to participate in the process. During spring 2018, four representatives (including the dean) from Student Life & Leadership, which encompasses Student Activities, Student Leadership Development, Associated Student Government (ASG), and student clubs and organizations, made separate plans to assess the teamwork and collaborative skills core competency. Twelve students from ASG participated, and seven of them also participated in a follow-up interview process. During the follow-up interviews, students discussed assessment results, including their self-evaluations alongside the observers' assessments ([EV-5](#)).

During summer 2018, faculty and student services representatives who had participated in the spring pilot met to provide feedback and recommend improvements to the assessment process. Based on that feedback, core competency assessments continued into fall 2018 with a repeat assessment of the two competencies to complement the results obtained from the limited pilot the previous spring. The “information literacy” and “quantitative literacy” core competencies were assessed in spring 2019. In 2019/20, an assessment of the “integration of knowledge” and “oral communication” core competencies was planned (EV-6), but it could not be implemented due to the impact of the campus closure and shift to remote instruction as a result of the COVID-19 crisis.

Core competency assessment reports have been shared and discussed with College constituent groups, including the Academic Senate, Administrators Committee, and College Council (EV-7). The core competency assessment process has offered notable improvements over previous practices by significantly increasing the use of direct assessment and the ability to review disaggregated data while also providing increased opportunities for sustained dialogue on assessment results via regularly published core competency assessment reports.

In contrast to the previous practice of sharing and discussing institution-level assessment results only sporadically, these results are now published and shared annually when they are presented to, and discussed with, a range of constituent groups. In addition, the OAC has regular discussions about the core competency assessment process in order to refine the protocol and to report results (EV-8). Ultimately, the assessment of core competencies provides broader learning outcomes results that can be used in conjunction with student achievement data to inform planning and decision making at the institutional level.

Ongoing and Pending Action Items

While the enhancement of mechanisms for engaging all constituents in dialog about outcomes assessment results and their use for planning and improvement are in place, their use will be ongoing as they are deployed on a regular basis.

Action Plan 2 (Standards I.B.8 and I.C.3)

Explore more effective ways to publish and communicate the results of student learning and achievement that will also allow for improved interaction with, and use of, the data for dialog and decision making.

Progress and Resulting Outcomes

During the self-evaluation process, MiraCosta recognized the need to make actionable data more readily available at all levels of the College. In summer 2016, the College purchased Tableau and the department of Research, Planning and Institutional Effectiveness (RPIE)

began the process of building a set of dashboards. In summer 2017, the first data became available on the College's SharePoint portal, and subsequent work has yielded numerous college-level dashboards, including student enrollment and demographics, career education, student success and equity, noncredit and adult high school, high school to college transition, transfer and completion, and guided pathways. In addition, program review dashboards exist for various departments or constituent groups on campus to monitor and use for decision making, including instructional programs, student services, business and administrative services, human resources, and the board of trustees. Where applicable, the data on the dashboards are disaggregated by age, gender, ethnicity, and a number of other populations.

As mentioned in Action Plan 1, the program review process relies on the availability of data as departments are asked to review their data to help them identify their strengths and potential areas of improvement. Those data are also used to support the goals and action plans that they develop and to measure improvement as those actions are put into place.

In order to help constituents be more aware of, and comfortable in using, the data dashboards, the RPIE office developed a number of activities. In addition to the more traditional training venues of flex week workshops, the department engaged users with more innovative opportunities, such as a virtual escape room (where participants had to use various dashboards to arrive at correct answers before being able to leave a "room"), monthly dashboard scavenger hunts, and data bingo. Data use and analysis are, as previously mentioned, expected during the program review process, and the RPIE department has provided support for those efforts through mentoring sessions and by offering RPIE "office hours." All of these efforts have been an attempt to build a culture of inquiry where constituents feel comfortable accessing and using data for dialog and decision making. Requests for additional dashboards and assistance in using currently existing dashboards suggest the culture is developing.

The College currently has a webpage for college-level data that displays basic, static student achievement data ([EV-9](#)). The next step is publishing and communicating to the public more interactive data on student achievement and academic quality, as well as core competency outcomes, and discussions are underway in spring 2020 to determine which data dashboards to convert to public-facing versions. The timing of such a move will follow the deployment of the College's new webpage, which is anticipated for summer 2020. Finally, the full implementation and use of the Campus Labs platform will allow the College to extract and display quantitative SLO data that can be shared more widely.

Ongoing and Pending Action Items

As mentioned above, the following action items are anticipated:

Timeline for Completion	Action Item	Responsible Parties
2020/21	Develop a dashboard to display SLO assessment data.	RPIE office
Spring 2021	Engage constituents in the use of the SLO dashboard for dialog and continuous improvement.	OAC, RPIE office
2020/21	Develop interactive student achievement dashboards on a public-facing webpage.	RPIE office

Action Plan 3 (Standard I.B.9)

Integrate the annual data review and activities associated with newer statewide and student success initiatives into the College planning model to have a greater impact on student success, equity, and institutional effectiveness.

Progress and Resulting Outcomes

In the years since the external evaluation site visit, the state legislature and the California Community Colleges Chancellor’s Office (CCCCO) have enacted or repackaged a number of student success initiatives. These include AB705 (related to placement into and completion of transfer-level math and English in the first year) and the Student Equity and Achievement (SEA) Program that combined the funding and efforts of the Student Success and Support Program (SSSP), the Basic Skills Initiative (BSI), and the Student Equity Initiative. The CCCCCO also issued its Vision for Success goals and metrics and asked colleges to set their own targets for student achievement. This is in addition to the annual standards and stretch goals that are requested by the ACCJC.

While MiraCosta College is responsive to each of these requirements individually, the College has also worked to align as many of the metrics and targets as possible with the work that is occurring locally to achieve student success and equity. Internally, the College is working to redesign the student experience, which includes developing scaled supports modeled after a guided pathways framework. In order to assist in decision making and design, the College is tracking a number of leading indicators (or momentum points) along a student’s journey (e.g., completion of a comprehensive educational plan, persistence from semester to semester, completion of transfer math and English in year one) that parallel statewide metrics. Ultimately, the goal is to positively impact the lagging indicators (such as degree or certificate completion or transfer) that also align with the Vision for Success goals and ACCJC metrics ([EV-10](#)).

In fall 2019, the College began the development of its next long-term planning document to replace an expiring Comprehensive Master Plan. In the process, it is examining data and developing goals that not only address the needs of MiraCosta College and its community, but also support the CCCCCO Vision for Success goals. The new planning framework ([EV-11](#)) will also serve to align the various plans at the College to the overall College goals rather than being developed solely to address each individual state initiative. For example, the College is discussing the development of an internal student equity plan that focuses on the needs of the MiraCosta student community and aligns with the overall College goals. At the same time, elements of the internal equity plan could be extracted and used to satisfy any statewide reporting requirements. Finally, as that long-term planning framework settles into place, departments will also be able to articulate how the goals and action plans developed as a part of the program review and planning process will align with the overall, long-term institutional goals.

Ongoing and Pending Action Items

The College anticipates the action items identified in the following table.

Timeline for Completion	Action Item	Responsible Parties
2020/21	Review and alignment of existing plans to new long-term planning framework.	Budget and Planning Committee works with parties assigned to each plan.
2020/21	Review and revision of College board policies and administrative procedures to align with new long-term planning framework.	Various constituent groups as determined by College routing process.

Action Plan 4 (Standards IV.A.1 and IV.A.7)

Improve communication about and understanding of the governance system, integrated planning, and performance, including annual calendars and reports related to institutional effectiveness.

Progress and Resulting Outcomes

MiraCosta College has a long and rich history of collegial governance with broad participation across all constituent groups. After a significant governance reorganization in

2010, the College made some important improvements and consolidations in 2016, such as reorganizing the work of the Institutional Effectiveness Committee, Steering Council, and Student Learning Outcomes and Assessment Committee into the resultant College Council and Outcomes Assessment Committee. These changes were made after assessment and broad discussion of effectiveness and redundancies in these groups.

The College uses both formal assessment and informal feedback to make improvements. The governance structure itself is regularly evaluated as committees and councils annually assess their charge, composition, and meeting schedules. The groups discuss what modifications are needed and make recommendations for change to the College Council, which is ultimately responsible for the effectiveness of the College's governance function. The College Council includes representatives from all governance committees as well as constituent groups, such as the Academic and Classified Senates and Associated Student Government.

Following the 2016 and 2017 evaluation cycles, the College Council appointed a task force to review the current governance structure, look for redundancy, and make recommendations for further streamlining the structure. In addition, the task force recommended the College Council explore mechanisms to improve communication within and between governance bodies and with the College as a whole. The resulting report was shared with all governance groups for feedback and later for approval ([EV-12](#)). The restructured governance system was outlined in a revised governance manual that is available on the College website ([EV-13](#)).

The College has also worked to redesign its program review process and integrate that process with resource allocation. More details on the program review redesign are provided in response to Recommendation 1 below. As part of that redesign, the College has established a calendar that outlines the three-year program review cycle. That calendar has been distributed via email and is also available on the Announcements section of the Campus Labs planning module ([EV-14](#)). In addition, an annual set of deadlines is provided to the College via email and on the Campus Labs Announcement section. Finally, a resource allocation calendar is released annually with a deadline for that process ([EV-15](#)).

Ongoing and Pending Action Items

While the initial work on this action plan has been completed, the College will continue to evaluate and improve communication processes regarding both governance and the integrated planning processes.

Institutional Reporting on Quality Improvements

The following recommendations were developed by the External Evaluation Team and confirmed by the ACCJC. Some of the recommendations align closely with action plan items that have already been discussed in this report, so the response herein may refer to content in the sections above.

Response to Recommendations for Improvement

Recommendation 1

In order to improve effectiveness, the team recommends that the College's program review process be evaluated to ensure that all College employees understand that the goal of the process is continuous quality improvement, not simply resource allocation. (I.B.5)

As noted by the team in the External Evaluation Report ([EV-16](#)), one way the College demonstrates a culture of continuous improvement is by regularly evaluating and modifying the program review process using survey feedback from campus and committee members. A self-evaluation subcommittee within the Institutional Program Review Committee (IPRC) also evaluates the process every spring.

At its January 2017 meeting, the IPRC began considering the suggestion to divide the process into a comprehensive review that occurs every several years and a “light” review that occurs annually in between ([EV-17](#)). Later that spring, the committee also considered the suggestion to distinguish between resource allocation plans and program improvement plans by providing program authors separate forms. With the express goal of making the program review process more robust and meaningful and not driven by resource allocation, the IPRC developed a modified program review model, which it presented to the Academic Senate in spring 2018 ([EV-18](#)). The proposal included a plan to move program review to a three-year comprehensive cycle with annual updates.

The Academic Senate and College Council approved the modified program review model and transition timeline in spring 2018 ([EV-19](#); [EV-20](#)). The new process and forms were configured into the Campus Labs planning module. Throughout 2018/19, the IPRC provided training on the new process to ensure College employees understand that the purpose of program review is to identify areas needing improvement and to develop goals and action plans that address those areas. It was also emphasized that while resources might be needed to support action plans, the purpose of the program review was not to serve as a process for requesting resources. In fact, the process recommended by the IPRC and approved by the College separates the processes in time. Each unit of the College now undergoes a comprehensive program review every three years during the spring semester and conducts abbreviated updates annually in years two and three. The resource allocation process is

conducted annually in the fall. Resource requests should be associated with the action plans that were developed as a result of the previous spring's program review. Training on the process and goal of program review will continue on a regular basis.

This recommendation has been resolved.

Recommendation 2

In order to improve effectiveness, the College is encouraged to explore more effective ways to publish and communicate student achievement results that will allow for improved interaction with, and use of, the data for dialog and decision making. (I.B.8).

As outlined in more detail in the response to Action Plan 2, MiraCosta has put into place a number of tools that make actionable data more readily available to the broader College community, and that, in turn, allows for more in-depth dialog and consideration of the data when making decisions. The process that provides the most structure for such dialog is the program review process that asks departments to consider data, as well as learning outcomes results where relevant, when evaluating their strengths and opportunities for improvement.

This recommendation has been addressed. As outlined in Action Plan 2, opportunities for continued improvement in communication moving forward include the following:

- Development of a dashboard to display SLO assessment data.
- Engagement of constituents in the use of the SLO dashboard for dialog and continuous improvement.
- Development of interactive student achievement dashboards on a public-facing webpage.

Recommendation 3

In order to improve effectiveness, the College is encouraged to integrate and streamline its various plans and, if the strategic plan remains, it should be incorporated into the Board Policy on Institutional Planning. (I.B.9).

As mentioned in Action Plan 3, in fall 2019 the College's Budget and Planning Committee (BPC) appointed a long-term planning workgroup to prepare an integrated long-term planning framework to replace the expiring Comprehensive Master Plan. That process has included the review and revision of the College's mission statement and the development of vision and commitment statements as well as values. All of those planning elements received feedback and approval from the various representative constituent groups on campus. The workgroup also reviewed environmental scan data about students, the College, and its external community and considered future trends in a number of relevant and topical areas.

Based on that review, the workgroup developed goals that were then considered for feedback and approval by the College's representative constituent groups.

The intention overall is to develop a planning framework that can integrate and align the College's current planning documents. Rather than having a separate strategic plan, each of those planning documents will be revised to align more directly with the six year goals of the long-term planning framework and will serve as the "strategic plans" to achieve the goals. During spring 2020, following approval of the planning framework ([EV-21](#)), Board Policy and Administrative Procedure 3250 were revised and approved through the governance process to reflect the new alignment ([EV-22](#)).

This recommendation has been resolved.

Recommendation 4

In order to improve effectiveness, the College is encouraged to utilize student achievement data and evaluation results and learning outcomes assessment to communicate its academic quality to students, prospective students, and the public. (I.C.3)

This recommendation addresses many of the same elements discussed in Recommendation 2 and Action Plan 2. The actions that will be taken to address this recommendation are forthcoming. Specifically, now that Campus Labs is in place and the College has access to more quantitative SLO data, the goal is to develop a Tableau dashboard with those outcomes assessment results that departments can use for dialog and continuous improvement of teaching and learning.

Secondly, that dashboard, among others, may be selected to be part of a public-facing webpage that has been created to communicate academic quality and student achievement to current and prospective students as well as to the general public. Currently, the public-facing webpage has some basic and static completion data, but discussions are underway to determine which of the College's current dashboards are most appropriate to convey the referenced information.

This recommendation is being addressed. It is anticipated that the work will be completed within the 2020/21 academic year.

Recommendation 5

In order to improve the College's implementation of best practices in Human Resources, the College is encouraged to review its use of terms such as "director" and "supervisor" to ensure there is no intermingling of purely supervisory duties with other classifications of employees. Specifically, a review of all "faculty director" job descriptions might prove useful. (III.A)

The College reviewed all faculty director job descriptions and presented its recommendations to the Faculty Assembly in fall 2018. Negotiations began in fall 2018 and continued through fall 2019, where the District and Faculty Assembly came to an informal impasse. The District is now petitioning the Public Employees Relations Board for a determination on its proposed unit modification.

This recommendation is being addressed. The Unit Modification Petition was submitted to the Public Employees Relations Board in spring 2020, and future action items will be determined based on its ruling.

Recommendation 6

In order to increase effectiveness and clearly delineate functions of the CEO, the team recommends the Board revisit current practice for tenure recommendations to include the CEO in this important process. (IV.C)

The team's recommendation to include the superintendent/president in the tenure process was considered in spring 2018 when the current three-year contract between the District and MiraCosta College Faculty Assembly was due for renegotiation. The District/Faculty Assembly Agreement for the Period July 1, 2015–June 30, 2018 gave the board sole responsibility for all reemployment decisions involving contract faculty members. The ratified collective bargaining agreement was approved by the board of trustees at its regular meeting on June 21, 2018 ([EV-23](#)); however, the modified section that clearly delineates the role and function of the superintendent/president in the tenure review process was approved separately as Article H on September 13, 2018 ([EV-24](#)).

The Tenure Review Committee now presents its rehire and tenure recommendations to the appropriate vice president. The vice president forwards the evaluation packet with their recommendation to the superintendent/president for a final recommendation. The superintendent/president's final recommendation for each tenure candidate is forwarded to the board of trustees for a decision ([EV-25](#)).

This recommendation has been resolved.

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Student Learning Outcomes (Standard I.B.2)

Assessment Process Strengths

Course SLOs. Dialog about student learning outcomes takes place at the program and institutional level. Each instructional program regularly assesses its learning outcomes at the course and program level. Through regular department meetings, departments reflect on and discuss student outcomes. During program review, programs are asked to recount dialog within their departments and discuss opportunities for improvement based on learning outcome results ([EV-2](#)).

Each academic department designates a SLO lead (who may also be the department chair) who is responsible for ensuring information regarding SLOs is disseminated to the discipline faculty, CSLOs are assessed at least once within the six-year cycle, and the assessment results are evaluated and discussed. The full-time faculty lead or discipline expert within a department/program also enters the assessment results, action plans, and follow-ups (when applicable) into the Campus Labs SLO module.

CSLO assessment discussions occur in a collaborative manner and their organization varies among departments. For example, the Math Department's SLO group meets monthly during the academic year to discuss CSLOs, assessment tools, and results. This group then plans for larger discussion opportunities with all full-time and associate faculty. English Department faculty, on the other hand, grade the essays they use to assess CSLOs as a group, which provides ample opportunity for discussion. They also designate a day where all English faculty, including associate faculty, discuss results and formulate plans. The Biology Department has a Pre-Health workgroup of faculty that reviews pre-health course SLO assessments for the purpose of making changes to curriculum that will benefit students and improve success in the pre-health course pathway.

Program SLOs. Program SLOs (PSLOs) are developed to align with the content and objectives of a program's core courses and to provide students with clear information on the learning they can expect to attain at the completion of that program. PSLO assessments are developed in a collaborative effort by the faculty of departments whose courses contribute to the core of a degree or certificate. All programs are assessed during the program review process via the PSLO reflection area of the program review template ([EV-2](#)).

The inclusion of such PSLO assessment information in program review provides an opportunity to share and discuss relevant issues beyond the confines of the department. Its inclusion also creates an opportunity for dialogue particularly with the assigned dean, but

also with other constituent groups who may review the reports. The OAC used this section of the program reviews to conduct an evaluation of instructional program-level assessment across the institution as a whole in 2017/18, and the committee plans on conducting a follow-up assessment in 2020/21.

Core Competencies. As detailed in Action Plan 1, the College now has in place a process for assessing the institutional core competencies. The OAC faculty co-chair recently offered a campus-wide online presentation and discussion to provide information on the purpose of core competency assessment and the potential benefits to faculty and students of participating in the process ([EV-26](#)).

At least two of the competencies are assessed each year by identifying CSLOs that are mapped to those competencies and asking instructors to conduct a summative assessment of those CSLOs. Prior to the assessment, faculty meet to discuss the process as well as to calibrate and be trained on the common use of the specific VALUE rubric for that particular competency ([EV-4](#)). Students in the assessed courses are also given a self-assessment survey to determine if there was a correlation in results between the students' and the faculty's assessments. Upon completion of the assessment, the faculty members convene to discuss both the results and the process. Key assessment findings, and any recommendations arising from the process, are encapsulated in a report that is first discussed by the OAC and then shared and discussed with other governance bodies ([EV-5](#)).

The assessment of core competencies is not limited to instructional areas. The OAC has made a concerted effort to work with student services areas to engage them in the assessment of relevant core competencies. For example, in the first round of assessments, twelve students from Student Life & Leadership participated in an assessment of the teamwork competency, and seven of them participated in follow-up interviews about the results. In collaboration with various areas within student services, the OAC has developed a calendar of core competency assessments that encompasses concurrent assessment in instruction, student affairs, and student services ([EV-27](#)).

Ultimately, core competencies are the overarching learning outcomes the College expects students to have gained in the process of completing a transfer pattern and/or an associate degree, so the ability to assess them and discuss the results is helpful as the College redesigns the student experience for greater student success.

Assessment Process Growth Opportunities

As discussed previously, with the implementation of Campus Labs and the ability to enter and extract quantitative data, the College can now create dashboards that will provide end users with longitudinal trend data they can use for tracking improvements. The core

competency assessment process is becoming more refined with each passing cycle, and that information will be helpful in informing college-level work to improve student success.

Engaging faculty in CSLO assessment is an additional and ongoing opportunity for growth. The OAC works to provide professional development for faculty in that area on a regular basis. A recent example occurred in fall 2019 when the OAC sponsored a workshop and hosted a visit from a National Institute for Learning Outcomes Assessment (NILOA) coach ([EV-28](#)). The coach worked with faculty attendees on the following topics:

- Program Student Learning Outcomes (PSLO) Assessment – Strategies and Opportunities for Meaningful and Informative Assessment
- Strategies for Using and Developing Effective Rubrics in the CSLO, PSLO, and Core Competency Assessments.
- Q&A on Assessment and Learning Improvement through implementation of effective practices based on SLO assessment results.

The OAC has frequently discussed high-impact practices regarding transparency in assessment, and faculty participating in the core competency assessments provide transparency to the students with respect to the process, student impact, and use of the VALUE rubrics for assessment evaluation. The OAC will continue to refine its practices in alignment with best practices from the field and will provide future professional development activities in conjunction with any adjustments that are made. Various high-impact practices such as transparency directly address equity, and the OAC is further exploring opportunities to strengthen its contributions to the College's equity goals.

Improvements Attributed to Outcomes Assessment Data

As mentioned in prior sections, the College has implemented a process for assessing core competencies. Through follow-up meetings and faculty surveys, faculty who have participated in the core competency assessment process have found the results to be revealing in terms of the need for changes in curriculum and for conducting more formative assessment. Faculty who participated in core competency assessment also indicated an additional benefit of being able to discuss how faculty from diverse disciplines may assess and evaluate students differently in terms of achievement in a common core competency.

At the program and course level, departments also use outcomes assessment data to improve student learning. For example, in Economics, based on a review of the learning outcomes for ECON 100, the department decided to target content delivery to help improve student learning. The department now offers one section as an issue-based hybrid class. Another fully on-ground section is utilizing a supplemental instruction model where group learning sessions are led by a qualified peer leader. In Media Arts and Technology, action plans developed and implemented as a result of outcomes assessment include updating class

content to include exploration of UI/UX design; adding a personal branding component to the capstone portfolio course; and integrating more team/group-oriented projects into classes. As a final example, in Dance, a review of outcomes assessment data revealed that students needed exposure to techniques, so the department is working to introduce additional course levels and improve class sequencing.

Schedule for Assessment Completion

The College experienced some delay in the regular cycle of outcomes assessment as a result of the conversion from TracDat to Campus Labs. Departments were asked to hold their assessment results and in fall 2019 began to enter them into the new platform. While this was presumed to be in process throughout 2019/20, the disruption caused by COVID-19, with the closure of the campus and the need to suddenly shift all instruction to remote methodologies, is anticipated to further delay the transition of data into Campus Labs. The College will be assessing the status of this wider project in the months ahead and will be using that information to inform outcomes-related planning and tasks in 2020/21.

The other area of the assessment cycle that needs to be updated is the mapping of CSLOs to the new core competencies. To accomplish this task, an OAC workgroup has proposed a process in which departments will be asked to update the mapping of CSLOs to core competencies a semester in advance of when those core competencies will be assessed ([EV-29](#)). Online workshops will be conducted to provide faculty with information on how to interpret VALUE rubrics for re-mapping.

Finally, Campus Labs recently introduced a new feature that may allow for more accurate tracking of the assessment cycle by department, and the College is exploring that option.

Institution Set Standards (Standard I.B.3)

Each year MiraCosta assesses both its institution-set standards and its aspirational stretch goals in the context of the overall trend for a given metric. The College has considered the institution-set standards as the floor or “C” grade for performance. In contrast, the stretch goals represent what the College would consider an “A” grade and represent the institution’s aspirational targets.

Trend data contained in the College’s ACCJC Annual Report (Appendix B) are discussed in College Council, the penultimate body that includes representatives from all governance committees as well as constituent groups. Each College Council representative is responsible for sharing information that is discussed in council meetings with their respective constituents and committees. In addition, both the annual and fiscal reports are posted on the College’s accreditation webpage.

In a review of the most recent annual report, the College has consistently exceeded the standards and has increased those standards accordingly over time. The College has yet to achieve its stretch goals, but it has seen overall improvement over time in all but the transfer metric. The transfer number has remained fairly consistent over time with minor fluctuations; it is only partially under the control of the College as it is often impacted by the acceptance policies of the transferring institutions.

Based on the 2020 Annual Report, the College has seen overall increases from 2016/17 to 2018/19 in percent course completion from 72.5 to 73.2, in certificate completion from 1344 to 1750, and in associate degree completion from 1430 to 2048. Many student success and equity efforts underway at the College have worked to positively impact these metrics. MiraCosta has offered a number of faculty professional development activities focused on improving classroom instruction through culturally relevant pedagogy, and the College provides both academic and student support to disproportionately-impacted students through its Academic Success and Equity (ASE) programs. The College also has an increased focus on caring for and connecting to students in a number of ways, including providing them with a food pantry and a Campus Assessment, Resources, and Education (CARE) team.

At the broader institutional level, work has been ongoing for a number of years to redesign the student experience utilizing a guided pathways framework but with a critical eye toward closing the equity gap by improving success for marginalized students. Some of the greatest successes within that framework have come from improved placement methods utilizing multiple measures and improved onboarding processes.

In an attempt to increase the number of students who successfully complete math and English in their first year, the multiple measures placement work has resulted in 99 percent of students placing into transfer-level English and 100 percent of students placing into transfer-level math. Where needed, students are provided with co-requisite support. The onboarding process has been revamped over the past two-to-three years to place a greater emphasis on career assessment and exploration and to begin connecting students to the communities of learning within the College's Academic and Career Pathways. In addition, a new intake form has been developed to help identify student support needs early on and to inform the services the College provides. More detail on the guided pathways work is provided below.

Report on the Outcomes of the Quality Focus Essay Projects

During its self-evaluation process, the College identified two Quality Focus Essay projects to improve student learning and achievement. The desired outcomes and actions taken for each project are listed in the tables below.

Action Project 1: Strengthen the use of outcomes assessment results for continuous improvement.

Background

In 2016, the OAC restructured and broadened its scope to work with all four divisions of the College on developing and assessing SLOs and service area outcomes (SAOs) and using those assessment results for continuous improvement. In addition, the College replaced its institutional learning outcomes with core competencies that are derived from LEAP’s (Liberal Education and America’s Promise) essential learning outcomes (EV-3). The College currently has alignment of CSLOs, program/unit outcomes, and core competencies. CSLOs and program/unit-level outcomes are reflected upon as part of the program review process.

Alignment with Standards	Desired Goals/Outcomes	Proposed Actions
I.B.1 I.B.2 I.B.4 I.B.8 I.C.3 II.A.11	Streamline and enhance outcomes assessment and reporting processes, specifically those of program and institutional level outcomes.	<ul style="list-style-type: none"> ● Review and revise PSLOs and ISLOs (now core competencies) ● Conduct process analysis of current outcomes assessment reporting process and supporting structures/systems for all divisions ● Revise and enhance program and institutional level outcomes assessment practices ● Review and improve current (or develop new) course learning outcomes reporting processes ● Further develop and communicate the cyclical processes and timelines for the different spheres of outcomes assessment and reporting
	Enrich professional learning opportunities for all employees with a focus on best practices in the development and assessment of student learning and service outcomes.	<ul style="list-style-type: none"> ● Conduct analysis of current level of knowledge of assessment practices ● Design robust professional development and training activities for: <ul style="list-style-type: none"> ○ Outcomes development ○ Outcomes assessment ○ Department SLO leads ○ Use of reporting software
	Expand and promote opportunities for substantive and sustained dialog about student	<ul style="list-style-type: none"> ● Develop and communicate a common terminology of outcomes assessment ● Enhance mechanisms for all constituents (including associate faculty and students) to

	learning and service outcome results within and between all four divisions of the college (business/administrative services, instructional services, president's office, and student services).	engage in dialog about outcomes assessment results (including disaggregated) and their use for planning and improvement at program and institutional levels
	Strengthen (where needed) the use of outcomes assessment results for departmental and institutional planning.	<ul style="list-style-type: none"> ● Review integration of outcomes within integrated planning processes

Changes Resulting from Action Project 1

Many of the goals and results of Action Project 1 align with other sections of this report, specifically Action Plan 1, Action Plan 2, and Recommendation 2; therefore, a brief summary of changes resulting from this work is provided here.

Outcomes assessment and reporting processes. In order to enhance some of the reporting processes, specifically with regard to documentation through Campus Labs, the OAC chairs and SLO coordinator conducted a SLO reporting process analysis. The results of that analysis were used to configure the Campus Labs platform and make refinements to other aspects of the process. Key elements of the reporting process were imported into the Campus Labs platform from both the old TracDat system and the campus SharePoint portal.

Assessment processes have also been developed at the institutional level for core competencies, and at least three cycles have occurred. Reports are generated after each assessment cycle, discussed with the faculty participants, and shared with various governance groups. Eventually the goal is to document the core competency assessment results in the Campus Labs SLO module and publish core competency reports on the College's data webpage.

Finally, the processes for reporting also include the discussion of the results as part of a comprehensive program review process with annual updates. In that process, departments are asked to examine assessment results, detail departmental dialog about those results, discuss actions that they plan to take as a result of those discussions, and provide updates on the actions previously taken ([EV-2](#)). Timelines for the program review processes are provided to constituents via email and within an Announcements section of Campus Labs.

Professional learning opportunities. As reported in a prior section, the OAC discusses and provides a number of opportunities for professional learning, including faculty flex workshops, conference attendance, and workshops by visiting professionals.

Substantive and sustained dialog. Opportunities for dialog around learning outcomes assessment results occur at a variety of levels. Departments engage both full-time and associate faculty in conversations prior to recording SLO assessment results and during the preparation of their program review documents. At an institutional level, faculty and students have been involved in discussions related to the results of the core competency assessments. Those core competency results are also shared with a number of governance groups, including the OAC, Academic Senate, and College Council.

Use of outcomes for departmental and institutional planning. As mentioned in previous sections, the discussion and use of outcomes results is a key part of a department's program review process. Areas for improvement that are identified in that process are articulated as goals, and action plans are developed to achieve those goals. At the institutional level, the goal is to use the core competency results to complement the student achievement data and to use them for both the design and the implementation of larger-scale student success and equity practices.

Evaluation of Outcomes

The College has achieved the desired outcomes of Action Project 1. Evaluation of the project's outcomes has occurred in a number of ways. OAC agendas include regular updates and reports on professional development opportunities and the assessment of core competencies. The OAC and IPRC annually review the program review process to ensure that the desired information is being solicited by the prompts in each program review section. Departments are also asked to share about how they are using data and discussing outcomes assessment results.

The College is entering a maintenance mode where there will be ongoing work to be done to ensure processes remain efficient and effective, professional learning opportunities are continued, opportunities for robust dialog continue to occur, and both departments and the College as a whole continue to make decisions that are grounded in outcomes assessment results and student achievement data.

Action Project 2: Improve on the completion of student educational goals and close the achievement gap via the development of integrated learning and support experiences.

Background

The College began its scaled student success work in fall 2015 with a year of inquiry as part of its Achieving the Dream work. That work identified three success gaps: 1) equity gaps in outcomes for Latinx and Black/African American students; 2) students in developmental courses were not completing transfer-level coursework; and 3) first-term/year students who earned fewer than 12 units were less likely to complete their journey.

In spring 2016, the College examined success models and practices and moved toward guided pathways as an integrating framework that allows MiraCosta to continue to employ the best aspects of its student success and equity work in a way that is more effective, allows the College to serve more students, and enhances the overall student experience.

Alignment with Standards	Desired Goals/Outcomes	Proposed Actions
I.B.1 I.B.6 I.B.8 II.A.4	Address and decrease the equity gap in student achievement.	<ul style="list-style-type: none"> ● Increase professional learning opportunities focused on equity-minded, learner-centered teaching strategies ● Design and implement a comprehensive dashboard for program and institutional use in tracking student achievement and identifying gaps
	Provide a first-year support system for all students.	<ul style="list-style-type: none"> ● Begin design of guided pathways structure ● Develop proactive and integrated student support for students
	Improve student completion of the developmental sequence in English, ESL, and math, and success in subsequent transfer-level coursework.	<ul style="list-style-type: none"> ● Provide equitable access to transfer-level English and math courses through multiple measure assessment practices, bridge programs, Math Literacy, pathway courses, and accelerated courses

Changes Resulting from Action Project 2

Equity gap in student achievement. As part of its master planning process as well as of this student success work, the College has focused on making data more accessible.

Disaggregated data on student success and equity are available to constituents via Tableau dashboards. Those data, in addition to student experience data (i.e., CCSSE and focus group

results) are used in discussions across the College to inform the design of MiraCosta's guided pathways work. Student success and equity work is concentrated on impacting leading indicators of success (such as unit attainment and persistence), and the College tracks a set of guided pathways metrics to indicate progress.

Much work has been done to close identified equity gaps. The College identifies disproportionately impacted student populations at each step of a student's journey and, in its redesign work, is looking to the institution's successful ASE programs as models for larger-scale interventions. Ongoing work to nurture a culture of equity-mindedness throughout the College has included attendance at a number of equity-related teaching and learning events or conferences, including the following:

- Cultural Competency Conference (spring 2019 and fall 2019 flex weeks)
- Joint reading of *Sentipensante*, by Laura Rendon (spring 2018)
- National Conference on Race and Ethnicity (spring 2019; 27 staff, faculty, and administrators attended and presented)
- Achieving the Dream Equity Institute (spring 2019; a team attended and presented)
- Center for Urban Education (CUE) Equity-minded Teaching Institute (summer 2019; a team attended)
- CUE leadership coaching workshops
- Hispanic Association of Colleges and Universities Conference (fall 2019 and fall 2020)
- Alliance of Hispanic Serving Institution Educators Conference (spring 2020)

In addition to an overarching guided pathways structure, various College departments have undergone business process analyses, identified barriers to student success that exist in institutional systems, and modified policies and procedures to remove those barriers.

First-year support system for all students. To provide maximum support for first-time-in-college students, a number of guided pathways components have been designed and/or are in the process of being implemented:

- Six ACPs.
- Academic maps for Associate Degree for Transfer and other degree programs as well as for some transfer preparation and certificate program sequences.
- Multiple measures placement and developmental education redesign that supports students in taking and completing transfer-level math and English in their first year.
- Improved onboarding experience that includes both online and face-to-face orientation as well as enhanced career exploration.
- Deployment of *Career Coach* software.
- Intake form to identify housing and food insecurities.

- Redesigned College website that guides students in their journey and supports the ACP structure.
- Began building community with students, faculty and staff in each ACP.
- Developed campus-wide effort of care and support.
- CARE manager for case management and connection to resources.
- Caring Campus initiative led by classified professionals.

In addition to the above components, work in 2019/20 resulted in the design of ACP success teams that the College anticipates will be operational in 2020/21. Initially these success teams will focus on Latinx, Black/African American, and aged-25-and-over students to

- assist them with career and educational planning; and
- provide them with intentional community connections and consistent points of contact and support throughout their educational journey (such as connection to resources, progress tracking, just-in-time interventions, and connections to industry and transfer partners).

Student completion of transfer math and English. When the College began its initial Achieving the Dream “year of inquiry,” students took an assessment test and were placed into courses up to two levels below transfer in English and up to three levels below transfer in math. Data showed that only 24 percent of English students and 11 percent of math students who placed at two levels below transfer eventually completed transfer-level coursework. In addition, disaggregation of the data revealed that minoritized students were more likely to be placed in pre-transfer-level coursework and experience below average levels of success within those sequences of courses.

In fall 2015, the College began transitioning toward multiple measures placement, using high school grade point average and previous English course experience. The process has been refined over the past three years, including a recent alignment with statewide requirements for all students to be placed into transfer-level math and English within their first year with co-requisite supports where needed. The results have been encouraging. In the latest iteration, 99 percent of students were placed into transfer-level English while maintaining a 70 percent success rate (compared to 72.5 percent before multiple measures). Math now places 100 percent of students into transfer-level courses (with support courses if needed) with success rates holding fairly steady at 67 percent.

As the data indicate, the hard work of implementing multiple measures is reflected in across-the-board-improvement over a four-year period in the percentage of students who complete transfer-level math and/or English in their first year. While the equity gap has begun to narrow for certain populations, the College recognizes there is still work to be done to eliminate the gap for other groups. To that end, communities of practice in both math and

English are assisting faculty as they develop teaching strategies to meet the needs of the learners in their classrooms.

Evaluation of Outcomes

Overall, the effectiveness of the guided pathways model will be reflected in a number of student achievement measures including the following:

- A decrease in equity gaps in student achievement
- An increase in the number of students who begin in pre-transfer coursework and then successfully complete transfer-level coursework
- A shorter time for transition from pre-transfer coursework to transfer-level coursework
- An increase over the baseline in the number of students who pass key momentum points:
 - fall-to-fall persistence
 - completion of developmental sequence
 - completion of 30 units
 - degree/certificate completion.

The College regularly tracks these disaggregated metrics through its guided pathways and other student success and equity dashboards. As an example, by tracking cohorts over the past five years (2014/15 to 2018/19), the College has seen improvement in the following metrics (including percent point improvement):

- Completing matriculation in year one – all students (10 points)
 - Black/African American (7 points)
 - Latinx (10 points)
- Completed transfer math in year one – all students (12 points)
 - Black/African American (9 points)
 - Latinx (7 points)
- Completed transfer English in year one – all students (7 points)
 - Black/African American (3 points)
 - Latinx (8 points)

The College has achieved the outcomes of Action Project 2 with the implementation of a number of guided pathways components. The full implementation of a scaled student success and equity framework such as guided pathways will take more than four years, so work continues.

Fiscal Reporting

The College has no fiscal concerns to report. The most recent annual fiscal report is included in Appendix C.

APPENDIX A - EVIDENCE

Evidence

- EV-1: [Institutional Self Evaluation Report, p. 417](#)
- EV-2: [Program Review Course and Program Learning Outcomes Module Questions](#)
- EV-3: [Core Competency Handout](#)
- EV-4: [Core Competency Scoring Rubric](#)
- EV-5: [Core Competencies Report, December 2018](#)
- EV-6: [Fall Core Competency Assessment Email, October 2019](#)
- EV-7: [Constituent Group Agendas - CC Assessment Report, Spring 2019](#)
- EV-8: [OAC Agenda, 5 November 2019](#)
- EV-9: [College-Level Data Webpage](#)
- EV-10: [Guided Pathways Metrics](#)
- EV-11: [Long-term Planning Framework, 2020-2026](#)
- EV-12: [Streamlining Governance Taskforce - Recommendations and Report, May 2018](#)
- EV-13: [Governance Manual](#)
- EV-14: [Three-Year Program Review Cycle, Spring 2020](#)
- EV-15: [Resource Allocation Timeline](#)
- EV-16: [External Evaluation Team Report, 3 February 2017](#)
- EV-17: [IPRC Meeting Minutes, 27 January 2017](#)
- EV-18: [Academic Senate Meeting Minutes, 2 March 2018](#)
- EV-19: [Academic Senate Meeting Minutes, 16 March 2018](#)
- EV-20: [College Council Meeting Minutes, 14 December 2017](#)
- EV-21: [Constituent Group Agendas - Long-term Planning Framework, Spring 2020](#)
- EV-22: [BP/AP 3250](#)
- EV-23: [BOT Meeting Minutes, 21 June 2018](#)
- EV-24: [BOT Meeting Minutes, 13 September 2018](#)
- EV-25: [Article H Proposal, Section H.4.0, Faculty Assembly Contract](#)
- EV-26: [Online Presentation to Faculty on Core Competencies, February 2020](#)
- EV-27: [Calendar of Core Competency Assessments, April 2020](#)
- EV-28: [NILOA Coach Visit Agenda](#)
- EV-29: [Draft Process for Mapping CSLOs to Core Competencies, May 2020](#)

APPENDIX B - ANNUAL REPORT



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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2020 Annual Report
Final Submission
03/31/2020

MiraCosta College
1 Barnard Drive
Oceanside, CA 92056

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Chris Hill
3.	Phone number of person preparing report:	760-795-6846
4.	E-mail of person preparing report:	chill@miracosta.edu
5.	Type of Institution	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2016-17: 23,605 2017-18: 23,304 2018-19: 22,219
6a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	-1 % -5 %
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2016-17: 20,085 2017-18: 21,159 2018-19: 21,376
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year.	Not applicable.

Distance Education and Correspondence Education

#	Question	Answer						
8.	Total unduplicated headcount enrollment in distance education in last three years:	<table> <tr> <td>2016-17</td> <td>10,023</td> </tr> <tr> <td>2017-18</td> <td>10,237</td> </tr> <tr> <td>2018-19</td> <td>10,411</td> </tr> </table>	2016-17	10,023	2017-18	10,237	2018-19	10,411
2016-17	10,023							
2017-18	10,237							
2018-19	10,411							
8a.	Percent Change 2016-17 to 2017-18: (calculated) Percent Change 2017-18 to 2018-19: (calculated)	<table> <tr> <td></td> <td>2 %</td> </tr> <tr> <td></td> <td>2 %</td> </tr> </table>		2 %		2 %		
	2 %							
	2 %							
9.	Do you offer Correspondence Education?	No						

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	25 %
11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	College established dashboard
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.miracosta.edu/officeofthepresident/oir/college_data.html

Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>64 %</td> <td>65 %</td> <td>65 %</td> </tr> </table>	2016-17	2017-18	2018-19	64 %	65 %	65 %
2016-17	2017-18	2018-19						
64 %	65 %	65 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>77 %</td> <td>77 %</td> <td>77 %</td> </tr> </table>	2016-17	2017-18	2018-19	77 %	77 %	77 %
2016-17	2017-18	2018-19						
77 %	77 %	77 %						
13b.	List the actual successful student course completion rate:	<table> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>73 %</td> <td>73 %</td> <td>73 %</td> </tr> </table>	2016-17	2017-18	2018-19	73 %	73 %	73 %
2016-17	2017-18	2018-19						
73 %	73 %	73 %						
Certificates								
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table> <tr> <td>2016-17</td> <td>2017-18</td> <td>2018-19</td> </tr> <tr> <td>1,151</td> <td>1,285</td> <td>1,285</td> </tr> </table>	2016-17	2017-18	2018-19	1,151	1,285	1,285
2016-17	2017-18	2018-19						
1,151	1,285	1,285						

14b.	List your stretch goal (aspirational) for certificates:	2016-17	2017-18	2018-19
		1,642	1,642	1,642
14c.	List actual number or percentage of certificates:	2016-17	2017-18	2018-19
		1,344	1,521	1,750

Associate Degree (A.A./A.S.)

15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	Number of degrees		
	If Number-Other or Percent-other, please describe:			
15a.	List your Institution-Set Standard (floor) for degrees:	2016-17	2017-18	2018-19
		1,265	1,381	1,385
15b.	List your stretch goal (aspirational) for degrees:	2016-17	2017-18	2018-19
		1,765	1,765	1,769
15c.	List actual number or percentage of degrees:	2016-17	2017-18	2018-19
		1,430	1,653	2,048

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	Yes		
16a.	Type of Institute-set standard for bachelor degrees awarded (Please Select Number or Percentage):	Number of degrees		
	If Number-Other or Percent-other, please describe:			
16b.	List your Institution-Set Standard (floor) for bachelor degrees:	2016-17	2017-18	2018-19
		N/A	19	19
16c.	List your stretch goal (aspirational) for bachelor degrees:	2016-17	2017-18	2018-19
		N/A	27	27
16d.	List actual number or percentage of bachelor degrees:	2016-17	2017-18	2018-19
		N/A	N/A	21

Transfer

17.	Type of Institute-set standard for transfers (Please Select Number or Percentage):	Number of transfers		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		1,222	1,217	1,217
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		1,555	1,555	1,555

17d.	List actual number or percentage of students who transfer to a 4-year college/university:	2016-17	2017-18	2018-19
		1,413	1,318	1,403

Licensure Examination Pass Rates

18. Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	Examination	Institution set standard	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate
Nursing (RN)	state	85 %	92 %	98 %	100 %
Certified Nursing Assistant (CNA)	state	90 %	98 %	100 %	100 %
Surgical Tech.	state	75 %	78 %	77 %	100 %

Employment rates for Career and Technical Education students

19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	Institution set standard	2016-17 Job Placement Rate	2017-18 Job Placement Rate	2018-19 Job Placement Rate
Nursing (RN)	75 %	93 %	98 %	100 %
Certified Nursing Assistant (CNA)	80 %	100 %	100 %	100 %
Surgical Tech.	78 %	82 %	92 %	100 %

Other Information

20.	<p>Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).</p> <p>Questions #18 & 19 - The LVN program graduates a cohort every other year.</p>
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The data included in this report are certified as a complete and accurate representation of the reporting institution.

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APPENDIX C - ANNUAL FISCAL REPORT



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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Annual Fiscal Report
Reporting Year: 2018-2019
Final Submission
03/31/2020

MiraCosta College
1 Barnard Drive
Oceanside, CA 92056

General Information

#	Question	Answer
1.	Confirm the correct college's report	Confirmed
2.	District Name:	MiraCosta Community College District
3.	a. Name of College Chief Business Officer (CBO) b. Title of College CBO c. Phone number of College CBO d. E-mail of College CBO e. Name of District CBO f. Title of District CBO g. Phone number of District CBO h. E-mail of District CBO	Tim Flood Vice President Administrative Services 760-795-6653 tflood@miracosta.edu Tim Flood Vice President Administrative Services 760-795-6653 tflood@miracosta.edu

DISTRICT DATA (including single college organizations) Revenue

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
4.	a. Total Unrestricted General Fund Revenues	\$ 116,384,353	\$ 121,408,829	\$ 130,106,621
	b. Other Unrestricted Financing Sources (Account 8900)	\$ 0	\$ 0	\$ 0
(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
5.	a. Net (Adjusted) Unrestricted General Fund Beginning Balance	\$ 22,516,875	\$ 26,973,992	\$ 28,448,924
	b. Net Unrestricted General Fund Ending Balance, including transfers in/out	\$ 26,973,992	\$ 28,448,924	\$ 30,739,003

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
6.	a. Total Unrestricted General Fund Expenditures(including account 7000)	\$ 111,927,236	\$ 119,933,897	\$ 127,816,542
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 93,270,692	\$ 99,865,960	\$ 107,621,836
	c. Other Unrestricted General Fund Outgo (6a - 6b)	\$ 18,656,544	\$ 20,067,937	\$ 20,194,706
	d. Unrestricted General Fund Ending Balance	\$ 26,973,992	\$ 28,448,924	\$ 30,739,003

Liabilities

7.	Did the district borrow funds for cash flow purposes?	FY 16/17	FY 17/18	FY 18/19
		No	No	No
8.	Total Borrowing	FY 16/17	FY 17/18	FY 18/19
	a. Short-Term Borrowing (TRANS, etc)	\$ 0	\$ 0	\$ 0
	b. Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	\$ 0	\$ 0	\$ 0
9.	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	No	No	No
	b. What type(s)	N/A	N/A	N/A
	c. Total amount	\$ 0	\$ 0	\$ 0
10.	Debt Service Payments (Unrestricted General Fund)	FY 16/17	FY 17/18	FY 18/19
		\$ 1,609,613	\$ 418,875	\$ 416,825

Other Post Employment Benefits

11.	(Source: Most recent GASB 74/75 OPEB Actuarial Report)	FY 18/19		
	a. Total OPEB Liability (TOL) for OPEB	\$ 26,815,056		
	b. Net OPEB Liability (NOL) for OPEB	\$ 1,547,997		
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	94 %		
	d. NOL as Percentage of OPEB Payroll	3 %		
	e. Service Cost (SC)	\$ 1,504,730		
	f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	\$ 4,602,673		
12.	Date of most recent GASB 74/75 OPEB Actuarial Report - use valuation date (mm/dd/yyyy)	4/10/2019		
13.	a. Has an irrevocable trust been established for OPEB liabilities?	Yes		
	b. Amount deposited into Irrevocable OPEB Reserve/Trust	FY 16/17	FY 17/18	FY 18/19
		\$ 0	\$ 1,900,000	\$ 0
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	\$ 0	\$ 0	\$ 0
	d. OPEB Irrevocable Trust Balance as of fiscal year end	\$ 21,837,794	\$ 25,267,059	\$ 26,766,503

Cash Position

14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined Balance Sheet Total accounts 9100 through 9115)	FY 16/17	FY 17/18	FY 18/19
		\$ 28,529,431	\$ 30,526,737	\$ 32,790,758
15.	Does the district prepare cash flow projections during the year?	Yes		

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	12/11/2019
<p>NOTE: Audited financial statements are due to the ACCJC no later than 4/3/2020. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.</p>		
17.	Summarize Material Weaknesses and Significant Deficiencies from the annual audit report (enter n/a if not applicable):	
	FY 16/17	No Material Weaknesses or Significant Deficiencies reported.
	FY 17/18	No Material Weaknesses or Significant Deficiencies reported.
	FY 18/19	No Material Weaknesses or Significant Deficiencies reported.

Other District Information

		FY 16/17	FY 17/18	FY 18/19
18.	a. Final Adopted Budget ♦ budgeted Full Time Equivalent Students (FTES) (Annual Target)	11,348	11,082	11,034
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	11,082	11,034	10,229
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	0	0	0
20.	a. During the reporting period, did the district settle any contracts with employee bargaining units?	Yes		
	b. Did any negotiations remain open?	No		
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	Fiscal Impacts: Full-Time Faculty Assembly, COLA of 2.25%, \$610,000. Part-Time Faculty, COLA Average 1.25% range of 0.5% to 2.25%, \$200,000		

College Data

	<p>NOTE: For a single college district the information is the same that was entered into the District section of the report.</p>			
21.	a. Final Adopted Budget ♦ budgeted Full Time Equivalent Students (FTES) (Annual Target)	11,348	11,082	11,034
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	11,082	11,034	10,229
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	\$ 111,927,236	\$ 119,933,897	\$ 127,816,542
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	\$ 111,927,236	\$ 119,933,897	\$ 127,816,542
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	\$ 26,973,992	\$ 28,448,924	\$ 30,739,003
		FY 16/17	FY 17/18	FY 18/19

25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	0 %	0 %	0 %
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	Cohort Year 2014 11 %	Cohort Year 2015 15 %	Cohort Year 2016 14 %
27.	<p>Were there any executive or senior administration leadership changes at the College during the fiscal year, including June 30? List for the College or for Single College District</p> <p>Please describe the leadership change(s)</p>	<p>Yes</p> <p>The original Vice President of Business and Administrative position was split into two Vice President positions (Vice President Human Resources, Vice President Administrative Services). Charlie Ng the current Vice President of Business and Administrative Services transitioned to the Vice President Human Resources, and Tim Flood was hire to fill the Vice President of Administrative Services role as of January 22, 2019.</p>		

The data included in this report are certified as a complete and accurate representation of the reporting college.

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MIRACOSTA COMMUNITY COLLEGE DISTRICT

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Oceanside Campus: 1 Barnard Drive, Oceanside, CA 92056 ► P 760.757.2121 ► F 760.795.6609

San Elijo Campus: 3333 Manchester Avenue, Cardiff, CA 92007 ► P 760.944.4449 ► F 760.634.7875

Technology Career Institute & North San Diego Small Business Development Center: 2075 Las Palmas Drive, Carlsbad, CA 92011 ► P 760.795.6820 ► F 760.795.6826