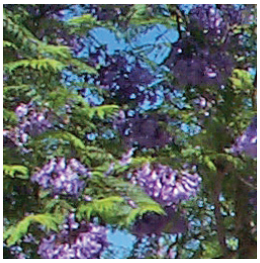
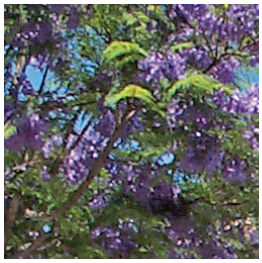
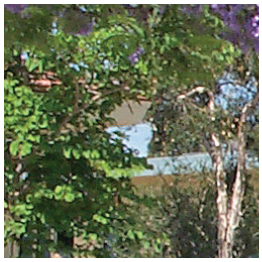
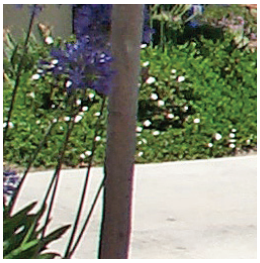



Institutional Self Study Report in Support of Reaffirmation of Accreditation





MARCH 2010

Submitted by **MIRACOSTA COLLEGE** to the
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

MiraCosta College

Institutional Self Study Report in Support of Reaffirmation of Accreditation

Submitted by

MiraCosta College
One Barnard Drive
Oceanside, CA 92056

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

March 1, 2010

Certification of the Institutional Self Study Report

DATE: November 3, 2009

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

FROM: MiraCosta College
One Barnard Drive
Oceanside, CA 92056

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

Francisco C. Rodriguez, Ph.D.	Superintendent/President
Gregory M. Post, Esq.	President, Board of Trustees
Bradley Byrom, Ph.D.	President, Academic Senate
Aaron Hoffer	President, Associated Student Government
Catherine Halmay	President, Classified Senate
Albert J. Taccone, Ph.D.	Self Study Tri-chair
Mary Gross	Self Study Tri-chair
Gwendolyn Partlow	Self Study Tri-chair

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Introduction

A. History of the Institution

In Spring 1934, the citizens of Oceanside and Carlsbad faced widespread unemployment and financial desperation from the Great Depression. High school seniors graduated with few job prospects and no opportunity to obtain an affordable college education close to home. The Board of Trustees of the Oceanside-Carlsbad Union High School District chose to establish a junior college department on the campus of the high school, located in downtown Oceanside. The department featured courses that would transfer to the University of California. And, so the future MiraCosta College was formed.

Enrollment grew steadily until the outbreak of World War II when it declined, but then surged again following the war. In the early 1950s, the Board withstood the pressure when Boards of Trustees from surrounding cities wanted Oceanside-Carlsbad to join with them to create a new, larger junior college district. The Oceanside-Carlsbad Board of Trustees was unwilling to sacrifice local control and identity. But, by then the enrollment in both the high school and the junior college department was expanding, which prompted an expansion of the facilities on the existing campus.

With the encouragement of state and county educational agencies, the Oceanside and Carlsbad voters agreed in 1960 to develop a separate junior college district to be governed by the same Board of Trustees that oversaw the high school district. Once the junior college became operational, the citizens then supported funding the construction of a separate campus, as long as the site was central to both cities. After much debate over 27 different sites, the Board selected the 121 acres on the hillside of the Henie Ranch in Oceanside and purchased the site of the current campus for $575,000, following the successful $3.5 million bond issue in 1961.

In September 1964, the Oceanside-Carlsbad Junior College opened with a few finished classrooms, no landscaping, and 650 students. Within a few years, additional classrooms, a gym, the music and art buildings, as well as several minor buildings had been constructed. In order to attract students from all the coastal communities, the Board voted to change the name, finally selecting “MiraCosta,” which means “Behold the Coast,” a name suggested by the student body president, who later became a member of the college Board of Trustees.

College faculty, newly separated from the high school district, recognized the need for participation in the development and implementation of college policy. Working with and supported by the college administration, the faculty established the Academic Senate in 1963, which was formally approved by the Board as the official faculty group on campus. The Academic Senate has remained a strong proponent of the collegial method of governance, which affords faculty strong influence on issues of academic and professional import.

In 1969, Oceanside-Carlsbad Junior College District separated completely from the high school by electing its own board. In 1971, voters approved a five-year, 17-cent tax override to construct and equip three new vocational/technical buildings. The timing of this vote proved to be crucial, since soon after this occurred, the State developed a new funding structure, which included the

17-cent tax override as permanent part of the college tax base. As a result, in 1987 MiraCosta College became a basic-aid district, receiving local property tax revenue in excess of the state formula for funding colleges. Therefore, MiraCosta College has received no state general apportionment and has been entitled to retain all tax revenue received above the general apportionment formula.

In 1972, both Oceanside and Carlsbad School Districts asked MiraCosta to assume the responsibility for their Adult Education Programs. MiraCosta's community learning programs have allowed students in noncredit English as a Second Language classes to a make a smooth transition to college credit courses, adults to complete their high school graduation requirements, and community members to profit from a variety of free- and fee-based programs throughout the years.

For several years, members of the Board and administration had tried unsuccessfully to convince the residents of the San Dieguito area to join the district, since that area and many others in the state belonged to no specific community college district. In September 1975, the Board of Governors of California's community colleges ordered an end to open districts and assigned residents of the San Dieguito Union High School District to MiraCosta College, a move that doubled both the population and the assessed valuation of the college district and provided two additional seats on the board. At that time, the college supported San Dieguito's request to maintain their thriving Adult Education program.

In July 1976, the district officially became the MiraCosta Community College District and included in its service area, the citizens of the San Dieguito area: Del Mar, Olivenhain, Encinitas, Cardiff, Solana Beach, and Leucadia, as well as Carlsbad and Oceanside.

Committed to serving the residents of the San Dieguito area, the Board opened a college center in a storefront in Solana Beach in Spring 1976. By Fall 1976, the center offered 100 classes. Increased enrollment caused parking problems at the center, forcing a year-and-a-half search for a bigger, more suitable location. In 1978, the college leased an unused elementary school in Del Mar to provide a more suitable facility for educational programs in the southern portion of the district. The Del Mar Shores Center opened in September 1978.

Also in the mid-70s, with an enrollment of more 7,000 students, the Board considered expanding the Oceanside Campus once again. After months of deliberation and community input, the board authorized a $15-million, five-year building program in November 1977.

In 1980, the Del Mar Shores facility was approved as a "center," a designation that authorized the Board to purchase property in the southern portion of the district to build a permanent campus. The Board bought 47 acres just off Interstate 5 in Cardiff for $1.6 million.

The new property was across from the San Elijo Lagoon Preserve and as such was under the jurisdiction of the California Coastal Commission. After much negotiation with that body, efforts began in 1986 to complete the planning and construction of this new permanent facility. Named the San Elijo Center, the facility opened for Fall classes in 1988 with an enrollment of 2,500 students —1,000 more than were expected.

In 1987, students launched a legislative campaign to pass a senate bill to authorize a local-option building-use fee to raise funds for a student center on the Oceanside Campus. With the successful passage of this bill, students voted to assess Oceanside Campus students $1 per credit, not to exceed $10 per fiscal year, to help finance the student center project. This assessment, along with contributions from the MiraCosta College Foundation and district monies, funded the $3.4 million project. The 25,000-square-foot center with an ocean view opened in time for the start of Fall classes in 1990. The building it replaced was remodeled into classrooms, computer labs and faculty offices. In 1992, students at the San Elijo Center approved the same assessment to accumulate funds for the eventual expansion of their student center.

The period from 1990 through 1997 found the college undergoing a tremendous number of changes. As the college undertook the challenge of remodeling existing facilities and building new ones, enrollment began to stabilize and property taxes began to shrink as San Diego felt the impact of the nationwide economic recession. The college's Adult Learning Complex, located in leased facilities in downtown Oceanside opened in Fall 1992. The center consolidated several noncredit programs, notably English as a Second Language, Adult High School Diploma and GAIN (Greater Avenues to Independence).

Meanwhile, on the Oceanside Campus construction began on a 33,600-square-foot, $8 million building complex that would house the sciences; computer labs for math, English, foreign languages, engineering technology and open student use; as well as a high-tech teaching/learning center. During this time the district made significant progress in implementing strategic planning for information technology and began to build the fiber-based network that would create the infrastructure to connect MiraCosta to the Internet.

In 1998, the college used local funds to purchase property on Mission Avenue in Oceanside in order to create a permanent facility for the growing noncredit program. The former grocery store and small strip mall were transformed into the Community Learning Center (CLC). The CLC opened in Fall 2000 and was approved as an educational center in 2002.

In Spring 1999, the college competed for and was awarded the contract to host the North San Diego County Small Business Development Center (SBDC). The SBDC, through its work in contract education, has been extremely effective in increasing the role the college plays in local economic development.

The Public Education Facilities Bond Act (Prop. 1A) passed by voters in November 1998 provided funding for two new buildings on the Oceanside Campus: the Child Development Center and the Library and Information Hub. The $3.2 million Child Development Center opened in Fall 2002. The $13 million Library and Information Hub on the Oceanside Campus opened in January 2003. The two-story, 49,000-square-foot building is the largest building on the campus.

Several more construction projects have been completed in the past eight years. Among them, on the Oceanside Campus, has been the replacement of the music and art building, due to unstable soil conditions, and the construction of a horticulture complex, which opened in 2008.

During this time, the San Elijo Center also has seen remodeling projects that have added classroom and lab space, as well as an enhanced student center.

During the first 70 years of its history, MiraCosta College had only four presidents-each serving at least 10 years, a factor which has contributed greatly to the college's stability and ability to move forward in a way that encourages continuous, sustainable, quality instruction and a focus on student learning. A fifth superintendent/president was hired in 2005. After much controversy, the superintendent/president resigned in 2007, and the college hired two different interim presidents, while searching nationally for a permanent superintendent/president. In Spring 2009, members of the Board of Trustees, with major input from campus and community representatives, hired a permanent superintendent/president.

With the exception of a few dips in enrollment during hard financial times, MiraCosta has continued to grow at a steady pace, from its initial 650 students in 1964 to its current enrollment of 19,852 credit students and 6,082 noncredit students throughout the district. Because of its basic aid status, MiraCosta has fared better economically than most California community colleges, which has meant fewer cuts to its programs and continued growth in human resources. As MiraCosta College celebrates its 75th year, optimism is high and faculty, staff, and administrators look forward to the future, with continued commitment to quality and devotion to student success.

B. Demographic Information

A Comparison of Our Student and District Population Characteristics

Located within the coastal communities of North San Diego County, MiraCosta College serves a broad spectrum of residents in terms of age, gender, ethnicity and socioeconomic status.

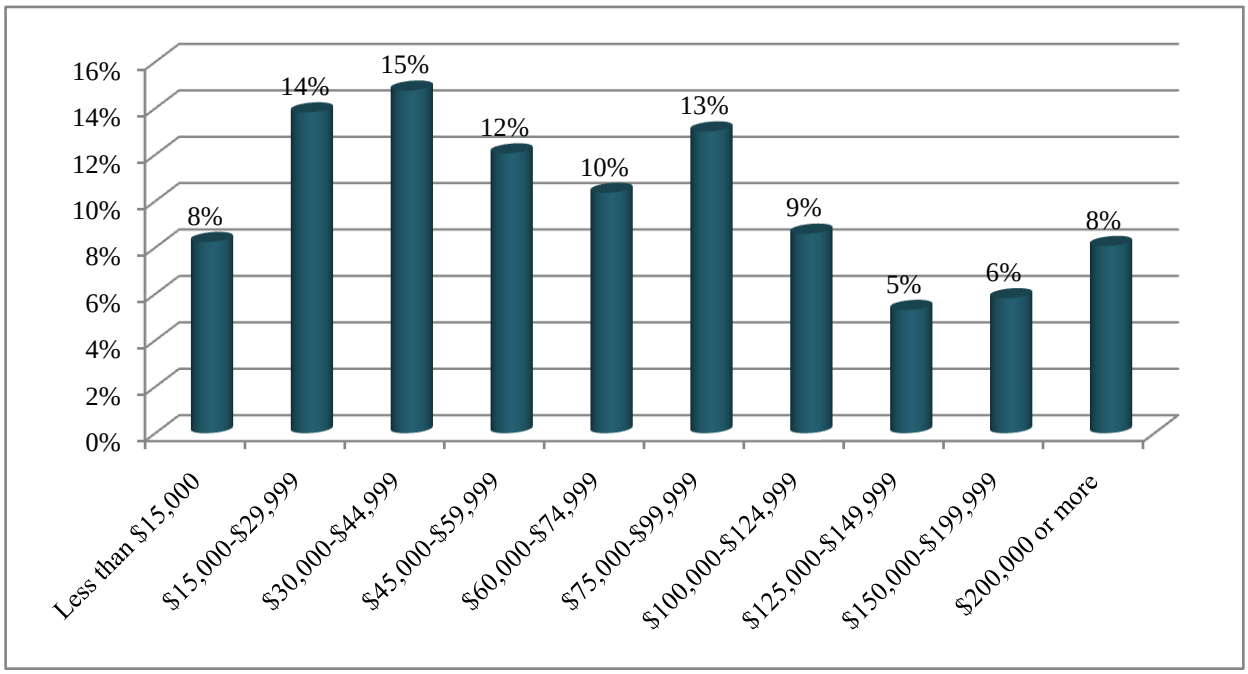
As of October 2008, the district population was 449,874, with a quarter of those residents under the age of 18. The percentages reflected in each of the tables include only those residents and students aged 18 years and above.

The median household income for the district was $61,639, with equal percentages of district households earning less than $15,000 and more than $200,000.

Age		MiraCosta College Credit Students 2008-2009	MiraCosta College District Population October 2008
18 and 19	#	3773	14,076
	%	19%	5%
20 to 24	#	6369	35,572
	%	32%	12%
25 to 29	#	2752	24,547
	%	14%	8%
30 to 39	#	2255	51922
	%	11%	17%
40 to 49	#	1536	58,703
	%	8%	19%
50 to 59	#	1039	53634
	%	5%	18%
60 and Older	#	410	64091
	%	2%	21%

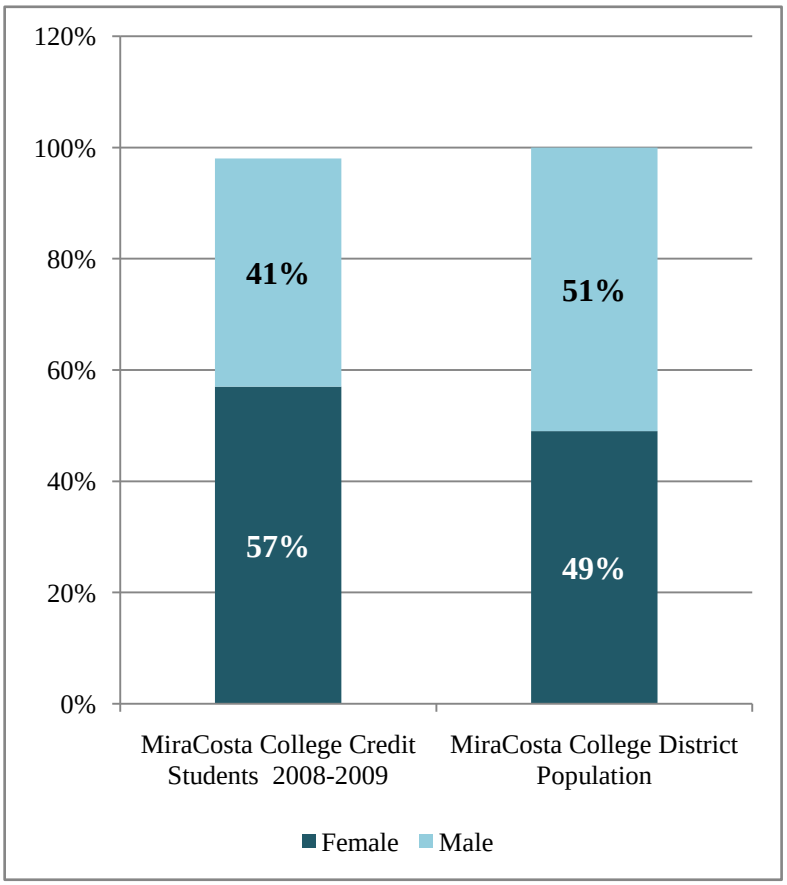
Ethnic Breakdown of MiraCosta College

Median Household Income (Adjusted for Inflation)



Student and District Populations

Ethnicity	MiraCosta College Credit Students 2008-2009		MiraCosta College District Population October 2008	
	#	%	#	%
African-American	920	5%	9,948	3%
American Indian/Alaskan Native	193	1%	1,107	0%
Asian/Pac Island	1,913	10%	22,263	7%
Hispanic	4,234	21%	58,525	19%
Other Non White/Unknown	2,037	10%	6,694	2%
White	10,555	53%	204,008	67%
Total	**19,852**		**302,545**	



The ethnic makeup of the district's adult population is predominantly White, with Hispanics making up the second largest ethnic group. The credit student population, however, reflects a greater diversity than the district population. Fifty-three percent of credit students are White, while ethnic groups traditionally underrepresented in college (Black/African-American, Hispanic and American Indian/Alaskan Native) are seen in larger proportions than in the district population.

Changes in the MiraCosta College Student Population Since Fall 2000

	Fall 2000		Fall 2008		Fall 2000 to Fall 2008 Change	
	#	%	#	%	#	%
Female	5,630	59%	6,895	58%	1,265	22%
Male	3,882	41%	4,956	42%	1,074	28%
Total	**9,512**		**11,851**		**2,339**	**25%**

Note: In Fall 2008 1% of enrolled students did not indicate a gender.

	Fall 2000		Fall 2008		Fall 2000 to Fall 2008 Change	
	#	**%**	**#**	**%**	**#**	**%**
Full-time	2,599	27%	3,863	32%	1,264	49%
Part-time	6,913	73%	8,132	68%	1,219	18%
Total	**9,512**		**11,995**		**2,483**	**26%**

While the gender breakdown remained virtually the same, students have gotten slightly younger and more likely to take a full load of classes. Figures and tables later in this section will reflect how that change has occurred over time.

	Fall 2000	Fall 2008
Average Age	28	27
Median Age	23	22
Modal Age	19	19

	Fall 2000		Fall 2008		Fall 2000 to Fall 2008 Change	
	#	%	#	%	#	%
17 and under	352	4%	798	7%	446	127%
18-20	2,725	29%	3,875	32%	1,150	42%
21-24	2,075	22%	2,709	23%	634	31%
25-29	1,213	13%	1,622	14%	409	34%
30-34	749	8%	771	6%	22	3%
35-39	651	7%	535	4%	-116	-18%
40-44	599	6%	461	4%	-138	-23%
45-54	829	9%	778	6%	-51	-6%
55-64	219	2%	333	3%	114	52%
65 and over	100	1%	113	1%	13	13%
Total	**9,512**		**11,995**		**2,483**	**26%**

	Fall 2000		Fall 2008		Fall 2000 to Fall 2008 Change	
	#	%	#	%	#	%
African-American	465	5%	560	5%	95	20%
American Indian/Alaska Native	97	1%	114	1%	17	18%
Asian/Pacific Islanders	897	9%	1175	10%	278	31%
Hispanic	1,719	18%	2545	21%	826	48%
Other Non-White/Unknown	472	5%	1271	11%	799	169%
White	5,862	62%	6330	53%	468	8%
Total	**9,512**		**11995**		**2,483**	**26%**

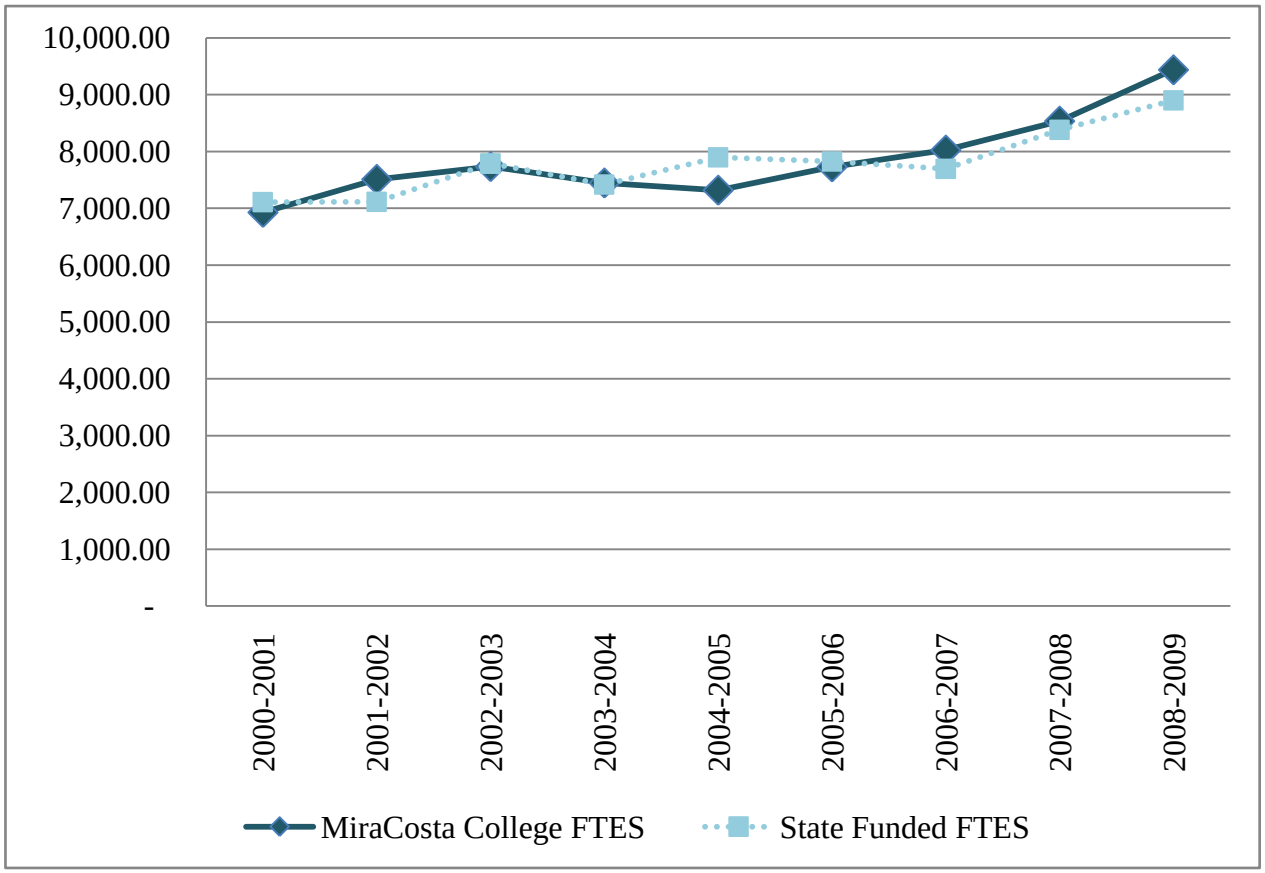
Employee Demographics

Figures in the employee demographics tables reflect the personnel for Fall 2008. A detailed discussion of the diversity of faculty and staff can be found in the Human Resources section of this document.

	Male	Female	Total
Administration	8	6	14
	57%	43%	100%
Classified Management	4	10	14
	29%	71%	100%
Classified Staff	93	154	247
	38%	62%	100%
Classroom Faculty	64	65	129
	50%	50%	100%
Non-classroom Faculty	11	21	32
	34%	66%	100%
Total Regular Employees	180	256	436
	41%	59%	100%
Associate Faculty	167	245	412
	41%	59%	100%

	Black	American Indian	Asian/ Pacific Islander	Hispanic	White	Unknown	Total
Administration				2	12		14
	0%	0%	0%	14%	86%	0%	100%
Classified Management		1	1	2	10		14
	0%	7%	7%	14%	71%	0%	100%
Classified Staff	12	5	27	46	149	8	247
	5%	2%	11%	19%	60%	3%	100%
Classroom Faculty	4	2	9	22	91	1	129
	3%	2%	7%	17%	71%	1%	100%
Non-classroom Faculty	4		2	7	19		32
	13%	0%	6%	22%	59%	0%	100%
Total Regular Employees	20	8	39	79	281	9	436
	5%	2%	9%	18%	64%	2%	100%
Associate Faculty	12	5	21	37	327	10	412
	3%	1%	5%	9%	79%	2%	100%

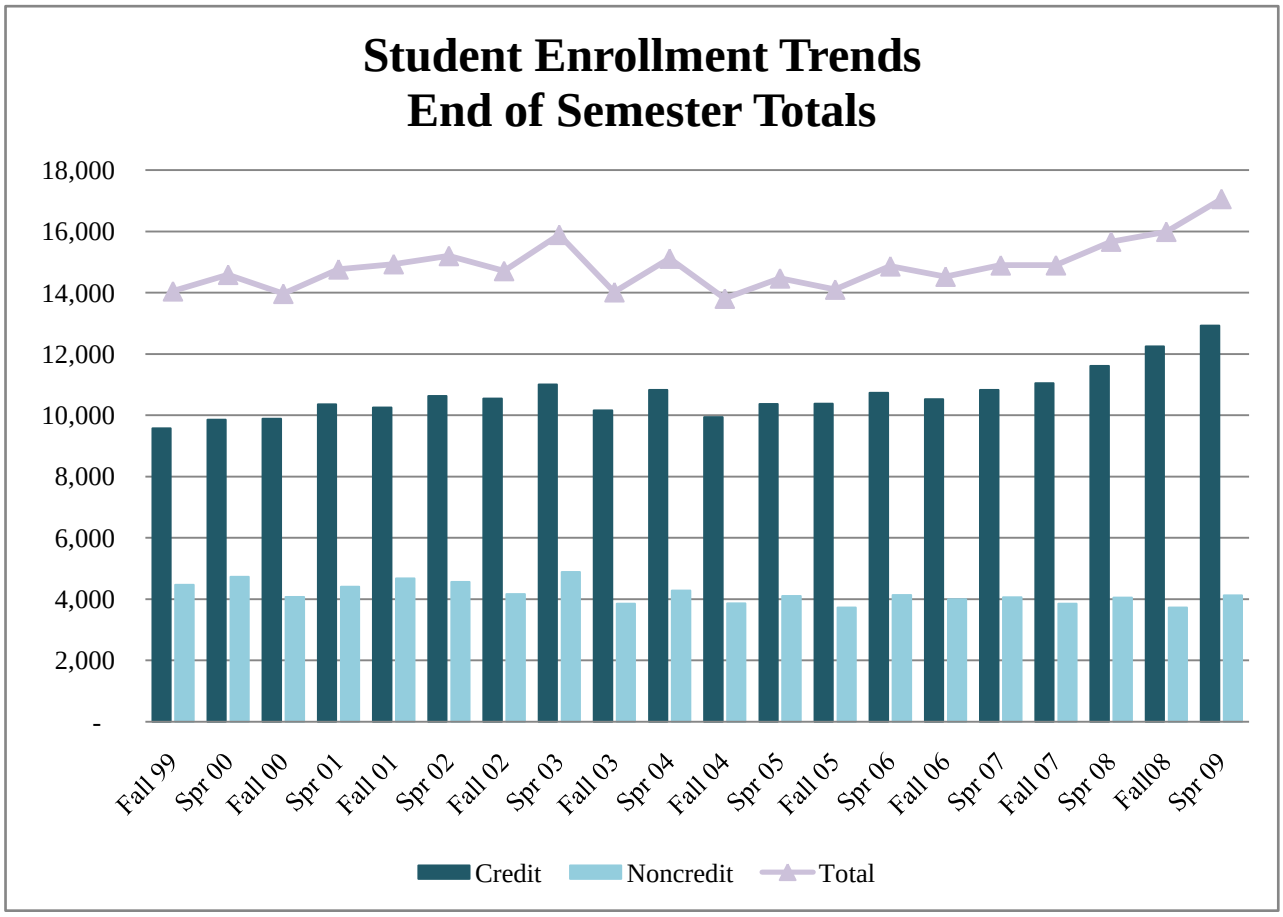
MiraCosta College Resident and State-Funded FTES



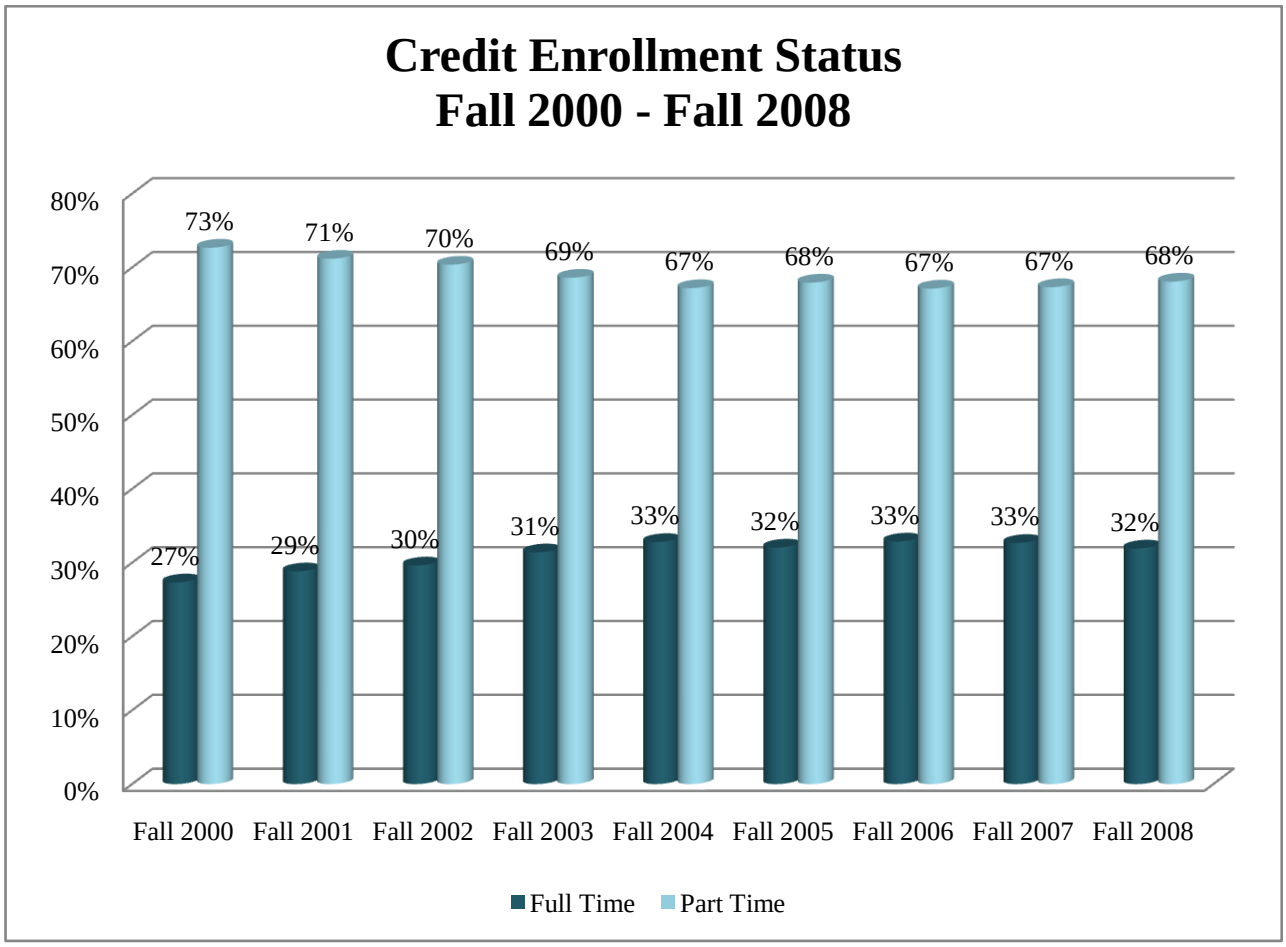
Year	MiraCosta College FTES	Numeric Change from Prior Year	Percent Change from Prior Year	State Funded FTES	MCC Difference from State Funded
2000-2001	6928.46	202.00	3%	7109.13	-180.67
2001-2002	7509.80	581.34	8%	7114.64	395.16
2002-2003	7734.85	225.05	3%	7788.31	-53.46
2003-2004	7446.50	-288.35	-4%	7417.34	29.16
2004-2005	7319.33	-127.17	-2%	7899.29	-579.96
2005-2006	7729.63	410.30	6%	7822.75	-93.12
2006-2007	8026.38	296.75	4%	7693.65	332.73
2007-2008	8536.57	510.19	6%	8383.49	153.08
2008-2009	9440.75	904.18	11%	8370.63	539.06

Source: FTES generated by noncredit students and credit California residents as reported on the CCFS 320 Annual Report

As a basic-aid district, MiraCosta College is not required to adhere to the funding cap set by the Chancellor's Office. However, the college uses that figure as a benchmark to ensure that it is making the most out of its available resources.



While the noncredit program has maintained its enrollments at a relatively steady pace since Spring 2004, credit enrollment at MiraCosta College has grown to unprecedented levels over the last two-three years. The combination of the struggling economy and cutbacks imposed by neighboring institutions has resulted in the highest enrollment totals in the college's history.


Credit Enrollment Status
Fall 2000 - Fall 2008
80%
70%
60%
50%
40%
30%
20%
10%
0%
73%
71%
70%
69%
67%
68%
67%
67%
68%
27%
29%
30%
31%
33%
32%
33%
33%
32%
Fall 2000
Fall 2001
Fall 2002
Fall 2003
Fall 2004
Fall 2005
Fall 2006
Fall 2007
Fall 2008
Full Time
Part Time

C. Self-Identified Actions Plans Response from the 2004 Accreditation Self Study Planning Agenda I.B.2: PBC (Planning and Budgeting Council) and AMPC (Academic Master Planning Committee) will review and evaluate the new PBC planning cycle to ensure it allows AMPC goals to more directly drive planning at PBC (PBC, AMPCC).

As of the Midterm Report to the Accrediting Commission for Community and Junior Colleges (ACCJC) submitted in March 2007 the college had made significant progress toward clarifying the relationship between AMPC and PBC, and toward ensuring that AMPC drives decision-making at PBC. The academic master plan was rewritten on schedule, drawing on considerable input from all facets of the college community and data regarding the district's demographic and employment trends. In addition, the new facilities master plan was developed in concert with the AMPC and the Technology Master Plan was rewritten in light of the new academic master plan. It is clear that AMPC is now leading the planning process at MiraCosta College.

Since the Midterm report was submitted to ACCJC in March 2007, the college has undergone significant changes to its governance process and structure resulting from growing recognition of the need to establish a governance reorganization that better meets the needs and demands of a rapidly growing institution and in response to concerns of the Accrediting Commission for Community and Junior Colleges (ACCJC) that the existing governance structure did not adequately meet the accreditation standards. In the new collegial consultation and governance process implemented in June 2009, the college Steering Council welcomes input from any member or entity of the MiraCosta College Community and disseminates recommendations to the four governance councils that include the Academic Senate Council, Classified Senate Council, Administrative Council, and Associated Student Government. Subcommittees may be formed as necessary to carry out the responsibilities of the various councils. The Budget and Planning Committee is responsible for budget development, accreditation, master planning, Program Review (nonacademic), employment planning, and all associated policies, procedures, rules, regulations, and guidelines.

As a result of the new collegial consultation and governance process implemented in June 2009, Program Reviews, student learning outcomes and assessments, and administrative unit outcomes and assessments are aligned to ensure decision-making includes dialogue before allocating resources that improve student learning. Program Review reports and administrative unit outcomes and assessment results are generated and used by all councils and committees, including the Budget and Planning Committee, that is ultimately responsible for ensuring the college meets the goals and principles of a new education master plan underway beginning in Fall 2009.

The changes to the governance process at MiraCosta College have resulted in budgeting and planning that is driven by Program Review using student learning outcomes as one of the key aspects of determining program and unit needs. As such, the college has succeeded in meeting the goals of this Planning Agenda.

Planning Agenda I.B.4: The Classified Senate Council will work to better communicate to the classified staff the opportunities available to them to participate in planning processes at all levels (Classified Senate Council).

Each Classified Senator represents specific constituents and sends them regular updates on the meetings and current issues related to the collegial consultation and governance process. The Classified Senate President sends regular updates to classified employees after Board, BPC, and the Academic Senate meetings. The roles of the Classified Senate's Council and committee memberships are defined in the college's collegial consultation and governance process that was implemented in June 2009. The Classified Senate voted to approve this new process in Spring 2009. As such, the communication between Classified Senators and their constituents will continue to be effective with clearly defined roles for the Classified Senate in the college's new collegial consultation and governance process.

Planning Agenda II.A.1.b: Solicit feedback from students about delivery systems and modes of instruction; evaluate the efficacy of Learning Management Systems to other online delivery methods; follow the experimentation of faculty in the burgeoning systems of educational delivery (TAP, Instructional Services Office, Retention Services).

As described in the description of Standard II.A.1.b of this Self Study, MiraCosta employs a variety of instructional delivery methods, ranging from lecture and lecture-discussion, to discussion, cooperative/collaborative groups, activity, laboratory, work experience, computer-assisted instruction and distance learning, directed and independent study, and field experience. In MiraCosta's classrooms, instruction is often delivered or enhanced by technology. These various modes and methodologies of instruction allow students to tap into their learning styles as active/hands-on learners or visual or verbal learners, as well as accommodate students whose educational experience is enhanced by the ability to work from home or at odd hours.

Student survey results give feedback about delivery systems and modes of instruction. Students are surveyed in various ways including the formal Tenure Review or Peer Review process for faculty, campus surveys about the college, surveys conducted by individual faculty in their classes, direct conversations with students, etc. Data on student success are also used to review and make changes. Courses and programs are reviewed and approved by the Courses and Programs Committee (C&P) to ensure instructional delivery methods are appropriate for the courses and programs submitted for review, including separate approvals for courses where sections may be taught online. The separate approval for online course delivery of courses is required by the State Chancellor's Office as well. MiraCosta College faculty experiment with and test various Learning Management Systems (LMSs). These faculty members give their input and suggestions to the Academic Affairs Committee and Budget and Planning Committee about what LMSs the college should adopt and support. Program Reviews will also provide input to the Budget and Planning Committee to assist in such decisions.

In the 2008 Accreditation Self Study Survey, Student Version, 98% of students reported they were satisfied with the format (i.e. online, on-campus, self-paced) in which courses are offered by MiraCosta College. As a result of the scrutiny by the Courses and Programs Committee and the determination of appropriateness for modes of instruction and students' level of satisfaction

with the format (methods of delivery of instruction), the college is succeeding in ensuring the concerns of this Planning Agenda are continuously addressed.

Planning Agenda II.A.6.b: PEPP will continue to be monitored by AP&P (AP&P).

The Program Elimination Process and Procedures (PEPP) were last utilized to discontinue the auto collision program at the college in 2004. PEPP is in place and the process is described in detail in response to Standard II.A.6.b of this Self Study. The Academic Policies and Procedures Committee (AP&P) has been replaced with the Courses and Programs Committee as part of the college's new collegial consultation and governance process. Recommendations related to program elimination will be determined through the collegial consultation and governance process; thus, the college will be successful in ensuring the PEPP is monitored by the appropriate committees.

Planning Agenda II.B.1: The revision of the AMPC will emphasize the role of the plan in leading the planning and budgeting process for the college and clarifying the process of communication and recommendations. The new Planning and Budgeting Council goals and objectives call for the creation of a college-wide Leadership Academy and the evaluation of decision making college-wide. These are identified as Goal 5, Objective 1, Action Plan 5.1 and Objective 2. The Leadership Academy action plan is subject to modification (AMPC, PBC, director of Human Resources). See Planning Agenda I.B.2 and IV.A.1

According to the college's new collegial consultation and governance process implemented in June 2009, the Budget and Planning Committee is responsible for accreditation, master planning, Program Review (nonacademic), employment planning and all associated policies, procedures, rules, regulations, and guidelines. The college's Steering Council addresses all matters related to the committee's responsibilities for their consideration and recommendations to the council.

The college undertook the writing of a new education master plan in Fall 2009 with the goal of having results that will assist the college Steering Council in giving direction to the committees established in the collegial consultation and governance process, implemented in June 2009. The collegial consultation and governance process is working to improve significantly the link between planning, budgeting, Program Review, and student learning. As such, the new collegial consultation and governance process will have a significant impact on budgeting and planning at the college and ensuring decision-making is consistent with the goals of the process. Decision-making will be evaluated based on Program Review results.

Planning Agenda II.B.3.e: Implement revised Matriculation Plan (Vice President of Student Services, Matriculation Committee).

The current Matriculation Plan was implemented in 2004. The plan is consistent with matriculation guidelines and contains information relevant to norms and equivalencies. As such, the college has met the expectations related to this Planning Agenda.

Planning Agenda II.C.1.a: Hire a director of the Writing Center, Oceanside hub (Selection committee, Human Resources Office).

The new director of the Writing Center was hired in Fall 2004. As such, the college has met the expectations related to this Planning Agenda.

Planning Agenda III.A.1.b: Complete and implement revised evaluation process for classified employees and ensure that reviews are completed in a timely manner (Classified Senate). Also, see Planning Agenda from Standard IV.B.1.j on evaluation of the superintendent/president.

All probationary classified employees hired since 2004 have received at least one, if not the recommended three performance evaluations during the probationary period.

In Spring 2005, classified employees were invited to attend a workshop during staff development days on the performance evaluation process. An overview of the steps in the process was provided, as well as coaching on how to write self-assessment statements. This workshop was well received and is to be repeated during subsequent staff development training programs. New classified employees are educated on the process as they are hired. As such, the college has met the expectations related to this Planning Agenda.

Planning Agenda III.A.2: Develop data to assess the impact of potential retirements department by department throughout the next five years. Implement new hiring plan (AMPC, PBC).

Analysis of retirement projections in 2003 revealed the cost of the district's early retirement annuity to be prohibitively high. The annuity originally provided by the district to retiring employees was discontinued in June 2005. Future retirement incentives may be established with specific windows of opportunity based on the fiscal capacity of the district and potential salary cost savings.

Staff members in Human Resources continue to monitor and regularly report on retirement projections. In 2005, retirement projections were revised as part of the district's initiative to support the STRS "golden handshake" program. As a part of the annual budget process, Human Resources does an analysis of people who are eligible to retire and forecasts the potential cost savings to the district if the golden handshake were offered.

The Budget and Planning Committee continues to support the college's goals related to hiring new faculty. As such, the college has met the expectations related to this Planning Agenda.

Planning Agenda III.A.4.b: Establish partnerships with diversity organizations in North County to further improve communication with and recruitment from diverse populations in the district (Human Resources). See also response to Recommendation #3.

The Equal Employment Opportunity Committee was reconfigured and reconstituted in 2005 to develop action plans for more assertive community relations and outreach. As such, the college has met the expectations related to this Planning Agenda.

Planning Agenda III.A.6: Implement the recommendations of the PBC Process Improvement Team and evaluate their effectiveness (PBC, hiring committees, AMPC).

The Planning and Budget Council (PBC) began the implementation of the recommendations of the process improvement team in Fall 2004. Overall planning cycles were revised, a baseline budget review process was implemented, equipment replacement plans and budgets were established, new funding categories (Innovations and New Initiatives) were established and funded, and the total cost of ownership process was developed and implemented.

The PBC was replaced with the Budget and Planning Committee as part of the new collegial consultation and governance process. During the 2009-2010 academic year, the committee will review the processes used for funding. Program Review that is related to student learning outcomes and assessment will be a major contributor to the committee's decision-making process. The Budget and Planning Committee is also responsible for the development of the college's education master plan that will, once completed, serve as the overarching planning document for the college, which all related plans must support. As the result of the new collegial consultation and governance process, implemented in June 2009, the college will continue to meet the expectations and address the concerns related to this Planning Agenda.

Planning Agenda III.B.1.b: Continue to retrofit, remove barriers, and upgrade access in accordance with regulations of the Americans with Disabilities Act as funds become available.

The district has completed major construction projects since the 2004 accreditation team visit (Horticulture, Creative Arts, Theatre, Oceanside Transfer/Counseling Center, and San Elijo Student Center). All new construction meets ADA requirements and often includes ADA upgrades to immediately adjacent grounds or facilities. The district incorporates ADA access standards in all remodel projects. Three major remodels (Administration, Biotech, and Automotive Technology) have been accomplished since 2003 and all have greatly improved ADA access. Additionally, many minor remodel projects have been accomplished to improve ADA access including the Oceanside Student Center bathrooms, the main entrance to the Oceanside Student Services complex, the Oceanside cafeteria service line, the Community Learning Center restrooms, and many exterior doors throughout all campus sites. The college has addressed this Planning Agenda successfully and accessibility meets the Americans with Disabilities Act regulations.

Planning Agenda III.B.2.a: Fully implement the Total Cost of Ownership Program and assess its effectiveness (PBC, FPAC).

The total cost of ownership process was implemented in Fall 2005. Planning and Budgeting Council used the process for planning through Spring 2009. The new Budget and Planning Committee voted to eliminate the total cost of ownership program and will use the principles of the new collegial consultation and governance process and its charge from the college Steering Council to determine methods for evaluating program needs (based on Program Reviews) beginning with planning for the 2010-2011 fiscal year budget. As such, the college has successfully addressed this Planning Agenda.

Planning Agenda III.B.2.b: AMPC will fulfill its role as the planning body for maintenance, expansion and development of academic programs with decisions regarding specific facilities and funding being referred to the appropriate committees (AMPC).

The Academic Master Planning Committee (AMPC) fully embraced its role as the primary planning body for academic programs. The academic master plan was updated annually and most recently in Spring 2009. Effective June 2009, and in accordance with the new collegial governance and consultation process, the Courses and Programs Committee will be the committee responsible for the elements outlined in this Planning Agenda. As such, the college will continue to meet the expectations outlined in this Planning Agenda.

Planning Agenda III.D.3: Create a Web-based planning and budgeting process to bring about more accountability and to make information available to all staff and faculty. Implement and assess the "total cost of ownership" process (PBC, vice president of Business and Administrative Services).

In Fall 2005, the college implemented Strategic Planning Online (SPOL) – a web-based participative planning application. Faculty, staff, and administrators were trained in the use of the system in Fall 2005. The Planning and Budgeting Council, in light of the new collegial consultation and governance process principles and charge to the new Budget and Planning Committee, voted in Spring 2009 to eliminate SPOL and will use the principles of the new collegial consultation and governance process and its charge from the college Steering Council to determine methods for evaluating program needs (based on Program Reviews) beginning with planning for the 2010-2011 fiscal year budget. As such, the college has addressed this Planning Agenda and will continue to plan, however, without, at this time, a web-based planning and budgeting tool.

Planning Agenda IV.A.1: Through the Leadership Academy, managers and supervisors of classified staff will be introduced to opportunities for participation in collegial governance and strategies for encouraging staff involvement in collegial governance processes (director of Human Resources).

Approximately fifty supervisors of classified staff participated in the Leadership Academy in Spring and Fall 2004. The academy was comprised of six four-hour sessions to help attendees improve supervisory skills. Among the topics included in the Academy was a discussion of

ways that supervisors can support classified staff in participating in the governance process. The Classified Senate, Human Resources and college administrators continue to encourage and support classified staff participation in governance activities.

The new collegial consultation and governance process includes an administrative council comprised of all academic and classified administrators. As a result, the activities-including those outlined in this Planning Agenda formerly undertaken by the leadership academy-will be assumed by the various Professional Standards Committees to ensure the elements of this Planning Agenda continue to be addressed.

Planning Agenda IV.A.2.a, IV.A.2.b: The Academic Senate Council and AMPC will carefully review and more closely follow the Academic Master Plan and senate policies and procedure, and clarify the relationship between the various committees of the Academic Senate (Academic Senate Council, AMPC). The AMPC and PBC will implement PBC's new planning schedule and evaluate its effectiveness in allowing the Academic Master Plan to more directly drive PBC planning (AMPC, PBC). Associated Student Government will better communicate to new and returning students about ASG's role in institutional governance and how students can have their voices heard (ASG).

In 2003, the Academic Senate Council (ASC) was restructured to designate a faculty member with reassigned time to chair the Academic Master Planning Committee. The council and the committee were better coordinated and information moved efficiently between the two groups. For the recent rewrite of the academic master plan (AMP) significant input was obtained from the Academic Senate and from visits with academic departments.

Since the last accreditation team visit, the Associated Student Government (ASG) has made student participation in college governance a priority. The current ASG officers have done a remarkable job of assuring regular student participation on governance committees. In the 2008 Accreditation Self Study Survey, Student Version, 84% of students reported that they were satisfied that student activities and organizations at MiraCosta College have increased their awareness of responsibility to the community. This is an indication that students are aware, at least, of opportunities to participate in collegial governance.

Effective June 2009 with the implementation of the new collegial consultation and governance process, the responsibilities for academic master planning resides with the Academic Affairs Committee and the budget and planning responsibilities fall under the Budget and Planning Committee. Students are represented on all college committees that are part of the collegial consultation and governance process.

Planning Agenda IV. B.1.b: The board will explore ways to communicate more clearly to the college community how its policies and actions work to enhance student learning programs and services. One possible method might be to have the board president periodically notify the college community (by posting to the internal Web, for example) about the board's recent activities and their significance. The board will explore the reasons for the dissatisfaction among some full-time classroom faculty on the issue raised in survey question 59 (The Governing Board's policy-based governance assures the quality,

integrity, and effectiveness of student learning programs and services), and work to address those dissatisfactions (Board of Trustees).

As a result of these Self-Identified Planning Agendas and after recent warning status and three recommendations issued to the college by the Commission, the college gave consistent and serious attention to all three recommendations and responded on time to all Commission reports and letters. In addition, all Commission reports, letters, and responses from the college have been posted to the college website and are available in print from relevant college offices. Finally, all Commission reports, letters, and responses from the college report accurately the difficulties facing the college and responses to those difficulties.

The following actions were taken by the college to address the warning issues by the Commission: the Board held a study session on the Brown Act; the college engaged in continuous work to address the Commission warnings while the college operated with two interim president/superintendents and a change in the membership of the Board of Trustees; and the college documented all meetings and study sessions linked to Commission Recommendation 2.

Furthermore, Interim Superintendent/President Dr. Susan Cota invited Dr. Barbara Beno to give a presentation on accreditation to the Board on October 10, 2008. It was an open meeting and attendees included administrators, staff, faculty, and Standard IV committee members. Dr. Beno's presentation was followed by separate meetings between herself and Interim Superintendent/President Susan Cota, Board members, ASC representatives (President, ASC VP, and ASC past president) and the Standard IV Self Study team, which includes the college's Accreditation Liaison Officer.

Under the leadership of Cota through February 2009, the college continued to address the issues linked to Recommendation 2. The new Superintendent/President, Dr. Francisco Rodriguez, was briefed by Cota, and throughout February 2009 (before his official start date of March 1) met with numerous campus groups including the Board to learn more about the college's accreditation status.

Ultimately the college adopted a new collegial consultation and governance process to ensure that all concerns related to Standard IV are addressed with a sustainable process that will serve the college's rapid growth and meet the concerns raised by the Commission.

The Board of Trustees website includes information related to recent board activities and is regularly updated with the revised *Board of Trustees Policies and Administrative Procedures* that will be completed in Spring 2010. In the 2008 Accreditation Self Study Survey, Employee Version, only 38% of college employees agreed that the Governing Board's policy-based governance assures the quality, integrity, and effectiveness of student learning programs and services. The survey was conducted in Fall 2008 and prior to what has transpired since and described in this response. As stated in the response to Standard IV.B.1.b. of this Self Study, the massive undertaking of rewriting board policies in one year is commendable and is further evidence of the Board of Trustees commitment to the success, quality, integrity, and improvement of learning programs that meet the needs of the MiraCosta College Community.

As a result, the college will continue to monitor progress towards ensuring the concerns raised in this Planning Agenda are addressed.

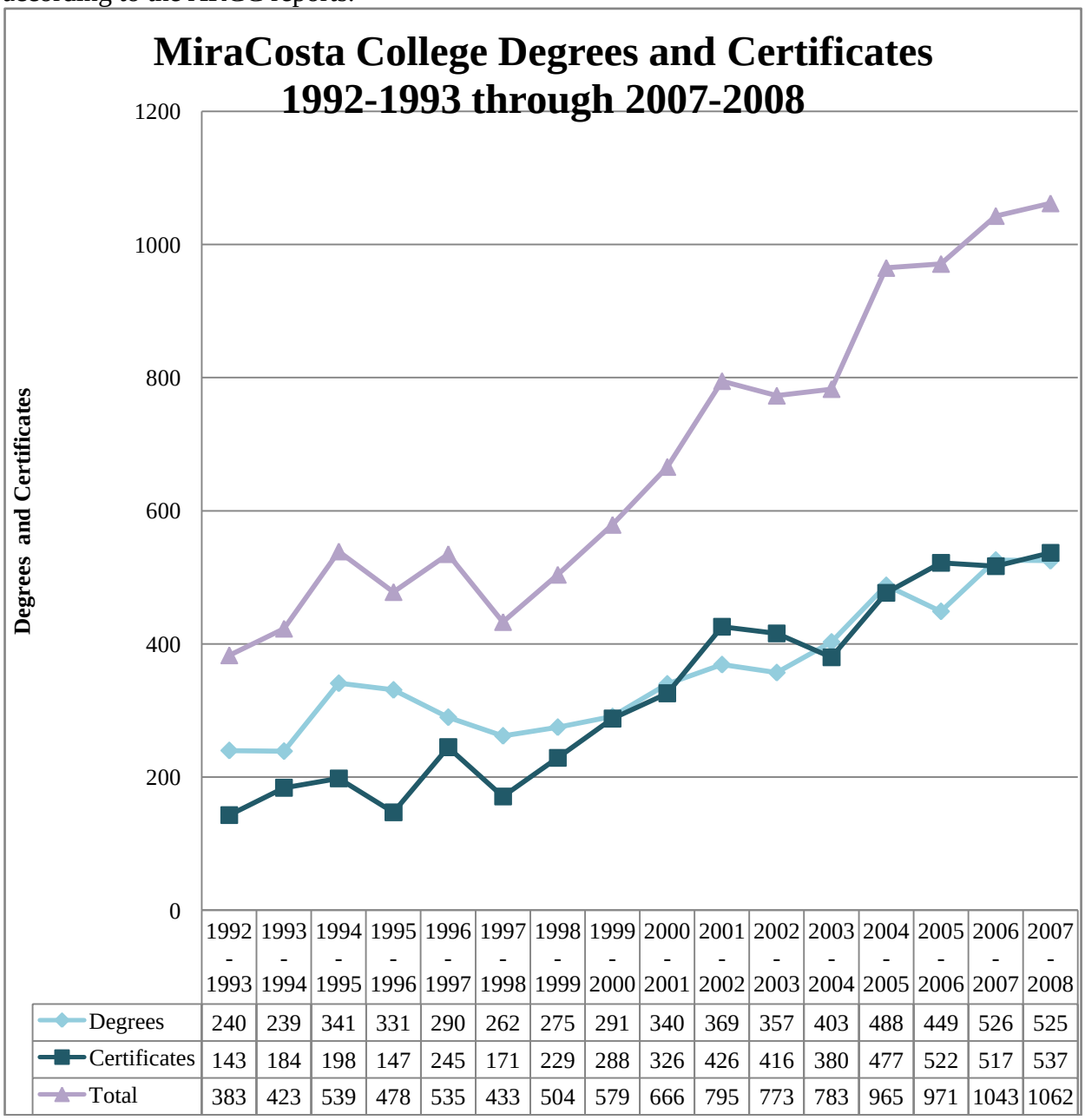
Planning Agenda IV.B.1.j: The board will make clearer to the rest of the college community its policies for evaluating the college superintendent/president. The board will explore methods for making the annual evaluation of the president more inclusive, such as through solicitation of written input from the college community on specific aspects of the president's performance (Board of Trustees).

As stated in the response to Standard IV.B.1.j. of this Self Study, the evaluation of the superintendent/president Board of Trustees Policy 2435 also states "the Superintendent/President is expected to perform the duties contained in the job description of the Superintendent/President and fulfills other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the Superintendent/President." The policy does not include methods described in this Planning Agenda. As such, the Planning Agenda will be brought to the college Steering Council to determine the best method for bringing the recommendations contained in this Planning Agenda to the Board of Trustees.

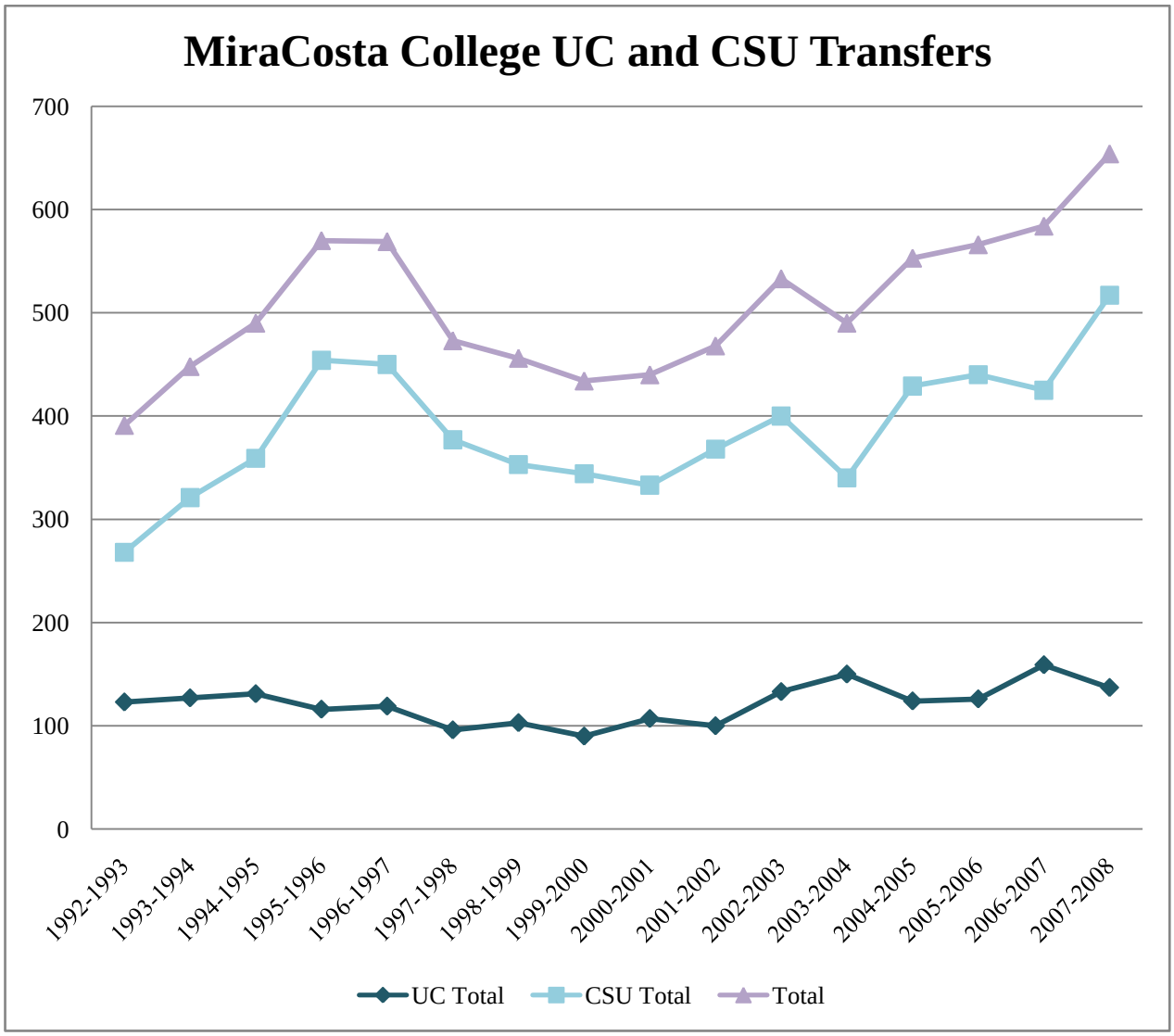
D. Longitudinal Data

In 2007 the Chancellor's Office released the Accountability Reporting for the Community Colleges (ARCC) report. The ARCC tracks cohorts of students over time through the community college system using Management Information Systems (MIS) data. Now in its third release, the report has not only provided valuable information about the successes of MiraCosta College students, but also was the catalyst for improved data quality procedures for the submission of MIS data.

The following charts provide a visual description of longitudinal data for MiraCosta College according to the ARCC reports.



	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Degrees	240	239	341	331	290	262	275	291	340	369	357	403	488	449	526	525
Certificates	143	184	198	147	245	171	229	288	326	426	416	380	477	522	517	537
Total	383	423	539	478	535	433	504	579	666	795	773	783	965	971	1043	1062


MiraCosta College UC and CSU Transfers
700
600
500
400
300
200
100
0
1992-1993
1993-1994
1994-1995
1995-1996
1996-1997
1997-1998
1998-1999
1999-2000
2000-2001
2001-2002
2002-2003
2003-2004
2004-2005
2005-2006
2006-2007
2007-2008
UC Total
CSU Total
Total

1. Student Progress and Achievement Data (SPAR)

Percentage of first-time students who achieved any of the following within six years: transferred to a four-year college; earned an AA/AS or Certificate of Achievement; or achieved Transfer directed or Transferred Prepared status

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
MiraCosta College	56.10%	53.60%	59.60%

2. Percent of Students who Completed 30 or More Units

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
MiraCosta College	72.20%	71.40%	73.60%

3. Persistence

Percentage of first-time students with a minimum of 6 units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
MiraCosta College	66.10%	67.60%	64.90%

4. Annual Successful Course Completion Rate for Credit Vocational Courses

	2005-2006	2006-2007	2007-2008
MiraCosta College	71.10%	69.10%	70.70%

5. Annual Successful Course Completion Rate for Credit Basic Skills Courses

	2005-2006	2006-2007	2007-2008
MiraCosta College	56.20%	58.90%	59.20%

6a. ESL Improvement Rate

Percentage of students enrolled in an ESL course who subsequently pass a higher level course in the sequence.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
MiraCosta College	57.40%	69.30%	68.50%

6b. Basic Skills Improvement Rate

Percentage of students enrolled in a Basic Skills course who subsequently pass a higher level course in the sequence.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
MiraCosta College	45.30%	46.50%	48.90%

E. The Commission expects that the institutions are at the Sustained Quality Improvement level for Program Review and Planning on the Commission's Rubric for Evaluating Institutional Effectiveness.

MiraCosta College is at the Sustainable Quality Improvement level of Program Review Implementation. The college implemented a new Program Review process beginning Fall 2009 that relies on research to identify student learning needs and regularly assess progress toward achieving stated learning outcomes through the Program Review process. Program Reviews are conducted annually and, as such, are ongoing. The Office of Institutional Research provides institutional research for the campus as a whole and on an ad hoc basis. That office also supports the college's student learning outcomes and assessments efforts. Student learning outcomes and assessments are reported by faculty using the college's TracDat software system. The Office of Institutional Research is responsible for compiling and reporting student success data. The most recent institutional evaluations of student assessment and outcomes are housed in the Office of Institutional Research. Data compiled through TracDat, the college's assessment management system, and the college's enrollment data-driven interface (EDDI) system are analyzed by faculty for the purpose of completing Program Reviews resulting in academic master planning that results in processes that improve institutional effectiveness annually.

Instructional and Student Services have established student learning outcomes and assessments, and administrative unit (non-instructional) outcomes and assessments. These are aligned to ensure decision-making includes dialogue through the collegial consultation and governance process about the results for the purpose of allocating resources that improve student learning. Program Review reports and administrative unit outcomes and assessment results are generated and used by all councils and committees to make recommendations to the college Steering

Council that is ultimately responsible for ensuring the college meets goals and principles of the education master plan.

Under the college's new collegial consultation and governance process, the Budget and Planning Committee will use the college's new annual Program Review process to assess, plan and determine resource allocation necessary to meet programmatic needs of the community. The Program Review process that is based on student outcomes and assessments in relation to programmatic and institutional learning outcomes will serve as the primary mechanism upon which the college will rely to make funding decisions through the budget and planning process. The college Steering Council will determine the committee responsible for reviewing the Program Review process for the purpose of ensuring institutional effectiveness on an ongoing basis.

F. The Commission recognized institutions are in varying stages of developing and assessing student learning outcomes at the course, program, and degree level.

The college's response to Standard II.A and, in particular, Standard II.A.1.c., describes MiraCosta College at the proficiency level of implementation of student learning outcomes. By the end of the Spring 2009 semester a minimum of three outcomes and assessments per course had been developed for all credit courses, excluding some special topics, honors, directed studies and fee-based courses offered through continuing education. Also in Spring 2009, a regular cycle of ongoing assessments was incorporated into the Program Review process that is an annual and continual process beginning in Fall 2009. In February 2008, the college purchased TracDat, an assessment management software that facilitates the collection, management, and evaluation of student learning outcomes and assessments. The software is in use currently at the college and training on how to use TracDat was held in Spring 2009.

The regular cycle has disciplines reporting their assessment activities in TracDat. The cycle requires a "closed loop" every six years. A "closed loop" consists of two rounds of collecting and evaluating assessment data. Assessment calendars will be housed, as well, in TracDat. Until all calendars are housed in TracDat, the six-year electronic assessment calendars that were submitted for all programs in Fall 2008 are documented and kept by the Outcomes and Assessment Committee. TracDat allows queries to identify every course that has collected assessment data, as well as courses that have evaluated those assessment data. The college uses a grid that maps course-level student learning outcomes to program-level student learning outcomes for program assessment that will be integral to the new (Fall 2009) Program Review process. Through TracDat, the college will also be able to archive data on course-level student assessment results and run queries that document assessment results and offer evidence that assessment and evaluation results are used for the continuous improvement of student learning. All of which can be included in Program Review that is tied to budget and planning in the new collegial consultation and governance process.

Program-level student learning outcomes (SLOs) have been identified for assessment purposes. To date the program-level student learning outcomes are designated as general education (GE) and career and technical education (CTE). GE and CTE program-level SLOs have been established as have institutional student learning outcomes that are listed in the *2009-2010*

MiraCosta College Catalog. Program-level SLOs are linked to Program Review and planning and budgeting through the new Program Review process and the Budget and Planning Committee for the purpose of continuous improvement of student learning. MiraCosta College has not assessed degrees or certificates to date and has yet to establish the process for doing so. The Outcomes and Assessment Committee has established a goal to have degree and certificate SLOs written by March 2010.

MiraCosta College is at the proficiency level of SLO implantation as evidenced by having authentic assessments in place for courses and programs with results of those assessments being used in the Program Review process for the purpose of budget and planning. In addition, comprehensive assessment reports are maintained and completed for SLOs on a regular six-year cycle per SLO and those SLOs are tied to program-level SLOs. All of this is maintained by TracDat and used by the Budget and Planning Committee through Program Review to make resource allocation decisions. Further, students are made aware of the goals and purposes of each course through faculty syllabi that include the goals from the official course outline of record. Syllabi include student learning outcomes that are also part of official course outlines of record.

The college, however, has not yet established student learning outcomes and assessments for degrees and certificates. A connection between institutional learning outcomes, student learning outcomes, and administrative unit outcomes should be made through the new Program Review process that results in budgeting and planning being achieved as the result of Program Review. In order for the college to achieve Sustainable Continuous Quality Improvement regarding student learning outcomes, the college will establish degree and certificate-level student learning outcomes and assessments that will link to course-level student learning outcomes via the Program Review process that drives budgeting and planning in the collegial consultation and governance process. The college will also establish a clearly defined connection between student learning outcomes and assessment, institutional learning outcomes and assessment and administrative unit outcomes and assessment for the same purpose. The college is making efforts to achieve this by Spring 2010 and a Planning Agenda in regards to this effort is included in response to Standard II.A.1.c.

G. Off-Campus Sites And Centers And Distance Learning Programs

MiraCosta College has been offering classes in the southern part of the district since 1976. In accordance with California Code of Regulations, Title 5, Article 4, section 55180, the California State Chancellor's Office approved the San Elijo Center for offering courses and programs of study in 1980. The San Elijo Center is also approved to offer courses and programs of study by the California Postsecondary Education Commission. In Summer 2008, staff in the Office of Instructional Services reviewed all programs of study to determine the number of programs where students may earn greater than fifty percent of the course requirements at the San Elijo Center. They determined that 24 programs of study meet this definition. As such, college officials submitted a substantive change proposal for an additional location geographically apart from the main campus at which MiraCosta College offers at least 50% of educational programs to the Accrediting Commission for Community and Junior Colleges (ACCJC) in April 2009. The substantive change proposal was approved in June 2009.

MiraCosta College offers a wide variety of tuition-free noncredit courses at the Community Learning Center (CLC) located at 1831 Mission Avenue in Oceanside and at several locations throughout Oceanside and Carlsbad. These courses are listed in the Community Education Bulletin, published three times per year. A dean of continuing education and site supervisor of the Community Learning Center and an associate dean of continuing education support the Community Learning Center. Credit courses are offered at the CLC when a need arises or a fit is determined. Most recently the college has offered a select number of massage therapist assistant credit courses at the CLC. The college contracts with other sites noted in the Community Education Bulletin to offer classes.

The college has been offering classes online since the early 1990's. The college has well-developed policies and procedures for the establishment and teaching of distance education courses. The college's Courses and Programs Committee approves all distance education courses and programs of study. All online courses and programs of study require separate approval by the committee as mandated by Title 5 of the California Code of Regulations. The policies and procedures related to online program approval are included on the Courses and Programs Committee website. As part of the Summer 2008 review of programs by the Office of Instructional Services, it was determined that the college offers 21 programs of study where students may earn 50% or more of required coursework online. As a result, the college submitted a substantive change proposal to ACCJC to offer Additional Courses that Constitute 50% or More of Programs Offered through a Mode of Distance or Electronic Delivery. The substantive change was approved by ACCJC in June 2009.

The main campus in Oceanside, the San Elijo Center, and the Community Learning Center are integral to supporting the college's mission and core values:

Mission:
MiraCosta College provides quality instruction and support services that allow students to pursue and achieve their educational goals. The college responds to the needs of its students and community by creating new programs, expanding existing programs, and implementing innovative approaches to teaching and learning that prepare students to be productive citizens in a diverse and dynamic world.

Core Values:
MiraCosta College demonstrates an ongoing commitment to these core values:

- Educational excellence
- Equality and accessibility
- Ethical leadership
- Inclusive environment
- Adaptability and innovation
- Collegial governance
- Environmental awareness

Offering classes at various sites and online enhance the college's ability to meet all institutional goals and provide the community with diverse learning opportunities that enhance chances for achieving educational, personal, and professional goals. The approved ACCJC substantive change proposals serve as evidence that the college is meeting the Commission's expectations regarding quality of all programs.

H. Information regarding an external independent audit and information demonstrating integrity in the use of federal grant monies.

As required by the California Education Code, MiraCosta Community College ensures that an annual audit by an outside Certified Public Accounting firm is conducted and the results are presented to the Board of Trustees by a representative of the audit firm. MiraCosta College, like other community colleges in California, is subject to the Single Audit Act requirement. The Single Audit Act mandates that both an operational and a financial audit are conducted on an annual basis on all funds (Federal, State and Local). The audit examines all financial records of the college including all college funds, student financial aid, ancillary organizations, and Associated Students accounts and trust funds to obtain reasonable assurance about whether the financial statements are free of material misstatement. The annual audit is presented to the Board of Trustees in both written and oral format. Audit findings, recommendations and responses to current and prior year audit findings are included in the annual audit. The college has received unqualified audits during the last six years and the 2008 audit included no management comments.

The annual district audit by the contracted auditor assesses district compliance with the California State Chancellor's Office *Annual Contracted District Audit Manual* in addition to the compliance audit of the Student Financial Assistance Programs and other major Federal programs as required by OMB Circular A-133. The external auditing firm addresses and evaluates the internal accounting control and systems established to ensure compliance with laws and regulations affecting the receipt and expenditures of state, federal and local funds. Audit reports include findings from prior years and the college's response to such findings. Beginning in 2008-09 the college has included the completion of the Fiscal Health Checklist self-evaluation in its budget process as recommended and developed by the Chancellor's Office.

Federal regulations require that Financial Aid program expenditures be monitored closely and reported accurately. The college uses the PeopleSoft system for awarding and disbursing funds and to reconcile expenditures monthly with the Fiscal Services Office which retains account expenditure information for the Financial Aid programs. Students receiving financial aid are required to attend an in-person loan entrance counseling session once per academic year. Students requesting to borrow in excess of a college policy limit of $12,500 must meet with the Director of Financial Aid to justify their need for additional loan amounts. The Financial Aid Office follows the Recordkeeping, Accounting, Disclosure, and Record Retention requirements as outlined in the Financial Aid Handbook and Blue Book.

Abstract of the Report

The *MiraCosta College 2010 Accreditation Self Study* provides an opportunity for the college to reaffirm its commitment and compliance with the standards for accreditation expected by the Accrediting Commission for Community and Junior Colleges. Since its last accreditation self study in 2004, MiraCosta College has continued to focus on sustaining continuous quality of instruction and student-learning needs. In the current Self Study, MiraCosta demonstrates how its conscious self-reflection in analyzing the college's strengths and weaknesses, through extensive dialogue and broad participation, has resulted in documenting the college's success in providing sustained, continuous quality student learning and achievement and its commitment to the various communities being served.

Standard I.A. Institutional Mission and Effectiveness. In Spring 2009, after extensive dialogue with college constituencies, members of the Board of Trustees adopted a new mission statement, vision statement, and core values. This mission statement expresses clearly and succinctly the educational purposes the college fulfills and remains central to institutional planning and decision-making. MiraCosta College's student learning programs are aligned with the college's mission, vision, and core values and are appropriate for an institution of higher learning that focuses on serving the variety of citizens within its communities. The mission is evaluated and revised at least every three years, or as deemed necessary. A new collegial consultation and governance process was implemented in June 2009, which ensures a much broader-based, more inclusive annual review process. *Standard I.A* has no Planning Agenda items.

Standard I.B. Improving Institutional Effectiveness. Through extensive dialogue and strong commitment on the part of faculty and academic administrators, MiraCosta College has achieved sustainable, continuous learning improvement by assuring that at least three student learning outcomes (SLOs) and assessments have been written for each of the college credit courses, as well as the noncredit ESL and Adult High School Diploma courses. With a regular cycle of data-driven assessment evaluation, the college has committed to achieving effectiveness in its learning and service programs. Budget allocation and the strategic planning processes rely heavily on the data-driven Program Review process. Through the activities of the Office of Institutional Research, the college has been able to assess its progress toward achieving its stated goals, using the Key Performance Indicators Report and other survey data. The new collegial consultation and governance process assures that a broad range of individuals, including faculty, classified staff, classified and academic administrators, and students have the opportunity to participate in the planning process, which is informed by the mission, vision, and core values, and leads to improved institutional effectiveness. *Standard I.B* has no Planning Agenda items.

Standard II.A. Instructional Programs. In this Standard, the college is able to demonstrate its commitment to evaluation, planning, and improvement of student learning through the establishment of student learning outcomes and assessment cycles. The diverse educational programs, as described in the *MiraCosta College Catalog*, clearly relate to the objectives of the institution's mission and goals. The college supports a variety of initiatives and programs that, as the result of analyzing and identifying student needs, consistently address the educational preparation, diversity, and demographics of its community. Under the new collegial consultation

and governance process, the Courses and Programs Committee (the college curriculum committee) meets regularly to review and approve all new and revised courses and programs. In this way, the college has ensured that faculty has the primary voice in establishing and reviewing policies and procedures critical to student learning and achievement. The college uses a wide range of delivery systems and modes of delivery in support of curriculum objectives to meet the current and future needs of its students. The quality of instruction, academic rigor, and education effectiveness of all courses and programs, regardless of service location or instructional delivery method is addressed in the process of faculty hiring and evaluation, professional development, curriculum reviews and development, and Program Review. The Program Review process ensures that student learning outcomes and assessments are the basis for making decisions that relate to student learning. Program Review occurs on a regular closed-loop cycle. To date, student learning outcomes and assessments have been written for all credit courses and noncredit ESL and Adult High School Diploma courses. The college has not yet written student learning outcomes and assessments for certificate and degree programs. The college has provided evidence of its commitment to developing and assessing student learning outcomes based on general education and career and technical education programs. Every degree and certificate program identified in the *MiraCosta College Catalog* includes program course requirements and stated outcomes. Planning Agenda items for *Standard II. A* include a goal to have student learning outcomes and assessments written and approved for all degree and certificate programs by March 2010.

Standard II.B. Student Services Programs and Services. MiraCosta College has demonstrated in this section its commitment to providing quality student development and support services, regardless of location or means of delivery. Student Support Services reviews and analyzes it programs and services through regular Program Review and student-response surveys, which ensures that appropriate, equitable, and reliable services are being offered in an efficient and effective manner. Throughout the institution, students are encouraged to develop personal and civic responsibility; such development is enhanced by a variety of services offered to students, including service learning and opportunities to participate in a variety of workshops, events, and programs offered through Student Support Services. MiraCosta College maintains a commitment to diversity through its programs, practices, and services, which are designed to enhance student understanding and appreciation of diversity. The *MiraCosta College Catalog* contains all policies relating to students, such as admission requirements, student fees, and other student financial obligations, as well as policies relating to degrees, certificates, graduation, and transfer. The college maintains student records permanently, securely, and with confidentiality and has developed appropriate means for releasing information. Planning Agenda items for *Standard II.B* indicate a need for various Student Support Services to address the reasons for some student responses indicating dissatisfaction with some of the services provided.

Standard II.C. Library and Learning Support Services. MiraCosta College is able to support the quality of its instructional programs by providing library and learning support systems that are sufficient in quantity, quality, currency, and depth, regardless of location or method of delivery. Information and Learning hubs exist on both the Oceanside Campus and San Elijo Center; students at the Community Learning Center may request materials from either location, or in other ways make use of the hubs. Writing and tutoring centers, math labs, and open computer labs are available as learning support services under the auspices of the staff in the hubs.

Librarians conduct on ground and online programs to ensure student familiarity with the services provided, as well as maintaining continual availability to answer student questions. The college maintains adequate security for equipment, material, and data within the information hubs. The college regularly evaluates library and other learning support services to assure their adequacy in meeting identified student needs, utilizing a number of methods, such as institutional and departmental surveys and assessment, as well as the librarians' participation in the collegial consultation and governance process. There are no Planning Agendas for *Standard II.C.*

Standard III.A. Human Resources. In responding to this Standard, MiraCosta College reaffirms its commitment to employing qualified certificated and classified employees utilizing an extensive hiring and evaluation policy. The college generates broad and diverse candidate pools, which aids in helping the college reach its goal of a diversified staff. The quality of instruction at MiraCosta College is determined through faculty hiring and evaluation processes that follow the mandate of AB 1725, as well as through systematic and regular programs for professional development. Through Program Reviews, budgeting, and planning, constituent groups are able to plan and hire a sufficient number of staff to serve the needs of the district. MiraCosta College upholds a written code of professional ethics for all its personnel. The college has pledged a 2% annual growth in the hiring of full-time faculty in order to make strides toward the state-mandated 75:25 ratio of full- to part-time faculty. The ethical culture of MiraCosta College includes definitions, standards of practice and resources, and grievance policies and procedures, all of which are outlined in the *Board of Trustees Policies and Administrative Procedures*. In addition, the college adheres to and practices behaviors that respect the diversity of all constituents and ensure equitable treatment of all. Planning Agendas for *Standard III.A* include the appropriate parties working to codify an associate faculty hiring process and procedure, as well as the classified administrators working through the college Steering Council to develop hiring procedures for classified staff and administrators.

Standard III.B. Physical Resources. The college has described and assessed its physical resources in accordance with the contents of this Standard. The college maintains three physical sites to serve the community: the Oceanside Campus, the San Elijo Center, and the Community Learning Center. The college builds, maintains, and upgrades its physical resources allowing the continuous quality necessary to support its programs and services. Staff members in the areas of facilities, grounds, and maintenance perform work seven days a week, 24-hours per day to ensure the smooth operation of the district's physical resources. College facilities are accessible to those with physical disabilities and buildings are alarmed for security and emergency purposes. The college is committed to ensuring that physical resources are constructed and maintained so that access, safety, and security create a healthful learning and working environment. Physical resource planning is integrated with institutional planning and budgeting through the new collegial consultation and governance process. There are no Planning Agendas for *Standard III.B.*

Standard III.C. Technology Resources. Responses to this Standard emphasize the planning, budgeting, and evaluation of technology resources that have allowed MiraCosta College to meet the needs of learning, teaching, college-wide communications, research, and operational systems. Under the guidance of the Academic Information Systems (AIS), planning, acquisition, evaluation, and support of technology is integrated wholly with institutional planning and

budgeting. AIS is responsible for administrative systems, network and telecommunications, servers and web applications, library operations, and training and user support services. Technology-enhanced facilities span all areas of the district. The district maintains a one computer: one employee ratio for all faculty and staff. Planning and budgeting for hardware includes the cost of acquisitions and support and replacement on a regular cycle. Technology training is available to faculty and staff for most hardware and software maintained by the district, through a variety of modes including workshops, one-on-one training, drop-in labs, multimedia tutorials, and self-help materials on the Web. Almost 2000 personal computers are available for use by students, faculty, and staff. Since 2005, more than 94% of the classrooms at all three sites have classrooms that are technology-enhanced. The baseline technology includes a data projector, computer, and miscellaneous media equipment. The three college sites are wired with fiber optics, allowing for wireless connections anywhere on any college site. MiraCosta has adopted the PeopleSoft platform for Human Resources Administration, Student Records Administration, and Finance and Budget Administration. The college uses TracDat to track and assess student learning outcomes, as well as administrative unit objectives, EDDI as an enrollment management system, and PERCY for online Program Review. Throughout the district, the technology resources support the development, maintenance and enhancement of student and administrative programs and services. There are no Planning Agendas for *Standard III.C.*

Standard III.D. Financial Resources. The college meets the Standard for Financial Resources as evidenced by the strategic planning process that incorporates institutional planning and evaluation with budgeting and financial planning processes, Program Review, and the new collegial consultation and governance process. Financial tools such as the PeopleSoft financial system and monthly nVision reports to budget members and staff ensure that institutional planning reflects realistic assessment of financial resource availability, development of financial resources, and expenditure requirements. The district adheres to all required budgeting deadlines and processes, and through the collegial consultation and governance process, all constituents have appropriate opportunities to participate in and review the budget process. The college maintains institutional integrity in terms of short-range financial plans, as well as in terms of long-range financial stability by ensuring a 5% minimum general reserve requirement and a 3% emergency reserve. Additionally, the college has very little long-term debt. As required by the California Education Code, MiraCosta Community College ensures that an annual audit by an outside Certified Public Accounting firm is conducted and the results are presented to the Board of Trustees by a representative of the audit firm. The external auditing firm addresses and evaluates the internal accounting control and systems established to ensure compliance with laws and regulations affecting the receipt and expenditures of state, federal and local funds. They include in their audits findings and/or recommendations along with the college response for prior years. Beginning in 2008-09 the college has included the completion of the Fiscal Health Checklist self-evaluation in its budget process as recommended and developed by the Chancellor's Office. There are no Planning Agendas for *Standard III.D.*

Standard IV.A. Leadership and Governance. In the response to this Standard, the college describes its process in developing the new collegial consultation and governance process, as a result of its concern, and that of the ACCJC that the existing governance structure was no longer suitable for the rapidly growing institution. After considerable dialogue and the institutional

commitment to planning, evaluation, and improvement, a temporary Governance Organization Committee submitted its suggestions for change to the entire campus community. The new process, approved by the Academic and Classified Senates and submitted to the Board before its implementation in June 2009, provides a clear and effective means for participation and innovation by all college constituent groups. The college has also undertaken the rewriting of the *Board of Trustees Policies and Administrative Procedures*, using the Community College League of California's Policy and Procedure model. These policies describe clear and substantive roles for faculty and staff in the decision-making process and clarify and define the roles of each, resulting in facilitation of effective dialogue among all constituent groups in terms of strengthening significantly the link between institutional planning, Program Review, and student learning to ensure sustained, continuous quality improvement in all aspects of the college. There are no Planning Agendas for *Standard IV.A.*

Standard IV. B. Board and Administrative Organization. With the rewriting of the *Board of Trustees Policies and Administrative Procedures*, the college has been able to demonstrate its continued commitment to ensure that Board policies are consistent with the mission statement of the college, and that quality, integrity, and improvement of the student learning programs and services occur while providing the resources necessary to support these programs. The responsibilities of the Board of Trustees are clearly delineated in board policy. Members of the Board of Trustees meet their obligations regarding educational quality, legal matter, and financial integrity. Members are committed to ongoing development as a Board and to trustee education programs. Mediators who facilitated a January 2008 workshop reported optimism about resolving issues and noted significant progress had been made in clarifying the Board's role in policy review, governance, and overall functioning as a team. Members' regularly scheduled self-evaluation process supports their commitment to performance consistent with established and published policies and bylaws. In accordance with Board Policy, Board members delegate to the superintendent/president the authority and executive responsibility for administering policies adopted by the Board and executing all decisions of the Board. The president oversees the three main divisions of the college and can delegate authority and responsibility to appropriate administrators to carry out the functions of the college as defined by the Board. The new collegial consultation and governance process clearly defines the role of the superintendent/president in relation to the college's Steering Council and the constituent groups that may have direct relationship with the superintendent/president. There are no Planning Agendas for *Standard IV.B.*

Summary of Planning Agendas in the 2010 Accreditation Self Study

Standard II.A.1.b. Develop a mechanism to assess student success and achievement in online courses for the purpose of ensuring delivery systems and modes of instruction that are compatible with the objectives of the curriculum and appropriate to the current and future needs of students. The Office of Institutional Research might develop such a mechanism in consultation with faculty and the Office of Instructional Services. The mechanism should consider the Program Review process that is integral to the overall planning processes.

Standard II.A.1.c. The college will establish degree and certificate level SLOs and assessments and link those to the Program Review process resulting in continuous improvement in student learning. The college will establish a clearly defined connection between SLOs and assessment, institutional learning outcomes and assessment and administrative unit outcomes and assessment for the same purpose. The college is making efforts to achieve this Planning Agenda by the 2010 accreditation team site visit; however, we recognize the need to state this as a Planning Agenda during the writing of this Self Study.

Standard II.A.2.b. The college will establish student learning outcomes and assessments for degrees and certificates and a connection between these and institutional learning outcomes. Student learning outcomes and administrative unit outcomes should be made through the new Program Review process that leads to budget and planning decisions resulting in sustainable, consistent quality improvement [Ref. II.A-2].

Standard II.A.2.e. As suggested in the Planning Agenda in II.A.1.c., the college will establish degree- and certificate-level student learning outcomes and assessments and link those to the process that results in continuous improvement in student learning via the Program Review process that drives budgeting and planning in the collegial consultation and governance process. Further, the college will establish a clearly defined connection between student learning outcomes and assessment, institutional learning outcomes and assessment and administrative unit outcomes and assessment for the same purpose. The college is making efforts to achieve this Planning Agenda by the 2010 accreditation team site visit; however, we recognize the need to state this as a Planning Agenda as of the writing of this Self Study.

Standard II.A.2.f. Given the nature of the assessment of Standard II.A.2.f., the Planning Agenda for Standard II.A.2.f. is the same as for Standard II.A.1.c. and II.A.2.e. That is, the college will establish degree- and certificate-level student learning outcomes and assessments and link those to the Program Review process that results continuous improvement in student learning. This process drives budgeting and planning in the collegial consultation and governance process. The college will establish a clearly defined connection between student learning outcomes and assessment, institutional learning outcomes and assessment and administrative unit outcomes and assessment for the same purpose. The college is making efforts to achieve this Planning Agenda by the 2010 accreditation team site visit, however, recognizes the need for this Planning Agenda as of the writing of this self study.

Standard II.B.3.a. Admissions and Records, Financial Aid Services, Scholarship Services and Student Government will address the 2008 Accreditation Survey results by determining the reasons for the responses and, as necessary, develop plan(s) to address the concerns. Besides the regular Program Reviews, these Student Services programs will survey students annually to determine whether concerns indicated in the 2008 Self Study Survey are being addressed, as evidenced by increased student satisfaction with the services provided.

Standard II.B.3.c. The Counseling Department will address the 2008 Accreditation Self Study Survey results to determine the reasons for the low response rate (27% of the CCSSE. The department will develop plans to address the low student usage and to continue to improve services.

Standard III.A.1.a. The appropriate parties will work to codify an associate faculty hiring process and procedure. Board Policy 7120 and Administrative Procedure 7120 that address this Planning Agenda are expected to be reviewed and approved by the Board of Trustees in Spring 2010.

Standard III.A.1.d. The Human Resources Offices will facilitate Ethics workshops beginning in Fall 2009. Workshops are 90 minutes in length and are mandatory for all administrators, faculty, regular classified employees and new employees. The workshops consist of viewing real life scenarios portrayed on video with facilitators guiding attendees through a discussion of MiraCosta College-specific scenarios including protecting privacy of student records, theft, falsifying data, etc. for the purpose of reviewing best practices related to ethics and ethical standards to be applied to the scenarios.

Standard III.A.6. As a result of the new collegial consultation and governance process, classified administrators will work through a task force of the Budget and Planning Committee to develop hiring procedures for classified staff and administrators.

Organization for the Self Study

The chart, located on page 40, describes how the *MiraCosta College 2010 Accreditation Self Study* was organized. Tri-chairs, who are responsible for the direction of the Self Study, solicited the steering committee members. The Tri-chairs were appointed as follows:

Mary Gross, Instructor, English as a Second Language
Faculty Tri-chair appointed by the Academic Senate

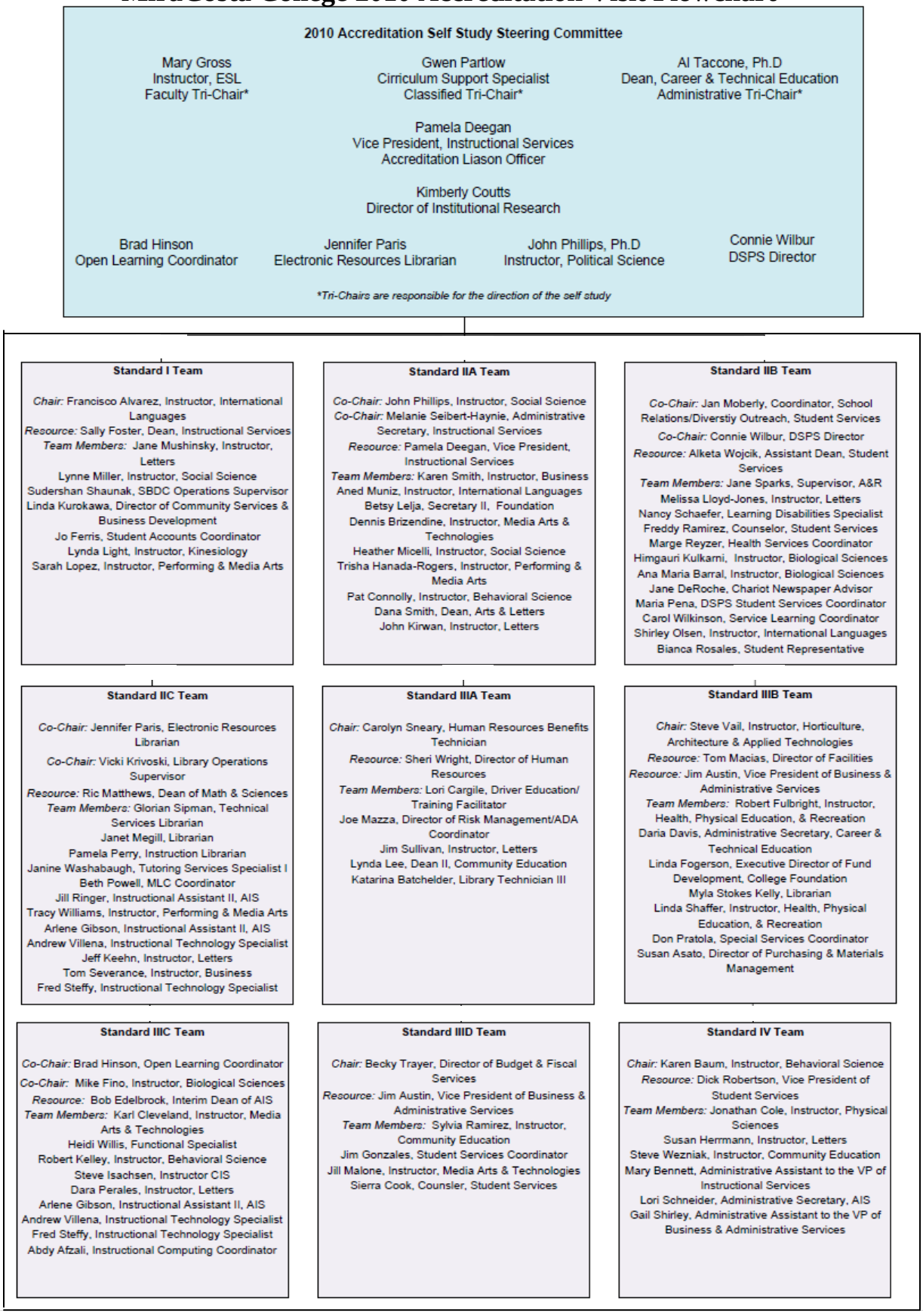
Gwen Partlow, Curriculum Support Specialist
Classified Tri-chair appointed by the Classified Senate

Al Taccone, Ph.D., Dean, Career and Technical Education
Administrative Tri-chair appointed by the Executive Management Team

The Tri-chairs worked with the steering committee members to recommend and solicit Standard team chairs and co-chairs. Once the team chairs and co-chairs were in place, the Tri-chairs solicited volunteers from the college faculty, classified staff, administrators, and students to serve on the various Standard teams. Once a list of volunteers was generated, the Tri-chairs met with the steering committee, Standard chairs, and co-chairs to assign volunteers to the Standard teams.

The 2010 Accreditation Visit Timeline established by the steering committee follows the chart that describes how the Self Study was organized. The timeline includes all aspects of conducting the Self Study.

MiraCosta College 2010 Accreditation Visit Flowchart



MiraCosta College 2010 Accreditation Visit Timeline

February 12, 2008	Organizational meeting of the Steering Committee for the Self Study
March 11, 2008	Tri-chairs meet to select and recommend to superintendent/president Standard and sub-standard chairs for the Self Study.
April 1, 2008	Invitation to all employees to serve on Standard and sub-standard committees.
April 15, 2008	The Steering Committee meets to determine Standard and sub-standard teams.
Summer 2008	Tri-chairs meet regularly to review 2002 accreditation survey results and to prepare for new surveys.
August 2008	During flex week, Standard and sub-standard teams meet to affirm the accreditation timeline; begin survey development; and determine necessary research related to the Self Study.
September 2008 September 12, 2008	Standard and sub-standard teams gather data, and tri-chairs meet with Standard and sub-standard teams to offer support and assistance. Steering Committee meets with Director of Institutional Research to review survey drafts.
October 2008	Students, staff and faculty complete survey instruments related to accreditation. Standard and sub-standard teams continue to gather data. Chairs meet with tri-chairs.
November 2008	Standard and sub-standard teams continue to gather, analyze survey results, and begin to draft Self Study responses to accreditation standards.
December 2008	Recruit and interview technical writer. Identify secretarial support.
January 2009	Hire technical writer and designate secretarial support person. Both people will work in support of the Self Study through November 2009. The secretary will again be assigned to accreditation support for February and March 2010 to prepare for and manage the logistics of the accreditation site visit.
February 2009	Tri-chairs and technical writer meet with Standard teams.
March 2009	Standard and sub-standard chairs submit first drafts of each Standard or sub-standard. Drafts are posted online for comment and proposed revisions by staff members.
April –July 2009	Tri-chairs and technical writer review draft documents and secretarial assistant indexes support documents and helps to place them in proper context within the Self Study. Standard and sub-standard chairs review drafts once they are returned by the tri-chairs with comments, rewrite as necessary and revised draft developed.

August 2009	Tri-chairs provide overview of accreditation process at Fall All College Day.
September 2009	Academic Senate Council, Classified Senate Council, and Student Senate review the draft Self Study report.
October 2009	The draft document is edited for grammar and consistency and final revisions are made. The final document is posted on the college website for campus review.
November 2009	Final sign off of the Self Study document by various representatives of appropriate campus constituencies.
December 2009	Self Study and supporting documents mailed to the accrediting commission and the visiting team.
January 2010	All College Meeting held to discuss the accreditation visit. Details of visiting team brochure are finalized and the brochure prepared for distribution at all college sites.
January & February 2010	Logistical arrangements for the accreditation site visit are made in consultation with the site visit team chair.
March 2010	The accreditation visit takes place.

Last revised: August 6, 2009

Organization of the Institution

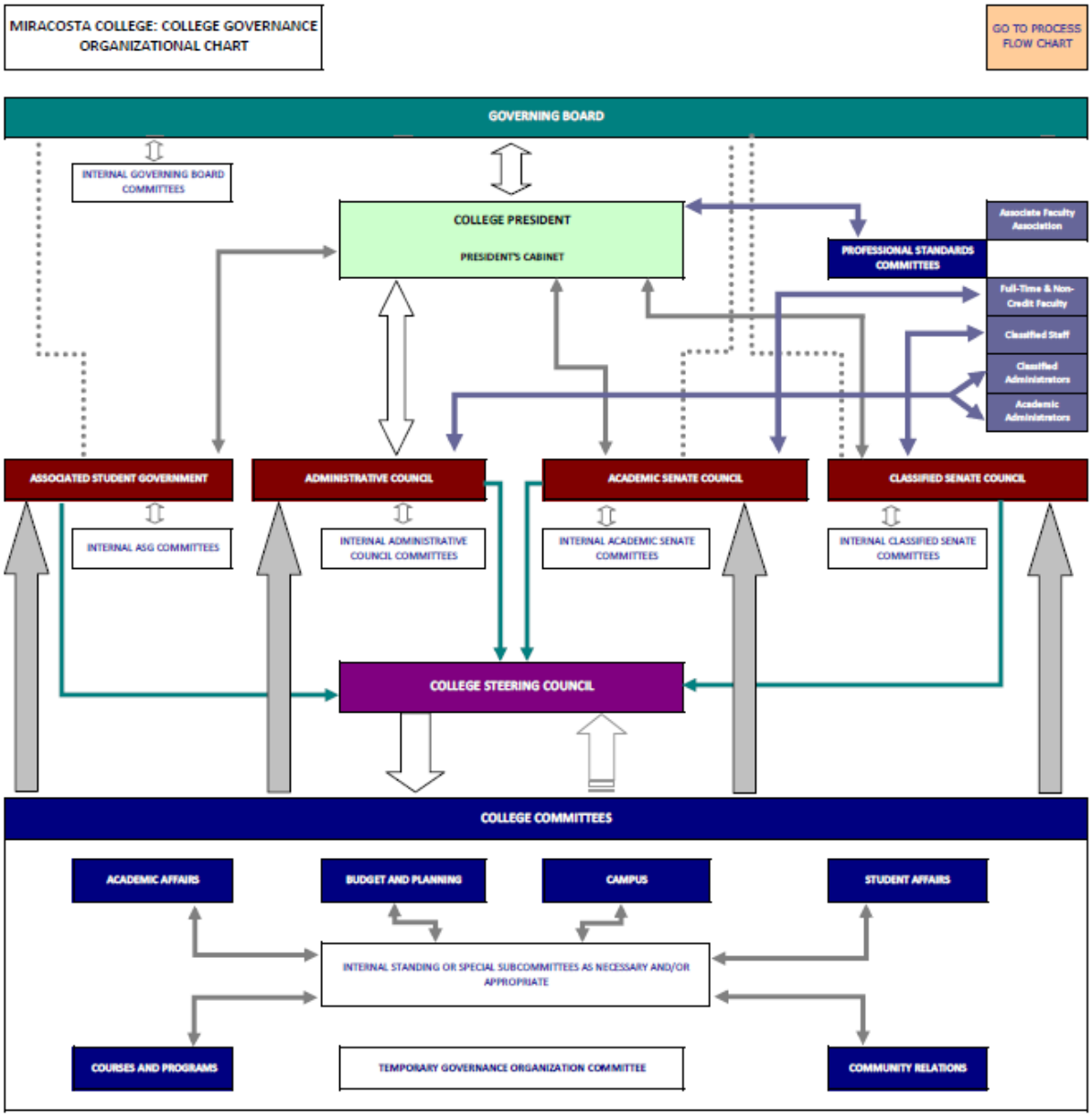
As the college has grown dramatically in both student count and number of full-time faculty, all constituent groups have recognized a need for a governance reorganization that better meets the needs of a larger institution by establishing and formalizing systematic processes while maintaining an atmosphere of inclusion and collegiality. In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) expressed concerns that the existing governance structure might not adequately meet the standards established by ACCJC.

As a result, MiraCosta College faculty, staff, administrators, and students approved a new collegial consultation and governance process in Spring 2009. The new process was implemented June 1, 2009, and was guided by twelve goals established by the Governance Organization (GO) Committee - a temporary committee formed in late Fall 2008 to meet the challenge of establishing a new collegial consultation and governance process. The GO Committee included membership from the Academic Senate Council, Classified Senate Council, and administration. The twelve goals that guided the resulting change in the collegial consultation and governance process are listed in detail in Standard IV.A.1.

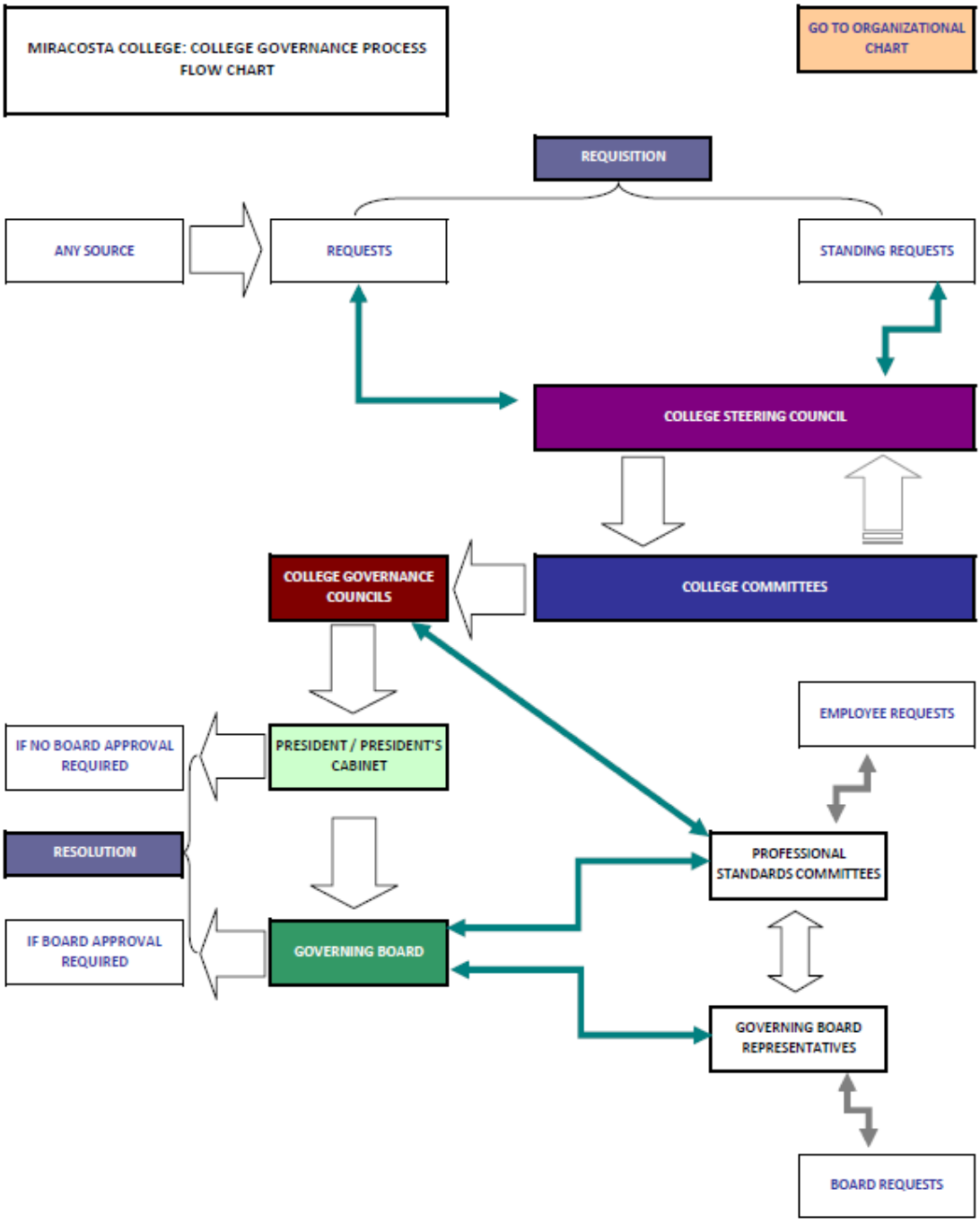
The new collegial consultation and governance process provides a clear and effective means for participation and innovation by all college constituent groups. Two significant changes in the process are the separation of the academic administrators from the Academic Senate and a reduction in the number of committees that had existed previously as part of the governance process.

The following flowcharts provide a visual description of the new collegial consultation and governance process.

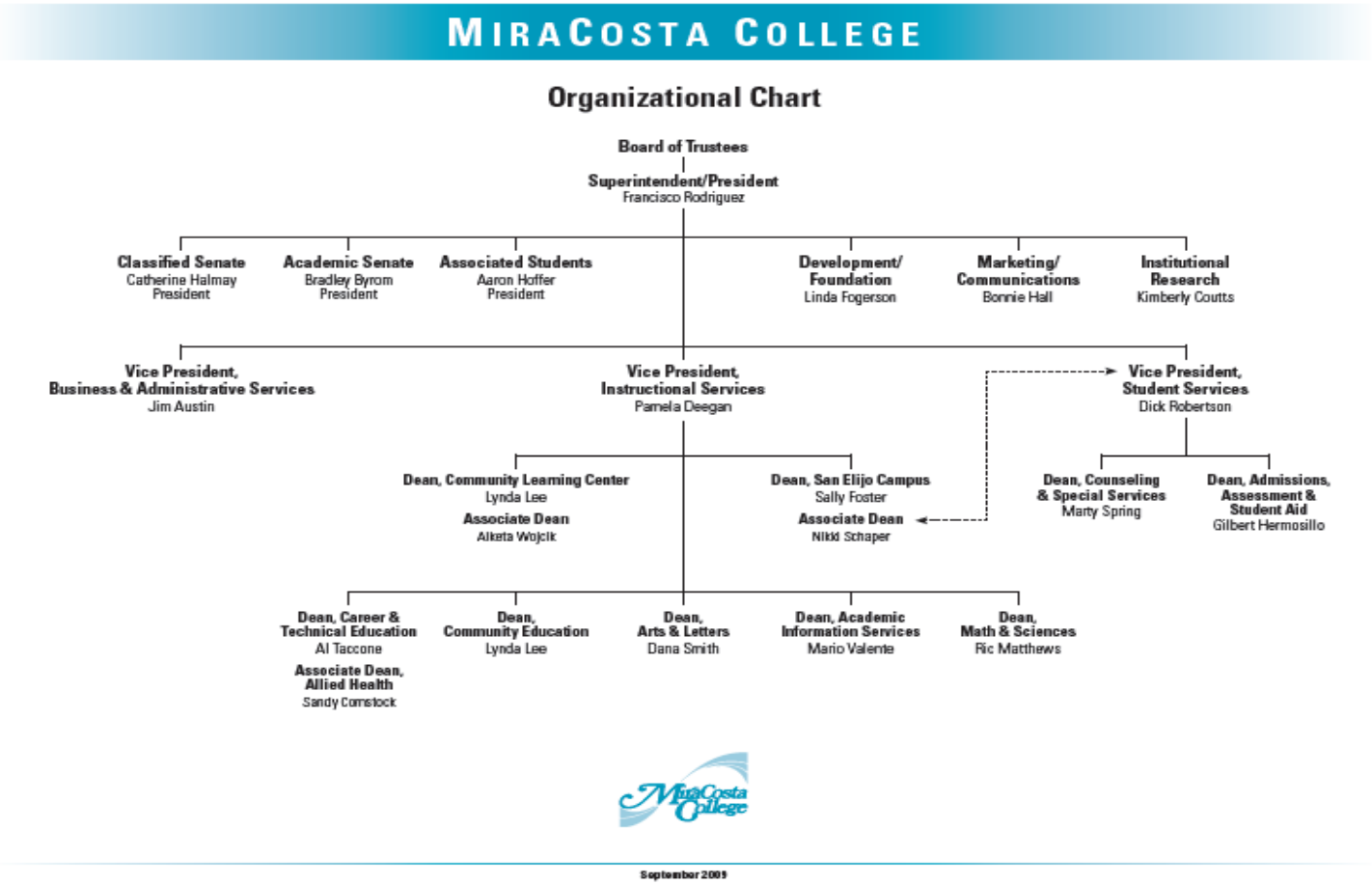
MIRACOSTA COLLEGE COLLEGIAL CONSULTATION AND GOVERNANCE MODEL



MIRACOSTA COLLEGE COLLEGIAL CONSULTATION AND GOVERNANCE MODEL

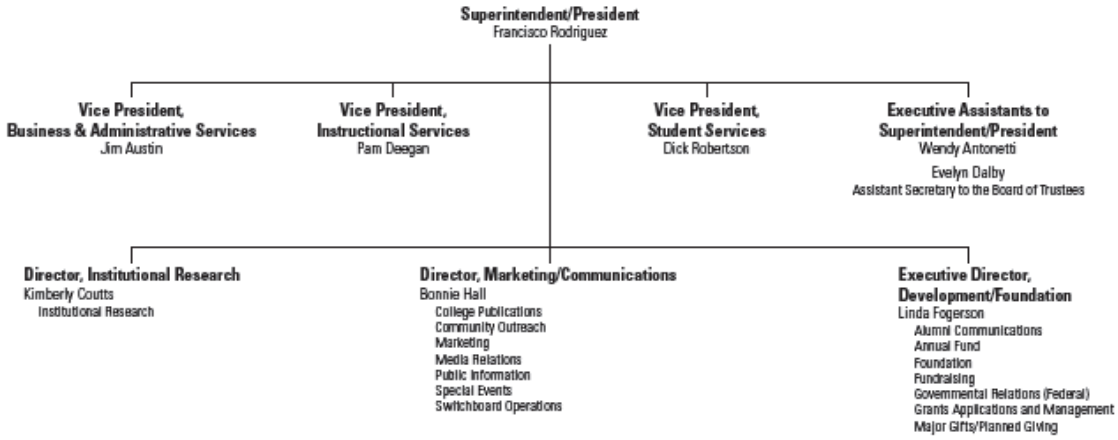


MiraCosta College Organizational Charts



MIRACOSTA COLLEGE

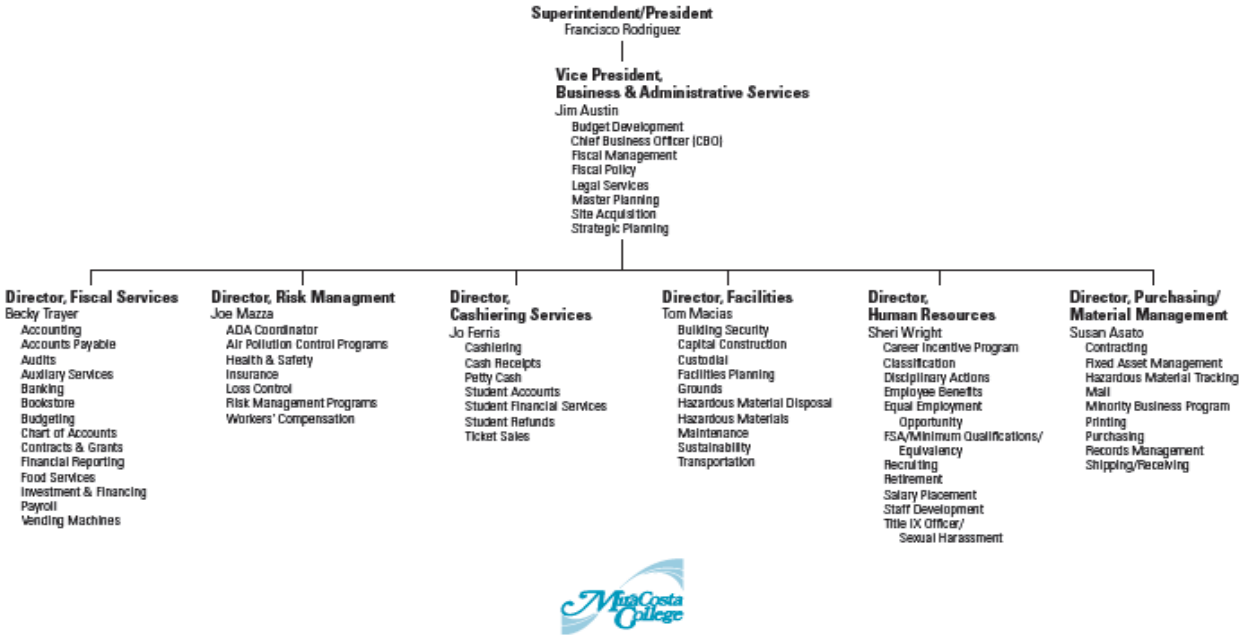
Superintendent/President's Office
Functional Chart



September 2009

MiraCosta College

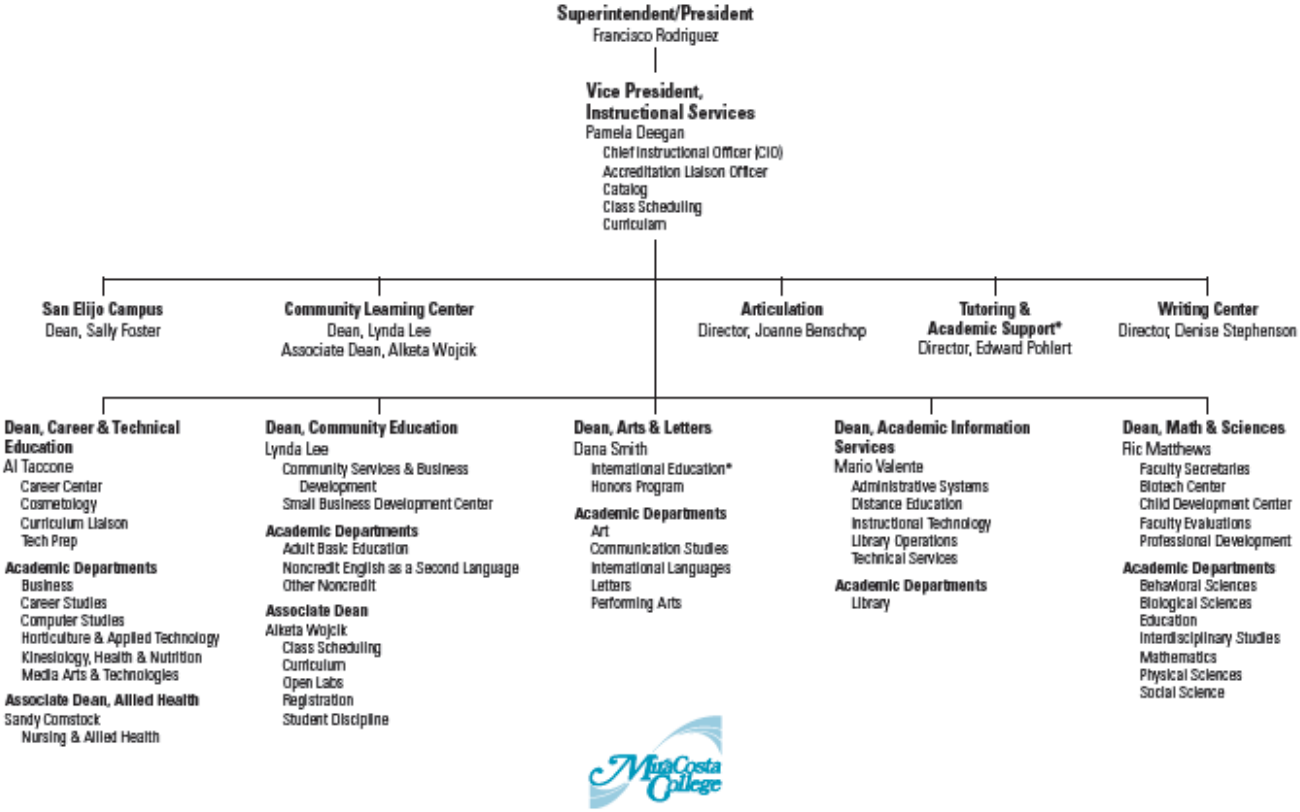
Business & Administrative Services Division
Functional Chart



September 2009

MIRACOSTA COLLEGE

Instructional Services Division
Functional Chart



*jointly administered between Instructional Services and Student Services divisions

September 2009

MIRACOSTA COLLEGE

Student Services Division Functional Chart

Superintendent/President
Francisco Rodriguez

Vice President, Student Services
Dick Robertson
- Chief Student Services Officer (CSSO)
- Puente Program
- Student Discipline
- Summer Bridge

Dean, Counseling & Special Services
Martin Spring
- Committee on Exceptions
- Counseling
- Director of Athletics
- Grievance Coordination
- Prerequisite Challenges

Disabled Student Services
Connie Wilbur
- Academic Accommodation for Disabilities
- Assessment & Classes for Learning Disabled

Health Services
Marge Reyzer
- Mental Health Counseling
- Physician & Nurse Services

Intramural Athletics
Pat Conahan

Service Learning
Carol Wilkinson

Student Activities
Jim Gonzales
- Activities, Clubs, Student Newspaper
- Associated Student Government

Transfer Center
Lisa Flocken

Director, Tutoring & Academic Support*
Edward Pohlert

Associate Dean, San Elijo Campus
Nikki Schaper
- Activities, Clubs
- Associated Student Government
- Student Discipline

Police Chief
Robert Norcross
- Campus Safety
- Emergency Preparedness
- Parking

Dean, Admissions, Assessment & Student Aid Programs
Gilbert Hermosillo
- Division Technology Coordination
- Financial Aid Appeals
- Matriculation

Admission & Records
Alicia Terry
- Enrollment Services
- Veterans' Services

EOPS
Teresa Cerda
- CalWORKs, CARE, TANF

Financial Aid
JoAnn Bernard
- Loans
- Scholarships

International Education*
Mia Scavone

School Relations/ Diversity Recruitment
Jan Moberly
- Diversity Outreach
- Student Ambassadors

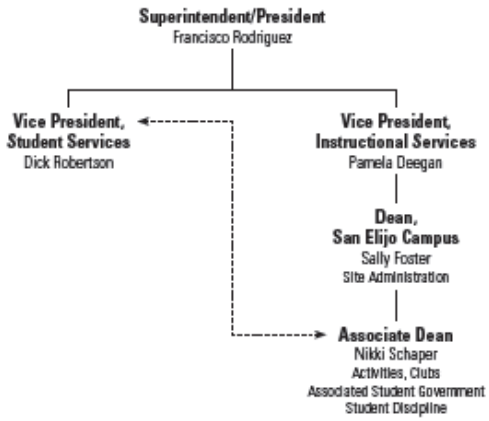
Testing Services
Barbara Greenstein

*jointly administered between Instructional Services and Student Services divisions

September 2009

MIRACOSTA COLLEGE

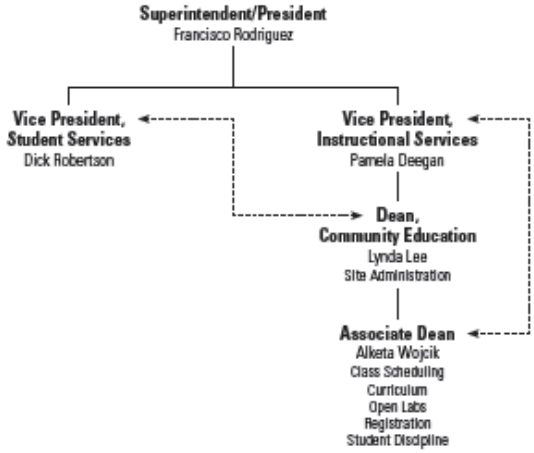
San Elijo Campus
Functional Chart



September 2009

MIRACOSTA COLLEGE

Community Learning Center (CLC)
Functional Chart



September 2009

Certification of continued compliance with Eligibility Requirements

MiraCosta College has reviewed the eligibility requirements for accreditation and affirms its continued compliance with them. No changes have occurred that might affect the college's standing; further information is provided in the appropriate eligibility sections.

MiraCosta continues to operate as an educational institution, with an educational mission that is adopted and published by its Board of Trustees. MiraCosta College's chief executive officer is Dr. Francisco Rodriguez, whose primary responsibility is to the institution. Faculty and staff support the college's mission and purpose; a student body currently numbering approximately 20,000 pursues educational objectives.

Educational programs and academic credit meet the requirements of Title 5 in terms of quality and rigor; the general education component is consistent with statewide standards.

Qualified faculty serve the college's educational programs; MiraCosta College provides appropriate student services and admission policies to meet its mission, as well as access to information and learning resources appropriate to the size of the institution.

MiraCosta has appropriate financial resources and is regularly audited; planning takes place at the district level and is evaluated and modified as changes require. Its catalog is published annually and includes information concerning admission, student rights and responsibilities, requirements for programs, courses, and degrees, as well as cost, grievance procedures, and related topics.

Nov. 3, 2009

Francisco C. Rodriguez, Ph.D.
Superintendent/President
MiraCosta Community College District

Date

Gregory M. Post

Nov. 3, 2009

Gregory Post, Esq.
President, Board of Trustees
MiraCosta Community College District

Date

The Accrediting Commission and the Western Association of Schools and Colleges have prescribed 21 eligibility requirements for community and junior colleges. A summary of the eligibility requirements follows. Documentation and/or evidence are noted in the reference section that follows the eligibility requirements.

1. Authority:

In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Public colleges in the Western Pacific are authorized through a charter provided as part of a regional treaty. Public colleges in Hawaii are authorized through State legislation.

The following statement may be found on page 2 of the *2009-2010 MiraCosta College Catalog*:

"Accreditation: MiraCosta is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd. Suite 204 Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education and is approved by the California State Department of Education Office of Private Postsecondary Education and is approved by the California State Department of Education Office of Private Postsecondary Education for training veterans and other eligible persons under the provisions of the GI Bill. The University of California, California State Universities and private universities of high rank give credit for transfer courses completed at MiraCosta College" [Ref. ER-6].

2. Mission:

The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

A copy of MiraCosta College's current mission statement may be found in the *2009-2010 MiraCosta College Catalog* [Ref. ER-6]. The mission is evaluated and revised at least every three years, or as deemed necessary. The mission statement underwent a college-wide review during Spring 2009 semester with the goal of reflecting the college's commitment to student learning outcomes and assessment. The process for development of the mission statement is reflected in the response to Standard IV of this Self Study.

3. Governing Board:

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they 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.

A seven-member board governs MiraCosta College. The governance is inclusive of all MiraCosta College sites and without regard for mode of instruction. All sites and instructional methods are embraced by the Board of Trustees as critical to the mission of MiraCosta College and to providing educational opportunities to the MiraCosta College service area. The biographies of the individual board members may be found on the college website titled "Governing Board" [Ref. ER-1]. The current *MiraCosta College Board of Trustees Policies and Administrative Procedures* may also be found on this website. The website includes a statement that no board members, nor their families, may be employed by MiraCosta College, nor may they have a personal interest in the college [Ref. ER-1].

4. Chief Executive Officer:

The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

The biography of Dr. Francisco Rodriguez, Superintendent/President, may be found on the college website [Ref. ER-2]. Dr. Rodriguez took office in March 2009. The superintendent/president has full-time responsibility to the college and has been given authority to administer board policies by members of the Board of Trustees; he is evaluated regularly [ER-1].

5. Administrative Capacity:

The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Biographies of the current administrators may be found on the college website page titled "Office of the President" [Ref. ER-3].

6. Operational Status:

The institution must be operational, with students actively pursuing its degree programs.

An enrollment history, as well as enrollments in institutional degree programs by year, and annual enrollment updates may be found on the Office of Institutional Research website [Ref. ER-4]. Copies of the current semester's Schedule of Classes are available in the Oceanside and San Elijo libraries, as well as on the MiraCosta College Class Schedule website [Ref. ER-5]. The Schedule of Classes clearly identifies the location (site) where sections are offered and whether classes are offered online or in hybrid formats. Courses are scheduled at all college sites and/or online so that students have the opportunity to complete degree programs at a pace that meets their individual needs.

7. Degrees:

A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

The *MiraCosta College Catalog* contains a list of degrees offered, an explanation of college-level courses, and a list of courses of instruction. The Office of Institutional Research maintains data related to student success. The most recent student enrollment reports are available on the Office of Institutional Research website [Ref. ER-4]. The college's educational offerings all lead to degrees and/or certificates. Through careful course scheduling and enrollment management strategies, course enrollments meet the strategic goals of the college while meeting student needs related to course and degree completion.

8. Educational Programs:

The institution's principal degree programs must be congruent with its mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The names of the degrees offered at MiraCosta College reflecting the institution's mission statement are found in the *MiraCosta College Catalog*. Course descriptions are also found in the catalog. The *MiraCosta College Catalog* is published each year by July 15th and is available online at the college's catalog website [Ref. ER-6]. Each semester the Schedule of Classes identifies the site where courses are offered along with mode of instruction (onsite, online, or hybrid). The college's Courses and Programs Committee ensures programs of study are congruent with the college mission and meet all legal requirements related to length, content, quality and rigor regardless of the site where sections are offered or whether sections are offered online. As required by the State Chancellor's Office, the committee requires separate approvals for courses to be offered online and evidence that the sections taught online will result in identical student outcomes and identical content.

9. Academic Credit:

The institution must award academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.

Institutional policies on transfer and awarding of credit are specified in the *MiraCosta College Catalog* [Ref. ER-5]. The formula used by the institution to calculate values of academic credit is in the same document. Credit is awarded exactly the same regardless of the site or mode of delivery.

10. Student Learning and Achievement:

The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Course outlines for all credit and noncredit classes include the minimum standards for each course and may be found in the reserve section of each campus library. Outcomes data from educational Program Reviews are available in the Instructional Services Office through the secretary for the Courses and Programs Committee. Graduation history may be found on the Office of Institutional Research website [Ref. ER-4].

The Outcomes and Assessment Committee (OAC) reviews all proposed student learning outcomes, assessments, and assessment cycles. After review and approval the OAC places student learning outcomes and assessments on the Courses and Program Committee's agendas for review and approval. Training resources, general education, career and technical education, and noncredit student learning outcomes may be found at the college's Outcomes and Assessment website [Ref. ER-7]. Student learning outcomes will be included on all course outlines of record by the end of the 2010 academic year and are currently required to be included on all syllabi. Copies of faculty syllabi are kept as electronic files. Course outlines of record are maintained in the college's electronic curriculum approval system, Web CMS, that may be accessed at the college's website [Ref. ER-8].

11. General Education:

The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, (Appendix B) for areas of study required for general education.

General education courses are listed, along with their course descriptions, in the *MiraCosta College Catalog* [Ref. ER-6]. The Courses and Programs Committee verifies their quality and rigor according to the articulation process with four-year colleges and universities. The Courses and Programs Committee approves all courses to be included in general education. General education courses are taught at all college sites, with some being offered via online (distance) education. The courses are taught in accordance with course outlines of record, with assessment of approved student learning outcomes regardless of teaching site. Board of Trustees Policy 4025 defines the college's associate degree and general education philosophy and criteria [Ref. ER-9].

12. Academic Freedom:

The institution's faculty and students must be free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution must maintain an atmosphere in which intellectual freedom and independence exist.

The college's academic freedom policy for faculty and students is set forth in Board of Trustees Policy 4030 and is published in the *MiraCosta College Catalog* [Ref. ER-6] and on the district's Board of Trustees website [Ref. ER-10].

13. Faculty:

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

The names and titles of full-time faculty are listed in the *MiraCosta College Catalog* along with the faculty responsibilities statement. A current Schedule of Classes may be found in either campus library or online [Ref. ER-5]. Only faculty who meet minimum qualifications, according to the California State Chancellor's Office, are assigned to teach, regardless of the location or mode of instruction. Faculty members who teach online, both novices and those with more experience, have access to both technology training through AIS consultations and workshops, and pedagogical guidance through the Program for Online Teaching (POT). POT workshops are offered as part of MiraCosta's Professional Development program. Departments determine whether online faculty have demonstrated proficiency or experience before assigning them to online classes. POT provides guidelines for assessing online faculty work via the faculty evaluation process. Department chairs recommend teaching assignments to deans, who make the final teaching assignments.

14. Student Services:

The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Demographic characteristics of MiraCosta College students may be found in the introduction to this Self Study and on the Office of Institutional Research website [Ref. ER-11]. A list of student services is detailed in Chapter 5 of the *MiraCosta College Board of Trustees Policies and Administrative Procedures* [Ref. ER-12].

15. Admissions:

The institution must have adopted and must adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The college admissions policy is included in the *MiraCosta College Catalog* [Ref. ER-6].

16. Information and Learning Resources:

The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

A profile of the libraries' holdings and all available resources that support the college's mission and instructional programs regardless of the format and wherever the programs are offered may be found on the library website [Ref. ER-13]. Copies of an inter-library loan agreement with Online Computer Library Center, Inc. (OCLC) maybe found in the office of the Technical Services Librarian. The college also has an agreement of reciprocity regarding library holdings with California State University San Marcos (CSUSM).

17. Financial Resources:

The institution must document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Financial planning and information is the purview of the Vice President of Business and Administrative Services. The current budget for MiraCosta College and statement of fund balances for the MiraCosta College Foundation are available to the public at the Business and Administrative Services website [Ref. ER-14]. The general fund budget for the college includes support across all instructional and student services programs at all college sites, regardless of the method or mode of instruction. The support for instructional and student services programs that result in the college meeting elements of Standard II are included in the college budget. The college's Budget and Planning Committee reviews programmatic needs each year based on Program Review and academic master planning for the purpose of recommending a final budget to the college president. The Budget and Planning Committee is responsible for ensuring the final budget recommendation includes support for all services and functions that result in student

success at all sites and for all modes of instruction. The committee includes representatives, as defined by the college's collegial consultation and governance structure.

18. Financial Accountability:

The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

Reports on audit of financials and supplemental information including reports on compliance are prepared for MiraCosta College by Vincenti, Lloyd, and Stutzman, Certified Public Accountants and are available annually for review in the college's Business and Administrative Services office [Ref. ER-15]. The college meets this eligibility requirement by ensuring a balanced budget that supports all college sites and modes of instruction as verified by the certified public accounting firm.

19. Institutional Planning and Evaluation:

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

As a result of the college adopting a new collegial consultation and governance process in Spring 2009, research and development has begun on a new education master plan under the direction of the Budget and Planning Committee. The education master plan will drive all academic, facilities, and technology planning. The college's Program Review process that is based on student learning outcomes and assessments will drive decision-making related to funding [Ref. ER-16]. As such, the Budget and Planning Committee is responsible for ensuring resources are allocated based on needs identified by Program Review that meet the plans identified in the education master plan. The college does have approved academic, facilities, and technology master plans that will guide decision-making while the Budget and Planning Committee completes work on the Education master plan [Ref. ER-17, ER-18, ER-19].

Faculty members report student learning outcomes and assessments using the college's TracDat software that is password-protected [Ref. ER-20]. The Office of Institutional Research is

responsible for compiling and reporting data. The most recent institutional evaluations of student assessment and outcomes are available in the Office of Institutional Research [Ref. ER-11]. Data compiled through TracDat and the college's Enrollment Data-Driven Interface (EDDI) system are analyzed by faculty for the purpose of completing Program Reviews resulting in academic master planning that considers all aspects of what is important to ensuring students meet their personal, professional, and educational goals [Ref. ER-21].

20. Public Disclosure:

The institution must provide a catalog for its constituencies with precise, accurate, and current information about the college in general, requirements, major policies affecting students, and documentation.

The college provides a catalog, Schedule of Classes, and the *Board of Trustees Policies and Administrative Procedures* to the public via the MiraCosta College website or by request through the Public Information Office on the Oceanside Campus [Ref. ER-6, ER-5, ER-1, ER-22, ER-23]. That office maintains copies of all catalogs, schedules, Board of Trustees' Policies and Administrative Procedures along with recent print or media advertisements and press releases for the college. The *MiraCosta College Catalog* includes street addresses of all college sites, services available at each site, and names of administrators and staff who support each site.

21. Relations with the Accrediting Commission:

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The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. The institution must comply with commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or accreditation.

A general statement of accreditation by ACCJC is on page 2 of the *2009-2010 MiraCosta College Catalog* and on the college's accreditation website [Ref. ER-6, ER-24]. A general description of MiraCosta College and a listing of programs of instruction are contained in the catalog. A signed letter from the superintendent/president, assuring the district's compliance with the commission's policies, is on file with the commission and the college president's office [Ref. ER-25].

Eligibility Requirements References:

ER-1: Board of Trustees Website:
http://www.miracosta.edu/OfficeOfThePresident/GoverningBoard/Trustees.htm

ER-2: Office of the President Website:
http://www.miracosta.edu/OfficeOfThePresident/index.htm

ER-3: Administrative Departments Website:
http://www.miracosta.edu/main_collegedirectories_admindepartments.htm

ER-4: Office of Institutional Research Website:
http://www.miracosta.edu/Governance/RAP/index.htm

ER-5: MiraCosta College Catalogs and Class Schedules Website:
http://www.miracosta.edu/schedules.htm

ER-6: *2009-2010 MiraCosta College Catalog*

ER-7: Outcomes and Assessment Website:
http://www.miracosta.edu/Governance/Outcomes/index.htm

ER-8: WebCMS Website:
http://www.miracosta.edu/Instruction/webcms.htm

ER-9: Board of Trustees Policy and Administrative Procedure 4025

ER-10: Board of Trustees Policy and Administrative Procedure 4030

ER-11: Office of Institutional Research: Reports and Presentations Website:
https://www.miracosta.edu/Governance/RAP/MCCReportsandPresentations.htm

ER-12: MiraCosta College Board of Trustees Policies & Administrative Procedures Website: http://www.miracosta.edu/OfficeOfThePresident/BoardOfTrustees/policy/

ER-13: MiraCosta College Library Website:
http://library.miracosta.edu/homepage

ER-14: Business and Administrative Services Website:
http://www.miracosta.edu/Administrative/index.htm

ER-15: FY08 Annual Audit

ER-16: PERCY Website: http://www.members.cox.net/pmorrison/percy/ins/home.htm

ER-17: Academic Master Plan

ER-18: Facilities Master Plan

ER-19: Technology Master Plan

ER-20: TracDat Website:
https://tracdat.miracosta.edu/tracdat/faces/index.jsp

ER-21: Enrollment Data-Driven Interface (EDDI) Website:
https://eddi.miracosta.edu/

ER-22: MiraCosta College Home Website:
http://www.miracosta.edu/

ER-23: Public Information Office Website:
https://www.miracosta.edu/OfficeOfThePresident/PIO/index.htm

ER-24: MiraCosta College Accreditation Website:
https://www.miracosta.edu/OfficeOfThePresident/Accreditation/index.htm

ER-25: Letter from President Assuring District Compliance with Accrediting Commission Policies.

Responses to Recommendations from the Most Recent Comprehensive Evaluation (2004)

Accreditation Team Recommendation #1: The team recommends that the college develop a plan to implement the measurement of student learning outcomes at the course, program and institutional levels. The plan should include tasks, timelines, and responsible individuals so that significant progress can be reported in the midterm report.

MiraCosta College's significant progress towards meeting the expectations outlined in this recommendation was reported in its Midterm Report to the Accrediting Commission for Community and Junior Colleges (ACCJC) in March 2007 [Ref. Resp-1]. Since that time, and beginning in Fall 2007, the college has continued to make significant progress towards meeting these expectations.

As described in response to Standard II.A.1.c. of this Self Study, one or more outcomes and assessments were piloted in each of 47 credit courses in 36 disciplines in Fall 2007. Noncredit faculty members piloted assessment of learning outcomes in English as a Second Language courses in that same semester.

Following the receipt of the January 31, 2008 action letter from ACCJC, the chair of the Outcomes and Assessment Committee, the Academic Senate President, and the Office of Instructional Services have met several times to plan an appropriate and timely response [Ref. Resp-2]. A plan was developed to substantially accelerate the college's implementation for student learning outcomes and assessment. To demonstrate the college's commitment and to provide significant momentum for this process, the goal initially established for the first phase was to produce a minimum of three learning outcomes per course and adopt appropriate assessments per course for one-third of the college's courses by the beginning of March 2008. The plan projected that a minimum of three learning outcomes and assessments per course would be adopted for all courses by December 2008.

In February 2008, the Outcomes and Assessment Committee conducted additional student learning outcome training sessions for faculty representatives from the college's academic disciplines. On February 29, 2008 over 100 faculty members participated in an all day session writing student learning outcomes and assessments. Also in February 2008, the college purchased assessment management software, TracDat, to facilitate the collection, management, and evaluation of student learning outcomes and assessments [Ref. Resp-3]. The software is in use currently at the college and training on how to use TracDat was held in Spring 2009. TracDat allows queries to identify every course that has collected assessment data, as well as courses that have evaluated those assessment data. The college uses a grid that maps course-level student learning outcomes to program-level student learning outcomes for program assessment that will be integral to the new (Fall 2009) Program Review process [Ref. Resp-4]. Through TracDat, the college archives data on course-level student assessment results and runs queries that document assessment results and offer evidence that assessment and evaluation results are used for the continuous improvement of student learning. All of which can be

included in Program Review that is tied to budget and planning in the new collegial consultation and governance process [Ref. Resp-5].

By the end of the Spring 2009 semester, a minimum of three outcomes and assessments per course had been developed for all credit courses, excluding some special topics, honors, directed studies and fee-based courses offered through continuing education. Also in Spring 2009, a regular cycle of ongoing assessments was incorporated into the Program Review process that is an annual and ongoing process beginning in Fall 2009 [Ref. Resp-3]. The regular cycle has disciplines reporting their assessment activities in TracDat. The cycle requires a "closed loop" every six years. A "closed loop" consists of two rounds of collecting and evaluating assessment data. Assessment calendars will be housed, as well, in TracDat. Until all calendars are housed in TracDat, the six-year electronic assessment calendars that were submitted for all programs in Fall 2008 are documented and kept by the Outcomes and Assessment Committee. The goal is to have the calendars housed in TracDat during the Spring 2010 semester.

In an effort to achieve continuity across all academic courses, noncredit faculty began by targeting course offerings from which students might choose to move directly into transfer-level courses. In the initial effort, noncredit faculty developed mission statements and wrote student learning outcomes for noncredit English as a Second Language and Adult High School Diploma Program courses. At the end of Spring 2009, 100% of their courses had student learning outcomes and assessments. Writing student learning outcomes and assessments for the remainder of noncredit courses is currently underway.

Two program-level student learning outcomes (SLOs) have been identified for assessment purposes: general education (GE) and career and technical education (CTE). GE and CTE program-level SLOs have been established, as have institutional student learning outcomes, which are listed in the *2009-2010 MiraCosta College Catalog* [Ref. Resp-6]. Program-level SLOs are linked to Program Review and planning and budgeting through the new Program Review process and the Budget and Planning Committee for the purpose of continuous improvement of student learning.

MiraCosta College has not assessed degrees or certificates to date and has yet to establish the process for doing so. The Outcomes and Assessment Committee has established a goal to have degree and certificate SLOs written by March 2010. This aspect of the recommendation is addressed in the college's response to Standard II.A.1.c. by stating the college partially meets that Standard and listing a Planning Agenda that states "The college will establish degree and certificate-level student learning outcomes and assessments and link those to the process that results in continuous improvement in student learning via the Program Review process that drives budgeting and planning in the collegial consultation and governance process. Further, the college will establish a clearly defined connection between student learning outcomes and assessment, institutional learning outcomes and assessment and administrative unit outcomes and assessment for the same purpose. The college is making efforts to achieve this Planning Agenda by the 2010 accreditation team site visit; however, it recognizes the need for this Planning Agenda as of the writing of this self study."

Accreditation Team Recommendation #2: The team recommends that the college develop a specific "education plan" for first time college students and take concerted action to improve student awareness and access to counseling and advising services at all college sites.

The college made significant progress on this recommendation as reported in the March 2007 Midterm Report to the ACCJC [Ref. Resp-1]. Most notably and almost immediately following the Spring 2004 ACCJC team visit in Fall 2004, the Chair of the Counseling Department revised the education plan forms used at MiraCosta College. The new plans combine the aspects of the CSU and UC transfer check sheets, which delineate all of the general education course options. The education plan forms were further revised to make the education plans more effective for both students and counselors. The education plan forms are updated each year. In addition to revising the education plan, in Fall 2004, the Public Information Office developed a full-page ad for the Schedule of Classes that details services provided by the Counseling Department, Transfer Center, and the Center for Career Studies and Services. The ad appears in each Schedule of Classes just before the course listings. The Counseling Department also tracks the number of education plans developed with students each year in an effort to ensure students are taking advantage of this opportunity to ensure they are meeting their educational goals through well-informed counselors.

Other Student Services programs support student success through special education plans, as well. For example, Extended Opportunities Programs and Services (EOPS) counselors work with approximately 750 students annually, each of whom works with a counselor on an education plan upon entry to the college. Their plans are updated each semester. Each of MiraCosta's 600 disabled students receives a preliminary Student Educational Contract at entry and a more formal education plan is prepared by the second or third semester. The Institute for International Perspectives serves approximately 200 students per year, 120 of whom are new each year. Of the new students, approximately 100 prepare an education plan in their first semester. While all counselors work with transfer-bound students to develop and revise education plans, the Transfer Center works solely with students interested in transfer. All of the students who are assisted in the Transfer Center have formal education plans developed. Approximately 80 new veterans enroll each semester and each must have a complete educational plan.

As a result of the work of Student Services faculty and staff in developing, promoting, and implementing education plans as outlined in the midterm report and the college's commitment to continue the practices outlined in that report, the college has met the expectations outlined in recommendation 2 from the 2004 accreditation visiting team [Ref. Resp-1].

Accreditation Team Recommendation #3: The team recommends that the composition of the credit faculty of MiraCosta College reflect the diversity of the district's student population and the diversity of the community it serves. Diversity should be a primary consideration in the hiring of new or replacement credit faculty. Significant progress toward this diversity must be reported in the mid-term report.

MiraCosta College committed to diversifying the credit faculty immediately following the 2004 accreditation visit. Led by the Human Resources Director, the Equal Employment Opportunity Advisory Committee (EEOAC) was reconstituted and made a high priority on campus. The committee includes faculty, administrators, classified employees, students, and representatives of the community. This committee has met regularly and set goals which will help the college to recruit diverse credit faculty members.

Each year the college assesses its record in employment equity and diversity. These data are collected, and then published in the Equal Employment Plan by the staff in Human Resources. The following data are provided for Spring 2008, as an example of the data collected annually and are included in the response to Standard III.A.4.b. of this Self Study.

Ethnicity breakdown of **full-time classroom faculty** – Spring 2008:

Ethnic Group	Number of Faculty	Percent of Faculty	Percent of Credit Students
African American	4	3.2%	4%
American Indian/ Alaskan Native	2	1.6%	1%
Asian / Pacific Islander	9	7.1%	10%
Hispanic	20	15.9%	21%
Other/ unknown	1	0.8%	10%
Caucasian	90	71.4%	54%
Total	**126**	**100%**	**100%**

- Ethnicity breakdown of all **full-time faculty** (includes counselors, librarians, coordinators) – Spring 2008:

Ethnic Group	Number of Faculty	Percent of Faculty	Percent of Credit Students
African American	8	5.2%	4%
American Indian/ Alaskan Native	2	1.3%	1%
Asian / Pacific Islander	10	6.5%	10%
Hispanic	26	16.9%	21%
Other/ unknown	1	0.6%	10%
Caucasian	107	69.5%	54%
Total	**154**	**100%**	**100%**

- Ethnicity breakdown of **credit associate faculty** – Spring 2008

Ethnic Group	Number of Faculty	Percent of Faculty	Percent of Credit Students
African American	14	3.7%	4%
American Indian/ Alaskan Native	4	1%	1%
Asian / Pacific Islander	17	4.5%	10%
Hispanic	33	8.7%	21%
Other/ unknown	8	2.1%	10%
Caucasian	305	80.1%	54%
Total	**381**	**100%**	**100%**

- Ethnicity breakdown of all **classified** – Spring 2008

Ethnic Group	Number of Faculty	Percent of Faculty	Percent of Credit Students
African American	13	5.0%	4%
American Indian/ Alaskan Native	6	2.3%	1%
Asian / Pacific Islander	25	9.5%	10%
Hispanic	48	18.3%	21%
Other/ unknown	1	0.4%	10%
Caucasian	169	64.5%	54%
Total	**262**	**100%**	**100%**

From 2004 through 2009, 39% of the full-time faculty hires were of ethnic diversity, broken down by year as follows:

Year	# Faculty Hired	# of Diversity
2004	21	7
2005	16	6
2006	13	3
2007	8	5
2008	14	4
2009	18	10
Total	**90**	**35**

Another measure of diversity is gender. From 2004 through 2009, approximately 60% of the full-time faculty hires were female, broken down by year as follows:

Year	# Faculty Hired	# Females
2004	21	15
2005	16	10
2006	13	7
2007	8	5
2008	14	6
2009	17(1 pending)	10
Total	**89**	**53**

The hiring efforts of the college since the 2004 accreditation site visit have resulted in the college meeting the expectations outlined in recommendation 3 from the 2004 accreditation visiting team.

Responses to Recommendations from the Most Recent Comprehensive Evaluation (2004)
References

Resp-1: Midterm Report to the ACCJC March 2007

Resp-2: ACCJC Action Letter January 31

Resp-3: TracDat Website:
https://tracdat.miracosta.edu/tracdat/faces/index.jsp

Resp-4: Program Review Process (PERCY) Website:
http://www.members.cox.net/pmorrison/percy/ins/home.htm

Resp-5: Collegial Consultation and Governance Process Website:
http://www.miracosta.edu/Governance/AcademicSenate/Downloads/Senate_Actions_Apr24.pdf

Resp-6: *2009-2010 MiraCosta College Catalog*

Institutional Self-Evaluation Using Commission Standards

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an on-going and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Description:

On May 5, 2009 the Board of Trustees, after considerable input from college constituencies, revised and adopted the following mission and vision statements, including core values [Ref. I-1]:

> **Mission:**
> MiraCosta College provides quality instruction and support services that allow students to pursue and achieve their educational goals. The college responds to the needs of its students and community by creating new programs, expanding existing programs, and implementing innovative approaches to teaching and learning that prepare students to be productive citizens in a diverse and dynamic world.
>
> **Vision:**
> MiraCosta College seeks to empower students to realize their unique potential. The college strengthens the intellectual, economic, social, and cultural life of the community through its innovative and diverse programs offered in an accessible, caring and supportive environment. The college meets the challenges of growth and change while adhering to ethical business and responsible environmental principles.
>
> **Core Values**:
> - Educational excellence
> - Equality and accessibility
> - Ethical leadership
> - Inclusive environment
> - Adaptability and innovation
> - Collegial governance
> - Environmental awareness

The mission statement, vision statement, and core values express clearly and succinctly the educational purposes the college fulfills. They can be found in the hard copy and online copy of the *2009-2010 MiraCosta College Catalog* as well as in Board of Trustees Policy 1200 [Ref. I-2, I-2].

These purposes are appropriate to an institution of higher education, as evidenced in part by the detailed description of courses contained in the *MiraCosta College Catalog*, semester Schedule of Classes and the educational plans utilized by students. For example, both the *MiraCosta College Catalog* and the Schedule of Classes for each semester indicate whether specific courses meet the transfer requirements and articulation agreements for UC and/or CSU. The mission, vision, and core value statements speak to the educational environment that the college programs seek to offer: inclusive, adaptable, ethical, dynamic, diverse, intellectual.

The college seeks to enroll all students who can benefit from instruction, including those students 18 years or older, or who have a high school diploma or equivalent. High school students (sophomore and above) ready for the challenge of college work may also attend MiraCosta College with a permit signed by their parents and high school principal.

Based on enrollment growth over the last several years, it appears the college's identified population is a reasonable match for the institution's location, resources, and role in higher education.

Self Evaluation:

The college meets the Standard, as evidenced by the recently reviewed and rewritten college mission, vision, and core values that frame MiraCosta College's philosophy and actions.

Planning Agenda:

None.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Description:

The mission statement makes explicit all the multi-pronged efforts of today's community college. MiraCosta College is committed to its several, and often overlapping, charges: transfer education, vocational (career and technical) education, general education, basic skills education, community education, as well as a variety of student support services. The vision statement highlights MiraCosta's pledge to empower students to realize their unique potential, regardless of the specific education programs in which they engage. In addition, the college's core values identify a commitment to educational excellence: equality and accessibility, ethical leadership, inclusive environment, adaptability and innovation, collegial governance and environmental awareness. The mission and vision statements and

core values inform the dialogues of college committees and councils and assure decisions made are aligned with the college's purposes, its character, and its student population.

The 2006 academic master plan was developed with particular attention to input from and consultation among faculty, staff, students, and administrators [Ref. I-3]. Board of Trustees Strategic Policy Goals for the last three cycles (2007/2008 to 2009/2010) also demonstrate ongoing institutional awareness that is inclusive--involving students, faculty, staff, administrators and Board members--and creates a respectful dialogue regarding academic matters. Two of these goals validate the college's primary focus: to implement a congruent education master plan and to prioritize the assessment of student learning in a more systematic manner.

Appropriate learning programs and services are aligned with the institution's character and purposes, but also respond to the needs of its student population and of the community at large. The planning and implementation of new programs, as well as the upgrading of current ones, are driven by data generated by the Office of Institutional Research and by the newly adopted Program Review process [Ref. I-4]. The Career and Technical Education (CTE) programs regularly seek input from advisory boards, comprised of individuals engaged in local industry to which these programs feed future workers. The input from the advisory board assures the relevancy of the CTE programs to the needs of the local business community. In these ways, the college knows it is addressing the needs of its student population.

MiraCosta's student learning programs are aligned with the college's mission, vision, and core values. The Program Review process assures the relevancy of the student learning programs to the needs of community college students in a local, state, national, and global context.

The college's program and service needs were identified, although not prioritized, by the Academic Master Plan Committee by means of online surveys, interviews, and focus groups. Substantiation of objectives and action plans also came from both external scans and internal research tools that are part of the Program Review data package [Ref. I-5, I-6]. This package includes student success rates, information on retention, class productivity (fill rates), and the number of degrees and certificates awarded. Internal data can be found at the Office of Institutional Research website [Ref. I-7].

Since the last accreditation visit, the college has established, supported, expanded, and/or revamped programs and services relevant to what its students will need in order to succeed in a local, state, national, and global context. Recent examples of programs that have undergone significant changes since the last accreditation visit cover several areas:

- Astronomy (expanded) in 2004
- Automotive Technology (faculty/program expanded in 2005)
- Biotechnology (added: biomanufacturing certificate programs and relationship with Genentech in 2003)
- Chinese (a strategic language reinstated in 2006)

- Counseling Services (expanded with new facilities included in 2008)
- Credit ESL program (revised and expanded in 2005)
- Basic Skills Initiative (started in 2007 and has supported a number of projects including: a summer Academic Boot Camp, a First-Year Experience Program, a NonCredit to Credit Transition Program, and expanded supplemental instruction and tutoring services)
- Surgical Technology (added in 2005-only one of four community college programs in California)
- Nursing (expanded in response to a well-documented local, state, and national need for qualified nurses in 2006 with an LVN to RN program and again in 2009 with a "generic" RN program that allows students to enter the RN program without having to complete the LVN program first)
- Spanish for Health Care Providers (started in 2008)
- Service Learning (expanded; recipient of 2007 President's Higher Education Community Service Honor Roll)
- Writing Center (established Fall 2004)
- Radiology Technician program (under development and scheduled to open Fall 2009)
- Solar Panel Installation-Community Services (added Spring 2009)

***Self Evaluation**:*

The college meets the Standard as evidenced by the variety of new and expanded programs that have been developed in response to students' needs and/or demands of the changing socio-cultural, economic, and technological conditions of our society. All of the newly planned student programs are aligned with the college's purpose, its character, as well as our student population. Program Review provides the vehicle for planning student learning programs and the college's mission, vision, and core values are the driving forces that guide their development.

Planning Agenda:

None.

I.A.2. The mission statement is approved by the Board of Trustees and published.

Description:

For many years, members of the Board of Trustees reviewed and reaffirmed the college mission statement annually. However, during Spring 2009, the Board embarked on a more comprehensive revision process, holding two public study sessions open to all campus constituencies, as well as to the community. These were held January 14, 2009 and March 3, 2009 [Ref. I-8, I-9]. The March meeting also included a discussion of the Board's vision statement and core values. As a result of the inclusive discussions, two drafts of possible mission statements emerged. Both were published on the college web portal and all MiraCosta faculty, staff, administrators, and students were given ample opportunity to

provide input via the web portal on their preferred mission statement. In Spring 2009, the Board formally approved and published the mission statement as Board Policy 1200, available on the Board of Trustees website and in the *2009-2010 MiraCosta College Catalog* [Ref. I-2, I-26].

Self Evaluation:

The college meets the Standard as evidenced by the mission statement revision process in Spring 2009, the Board's approval of the new mission statement in Spring 2009, and the publication of the mission statement both in the *MiraCosta College Catalog* and on the college's web pages [Ref. I.A-12].

Planning Agenda:

None.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Description:

Until Spring 2009, the Planning and Budgeting Council (PBC) reviewed the college's mission statement annually. (With the new collegial consultation and governance process approved in Spring 2009, its name has been changed to Budget and Planning Committee). Next, the Board of Trustees reviewed and reaffirmed the mission statement. It had remained essentially the same for the past ten years. As part of the Spring 2009 governance organization changes, the Board committed to revising the mission statement at least every three years.

In addition to the review of the mission statement, prior to Spring 2009, PBC developed an Annual Implementation Priorities each year as part of the strategic planning process. The Academic Master Plan Committee also developed its own set of goals that was aligned with the mission statement. PBC affirmed the Academic Master Plan Committee's goals annually and the Board adopted them as well. These processes responded to the educational needs of the community, as well as to rapidly changing socio-cultural, economic, and technological conditions of our society [Ref. I-10].

In Spring 2009, the new collegial consultation and governance process assigned the initiation of the review of the college mission statement to the new Budget and Planning Committee, whose recommendations are funneled through the Academic Senate Council, the Administrative Council, the Classified Council, and the Associated Student Government Council. This new process ensures a much broader based, more inclusive review process.

Self Evaluation:

The college meets the Standard as evidenced by the results of the new governance structure that finds the mission, vision, and core values being reviewed on a regular basis and revised

at least every three years [Ref. I-10].

Planning Agenda:

None.

I.A.4. The institution's mission is central to institutional planning and decision making.

Description:

As a result of a thorough review of its planning and budgeting processes and at the recommendations of ACCJC during special visits to the college, MiraCosta College has rededicated itself to the development and implementation of a more agile, better-focused commitment to decision-making. During Spring semester 2009, all college constituencies came together in a series of meetings and adopted a new collegial consultation and governance structure. Central to institutional planning, the mission and vision statements and core values inform the planning at all levels. While the committee structure has been pared down as a result of the new model, it is somewhat more centralized because of the introduction of the College Steering Council, which directs governance issues to the appropriate committee or college council [Ref. I-11].

The Budget and Planning committee makes recommendation to the Superintendent/President about budget allocations and the proposals for funding are derived from the Program Review process. Each budget request must be tied to Program Review and aligned with the mission, vision, and core values of the college. A review of the mission and vision statements and the core values is initiated in the Budget and Planning Committee and then affirmed by each of the college councils before being reviewed and adopted by the Board.

Self Evaluation:

The college meets the Standard as evidenced by the new governance process that has charged the Budget and Planning Committee to establish priorities for funding derived from the Program Review process. These priorities align with the mission, vision, and core values of the college.

Planning Agenda:

None.

I.B. Improving Institutional Effectiveness:

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses on-going and

systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an on-going, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Description:

The Outcomes and Assessment Committee (OAC), an Academic Senate Committee, assumed a leadership role in coordinating the institution-wide adoption and implementation of measurable student learning outcomes in 2004. The institutional philosophy is aptly captured by the following statement from OAC: "The process of evolving a learner-centered curriculum succeeds meaningfully only if everyone participates, speaking with and across disciplines, at every stage and in an on-going manner to create a meaningful, manageable, and sustainable assessment process. Incorporating outcomes and assessment across instruction must be a faculty-designed, learning-centered enterprise." The dialogue, formulation, and implementation processes involved a variety of bodies at the college, incorporating students in the early stages and then being driven by departments and disciplines in the later stages [Ref. I-12].

Members of the OAC came from various disciplines and divisions, including Allied Health Occupations, Career and Technical Education, Arts and Letters, Math and Science, Community Education, and Counseling-Transfer center. The OAC reported to and worked in close collaboration with a variety of groups including:

- Academic Policies and Procedures
- Academic Master Plan Committee
- Department Chairs
- Office of Instruction
- Individual departments and divisions

OAC spent a period of time conducting research in order to determine the appropriate model(s) for the college, then followed this with a rather lengthy period of institutional dialogue in order to gain as broad-based a commitment to the process as possible.

Since Spring 2007, several college-wide workshops have been held for discussion and refining of key concepts and for practical training on aspects such as the writing, the evaluation, and the rubrics needed for assessment of learning outcomes.

In February 2008, all full-time faculty members met in discipline-specific groups to engage in a full day of assessment writing. At the beginning of Spring 2008, at least one assessment and evaluation had been written for 24% of all credit courses at MiraCosta. By March 2008, assessments had been written for over 49% of courses, and the Academic Senate Council directed all disciplines to choose at least one course in which they could pilot these learning outcomes.

By December 2008, 84% of all courses had SLOs approved or pending approval by the Courses and Programs Committee. At the end of Spring semester 2009, SLOs and assessment methods had been completed for 90% of all credit courses. The approved SLOs can be viewed in the TracDat reports [Ref. I-13]. Syllabi for all college credit courses are now required to include expected SLOs, as published in the official course outlines of record, housed in WebCMS [Ref. I-14]. MiraCosta is on track to ensure that 100% of all courses at MiraCosta will have approved SLOs and assessment methods by December 2009. Noncredit ESL and Adult High School Diploma Program have SLOs written for all courses.

A regular cycle of assessment evaluation has disciplines reporting their assessment activities in TracDat. This cycle requires a closed-loop every six years that includes two rounds of collecting and evaluating assessment data. Assessment calendars are housed in TracDat [Ref. I-13].

Institutional learning outcomes were discussed at many different forums, reviewed by all constituent groups, adopted by the Board of Trustees, and are published in the *2009-2010 MiraCosta College Catalog* [Ref. I-2].

After his special visit to the college in May 2009, Dr. Chris McCarthy gave an exit address in which he noted the high degree of faculty involvement and the significant progress MiraCosta has made in the assessment and evaluation of student learning. In the Team Visit Report of June 2009, the college was commended on the progress that had been made at identifying SLOs and establishing an accelerated evaluation cycle. Regarding Recommendation One, the report concluded:

> "The college has made a strong commitment to meet this recommendation. It appears they could achieve the Proficiency Level of the Rubric for Evaluating Institutional Effectiveness: Student Learning Outcomes by the time of their next comprehensive accreditation visit in 2010. This is a remarkable turnaround from the plan they had in place two years ago which extended the process out to 2016. The team commends the college for the earnest manner with which they have accelerated their timeline" [Ref. I-15].

In the 2008 Accreditation Self Study Survey, Employee Version, responses indicated 87% of the respondents expressed agreement (or satisfaction)-up from 72% in the 2002 Accreditation Self Study Survey, Employee Version-regarding employee satisfaction with opportunities to participate in key institutional decisions [Ref. I-16, I-17]. The adoption of learning outcomes certainly fits the description of "key institutional decisions." Such a majority response validates to a certain extent, then, that MiraCostans cherish an inclusive institutional process [Ref. I-15].

Self Evaluation:

The college meets the Standard as evidenced by its commitment to ensure that 100% of all courses will have approved SLOs and assessment methods by December 2009. Noncredit ESL and Adult High School Diploma Program have SLOs written for all courses.

Planning Agenda:

None.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Description:

During Spring 2009, MiraCostans thoroughly discussed, reviewed, and adopted the new collegial consultation and governance process. Processes are essentially the same in many areas, but the new collegial consultation and governance process has resulted in more broad-based input. Prior to Spring 2009, in preparation for the beginning of each new fiscal year, members of the Board of Trustees met with the members of the Planning and Budget Council (PBC) - now renamed the Budget and Planning Committee (BPC). During this meeting Board members reviewed the prior year's planning processes, after which they reviewed the Board Strategic Policy Goals and reaffirmed, revised, or rewrote them in order to guide the strategic planning processes for the new planning year.

After the beginning of the Fall Semester, when all employees had returned to campus, PBC met to review the Board's Strategic Policy Goals along with the education master plan and any other documents and/or information which might have been pertinent to the current planning year. PBC members then developed a set of Annual Implementation Priorities. Both the Board's Strategic Policy Goals and the Annual Implementation Priorities (as set by PBC) were shared with the college at large, along with information about current planning year activities, timelines, and preparation of funding proposals. Departments/committees/groups developed plans encompassing student-focused programs and services, specialized activities, division-specific activities leading to proposals that may or may not have required funding.

As applicable, these plans were tied to one or more education master plan goals, to the Annual Implementation Priorities, and to the accreditation standards. At the appropriate time in the district's budget cycle, members of PBC identified monies and earmarked them in the budget in order to fund proposals in each of four funding proposal categories: Enhancements, New Initiatives, Innovations, and Total Cost of Ownership (TCO) proposals.

With the new collegial consultation and governance process in place, the approved Annual Implementation Priorities based on the mission and Program Review are forwarded to all the college councils prior to being sent to the Board. This is an example of how the arena for input has become more broad-based with the new governance structure.

The preceding paragraphs provide background for the development of the Strategic Goals and Implementation Priorities and describe the extent to which institutional members work collaboratively toward their achievement. The annual Goals and Implementation Priorities for 2008-2009 are listed below.

The Board of Trustees Strategic Policy Goals were reaffirmed in September 2008, with stated

emphasis on student success:

1. Develop, implement and assess student-learning outcomes.
2. Promote a harmonious campus climate guided by ethical procedures and standards, and the practice of effective collegial governance.
3. Implement the education master plan.

The Annual Implementation Priorities (AIP), as set by the Planning/Budgeting Council were reaffirmed for the 2008-09 planning year:

1. Increase the effectiveness of academic programs in support of student learning outcomes. (AIP 1 is in support of Board Strategic Policy Goal 1.) Emphasis: continuing the development and implementing the assessment of student learning outcomes, and on hiring additional full-time faculty.
2. Expand opportunities for students to access academic programs and to succeed in achieving their learning objectives. (AIP 2 is in support of Board Strategic Policy Goal 1.) Emphasis: developing and implementing a Basic Skills Plan, and on continuing efforts to build career ladders for vocational and transfer students.
3. Create opportunities for internal discussions on collegial governance and ethical standards. (AIP 3 is in support of Board Strategic Policy Goal 2.)

4. Enhance MiraCosta's reputation as a leader in instruction, student services, and administration, and as a respected steward of the public's trust. (AIP 4 is in support of Board Strategic Policy Goal 2.)

5. Maximize the effectiveness of current facilities and infrastructure, and prepare for the educational needs of the future. (AIP 5 is in support of Board Strategic Policy Goal 3.) Emphasis: implementing a Program Review that identifies needs for future facilities, faculty, staff, and equipment, and on preparation for a facilities bond measure.

6. Seek external resources to implement the education master plan, such as partnerships, grants, and philanthropic activities. (AIP 6 is in support of Board Strategic Policy Goal 3.)

While the stated AIPs do not contain explicit measuring tools to track their achievement, the data collected by the Office of Institutional Research are measurable and provide a means to assess how many of the objectives are being achieved. For example The Key Performance Indicators Report annually provides detailed data on such topics as persistence rate, UC and CSU transfer rates, CSU grade point average and continuation rates, etc. These key indicators provide data for AIP numbers 1 and 2, described above. In addition, meeting agendas and minutes for committees and councils record the progress and completion of achievements pertaining to each committee or council. Such records provide means of measuring AIP number 3. In the last two years, the college has hired more than 30 new full-time faculty members, which addresses AIP number 5 in a measurable way. Likewise, the facilities master plan indicates annually what progress has been made on maximizing the effectiveness of current facilities, thereby providing measurable indicators for AIP number 5 [Ref. I-19, I-10, I-18].

The Board approved new strategic planning goals September 2009 for 2009-2010: Sustaining the

College's Academic Excellence, Continuing Professional Growth through Board Development, Promoting and Nurturing Collegiality, Engaging in community Outreach, Completing a new Education Master Plan, Maintaining Fiscal Prudence and Stability, Improving Student Success and Access to the College [Ref. I-19].

Self Evaluation:

The college meets the Standard as evidenced by the inclusive, broad-based process in use to set goals and implementation plans, and more importantly, to use these goals and plans to guide the decision-making processes.

Planning Agenda:

None.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Description:

With the school year 2005-2006, MiraCosta College began taking a more proactive approach to data collection and dissemination. Historically, data had been utilized on an "as needed" basis, and collected when the situation called for it. The college modified this approach resulting in an annually developed and implemented research agenda and an annual reporting cycle. This created longitudinal data that could be utilized as needed and would demonstrate change over time. Regular reports are presented to the Board of Trustees and campus community regarding enrollment, student satisfaction, and pertinent college issues. Among the many reports that inform future planning is the Key Performance Indicators Report. This report, first produced in 2006, provides an annual look at how the college works to achieve standards set by the college mission and core values using qualitative and quantitative data [Ref. I-18].

Survey data are also utilized to improve programs and services. MiraCosta College students are surveyed each Spring term using one of several survey instruments. Students enrolled in credit courses complete a locally-developed survey and the Community College Survey of Student Engagement (CCSSE) during alternating Spring terms. Noncredit students complete one of two locally-developed surveys designed for specific areas of the noncredit program. As a follow-up to the 2002 Accreditation Self Study Survey, Student Version, the survey was administered to all students in Fall 2008. This was done to generate comparative data for this current Self Study. Survey data are used extensively from Program Review to the KPIs, and are tapped as resources for a variety of presentations [Ref. I-18, I-20, I.B-8].

Budget allocation and the strategic planning processes rely heavily on the data-driven Program Review process. New funding requests must use data to justify funding and/or

institutionalization. The results of Program Review, used to support a budget request, must demonstrate clearly a need or show a history of past successes [Ref. I-18].

Those programs that cannot support their request with data are less likely to receive funding than those that can. Upon conclusion of the academic year, a report of the funded projects and their outcomes is presented to the Board of Trustees as an information item.

Access to data has improved significantly over the past four years. Reports and presentations are available on the Office of Institutional Research website [Ref. I-21]. The creation of specific queries has allowed faculty and staff some self-service access to information, but most requests are customized to the needs of the individual. The college added additional clerical support to the Office of Institutional Research in 2006, increasing the ability of the office to accommodate larger-scale and more complex requests. Data, both qualitative and quantitative, are key elements in all decision-making processes at MiraCosta College.

Self Evaluation:

The college meets the Standard as evidenced by the systematic and extensive use of data to assess student progress and to make decisions regarding funding allocations.

Planning Agenda:

None.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Description:

The planning process includes a broad range of individuals, including classified staff, faculty, students, and administrators. Each of these groups elects or selects individuals to represent them in the planning process. These representatives listen to the voices of their constituents before addressing concerns and plans. After interaction with their constituent groups and the planning group, they are able to find resolutions that work for the entire college community [Ref. I-22].

During Spring 2009, the college underwent a reevaluation of its governmental organization, including an overhaul of Program Review and the various planning processes. Several forums were held to review and evaluate how the new collegial consultation and governance process would relate to the planning process. These forums offered the opportunity for input by all constituencies, and the committee charged with Governance Organization (GO) had broad representation from the Academic and Classified Senates, administrators, and students.

The collegial consultation and governance process description and flow charts appear in the Introduction to this Self Study under the section “Organization of the Institution.” The

flowcharts can also be found online [Ref. I-11]. The collegial consultation and governance process was ratified by the Classified Senate, the full Academic Senate, and the Associated Student Government Council in April 2009 [Ref. I-20]. It is supported by the president and by the Board of Trustees. The new governance structure became effective June 2009.

In terms of resource-allocation, Program Review process guides the various decision-making processes. The planning processes are informed by the mission, vision, and core values, the Board Strategic Goals, the Annual Implementation Priorities, and the efforts of the Budget and Planning Committee. Each of these parts contributes to the whole, ensuring that institutional effectiveness continues to be improved.

The collegial consultation and governance process reflects an even broader-based input from all constituencies based on committee structure. All requests requiring a decision are now sent first to the Steering Council, which is comprised of:

- Chairs of each of the six college committees (Academic Affairs, Courses and Programs, Budget and Planning, Campus, Student Affairs and Community Relations);
- Each of the three college vice presidents;
- The college president (or designee);
- The president and vice president of the Classified and Academic Senates;
- The president (or designee) of the Associated Student Government.

The college Steering Council then routes the request to the appropriate council for a discussion about their final recommendation to the Superintendent/President, and to all other councils as an information item [Ref. I-22].

Of the employees surveyed for the purpose of this self study and before this governance model was adopted, 87% agreed that they were satisfied with their opportunities to participate in key institutional decisions, such as those concerned with long-range planning, budget, mission, and goals. The data excluded those who answered "don't know or N/A." The highest percentage of respondents answering "don't know or N/A" was found among the classified staff (54%) [Ref. I-16].

Self Evaluation:

The college meets the Standard as evidenced by the broad input described in the collegial consultation and governance process and its ratification by all constituencies before its approval by the Board. Because the governance model has just been passed and has not had an opportunity to be put into repeated practice, it will be necessary to monitor and adjust accordingly the flow charts to assess whether the opportunity for input continues to be broad based and timely in nature. The college continues to ensure that Program Review directs the planning of resource allocation, and that the planning processes leads to improved institutional effectiveness.

Planning Agenda:

None.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Description:

MiraCosta College uses a variety of assessment tools and presentations to communicate the quality of its programs and services to the appropriate constituencies. Whether it is an annual goals report to members of the Board of Trustees, or a presentation to the Career and Technical Education task force, the college is committed to providing regular assessments, using documented assessment tools, of its activities to the community it serves.

Very often, the reports made available by the Office of Institutional Research provide the necessary documented assessments to communicate the quality of the college programs to various constituents. The Office of Institutional Research plays a significant role in the collection and analysis of data. The Key Performance Indicators, campus survey data, and reports on learning outcomes are all generated by this office. Each year a research agenda is developed with input from the four divisions: The President's Office, Business and Administrative Services, Instructional Services and Student Services. This agenda guides the larger scale projects for the year, but the Office of Institutional Research has remained committed to providing data and assistance to any entity seeking information. A more complete list of studies and reports prepared by the Office of Institutional Research and available for use may be found on their website [Ref. I-21, I-10].

The implementation of Program Review and outcomes assessment throughout the district has created valuable opportunities for dialogue, reflection and planning. All academic programs and each of the four divisions of the college conduct Program Reviews annually. The reports from these Program Reviews are connected to the overall strategic planning and budget allocations, and we expect a more streamlined and evidence-based assessment process as the new Program Review cycle unfolds.

As a community college, MiraCosta College's primary concern is for the students and community it serves. In Fall 2008, the Office of Instructional Services implemented software, Enrollment Data Decision Instrument (EDDI), that analyzes enrollment and capacity rates, which allow for improved enrollment management and more efficient use of district resources. These analyses may be found online [Ref. I-25]. College administrators make regular reports to the Board of Trustees on enrollment, FTES projections, and district demographics.

The college is also responsive to external agencies. A thorough Matriculation Plan guides the activities and assessment of the matriculation program. The plan is regularly reviewed and updated as necessary, ensuring both an internal and external assessment of existing processes. Once every six years, the campus hosts a Site Visit Team from the State Chancellor's Office, comprised of peers from other community colleges and the Chancellor's Office staff. This team

reviews EOPS, DSP&S, and Matriculation for compliance issues and provides recommendations for improvement based on state-wide best practices [Ref. I-24].

The Career and Technical Education programs hold annual Advisory Committee meetings where data on the success rates of their students are shared with business and industry partners. MiraCosta is also a member of the North County Higher Education Alliance (NCHEA), which is a partnership between MiraCosta College, Palomar College, and California State University at San Marcos (CSUSM). This group collaborates on efforts designed to increase the transfer and success rates of students enrolled at its institutions.

In order to better serve the community, college officials commissioned an environmental scan in Spring 2009 to assess the needs of its constituencies. The results of this scan will be used to improve college programs and services and inform the upcoming education master plan. Data drive the decision-making processes at MiraCosta College and assessment, using documented sources, is an on-going process [Ref. I-3].

Self Evaluation:

The college meets the Standard as evidenced by the variety of documented assessment tools and results and their use, as described above. The college will monitor the restructuring and streamlining of governance at the college to assess the degree to which documented student learning outcomes will become more relevant indicators of programmatic and institutional quality.

Planning Agenda:

None.

I.B.6. The institution assures the effectiveness of its on-going planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Description:

As a result of a thorough review of its planning and budgeting processes and the recommendations of ACCJC during special visits to the college, MiraCosta College modified its governance structure radically to create a more streamlined, and effective governance structure. The Classified Senate, the Academic Senate, and the Associated Student Government Council ratified the change in April 2009 [Ref. I-20]. This new process is called the Collegial Consultation and Governance Process.

As noted in earlier portions of this standard, the Budget and Planning Committee annually reaffirms or revises the Annual Implementation Priorities, ensuring that the activities and resource allocations align with Board Strategic Goals and the mission.

Annually, the Office of Institutional Research prepares a Research Agenda. The agenda for 2008-2009 included:

- Accountability Reports
- Annual Surveys (Employee and Student)
- Cohort Studies
- Integrated Postsecondary Education Data Systems (IPEDS)
- Key Performance Indicators
- Management Information Systems
- Program Review
- Strategic Planning
- Transfer Data
- Disproportionate Impact Reports
- Research Requests from Outside Entities
- Ad Hoc Research Requests

By preparing such an agenda, the college commits to systematically reviewing its effectiveness in improving instructional programs, student support services, library and other learning support services. The reports generated from the agenda are available online [Ref. I-23].

Program Review is now conducted on an annual basis by all academic programs, as well as all administrative units. All budget requests derive from needs assessed in the annual Program Reviews with clear need supported by the data.

Self Evaluation:

The college meets the Standard as evidenced by the radical departure from a governance model that had served the college well for more than thirty years, but that had grown cumbersome and unwieldy as minor modifications and "add-ons" occurred through the years. The new collegial consultation and governance process is streamlined, but is still grounded in broad-based input from all constituencies. All budget allocations now stem from annual Program Reviews that are based on data aligned with the mission and vision of the college and involve a process both transparent and inclusive. Access to the reports generated by the research agenda ensures that MiraCostans are able to systematically assess evaluation systems. The college will monitor the new collegial consultation and governance process, paying strict attention to the Program Review and strategic planning components. Some components of the process may need to be adjusted as the effectiveness of this model is monitored.

Planning Agenda:

None.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Description:

Before Fall 2009, all disciplines and programs reviewed their data annually, submitted a three-year mid-term review, and conducted a full review every six years. Beginning Fall 2009, all programs across all divisions, including the library and learning support services will be undergoing a full Program Review on an annual basis. The new Program Review format is designed to evaluate the effectiveness of all college programs and services, and to demonstrate the effectiveness of the instructional programs by providing evidence of the achievement of student learning outcomes (SLOs). Program Review is tightly integrated with strategic planning and resource allocation. There is a feedback relationship between Program Review and the education master plan, along with the annual action plans for each division. The reports from Program Reviews provide the basis for budget requests that will be evaluated against the education master plan. Program Review Process and Timelines can be found online [Ref. I-18].

All Administrative Divisions: the President's Office, Business and Administrative Services, Instructional Services, and Student Services are now participating in annual Program Reviews. Each division identifies administrative unit outcomes, delineates goals and action plans and files data-driven reports that contribute to long-range planning at the college. Each administrative division will assess its own performance as measured against its own administrative unit outcomes.

Self Evaluation:

The college meets the Standard as evidenced by its revised model of Program Review that provides clear links between student learning outcomes, assessment, college planning, resource allocation, and continuous quality improvement. Program Review is the conduit that connects all these processes. The college will monitor the reports generated from all Program Reviews and make adjustments as necessary to resource allocations and action plans to ensure that instructional programs are being improved continually.

Planning Agenda:

None.

Standard I References:

I-1: Board of Trustees Policy 1200, District Mission

I-2: *2009-2010 MiraCosta College Catalog*

I-3: Academic Master Plan

I-4: PERCY Website: http://www.members.cox.net/pmorrison/percy/bas/home.htm

I-5: SourcePoint Environmental Scan, 2005

I-6: Interact Environmental Scan, 2008

I-7: Office of Institutional Research: Program Review Website: http://www.miracosta.edu/Governance/RAP/PW/ProgramReview.htm

I-8: Board Minutes, January 14, 2009

I-9: Board Minutes, March 3, 2009

I-10: Planning/Budgeting Council: Strategic Planning Website: http://www.miracosta.edu/Governance/PBC/strategicplanning.htm.

I-11: Collegial Consultation and Governance Structure: http://www.miracosta.edu/Governance/AcademicSenate/Downloads/Senate_Actions_Apr24.pdf.

I-12: Outcomes and Assessment Committee Website: http://www.miracosta.edu/Governance/Outcomes/index.htm

I-13: TracDat Website: https://tracdat.miracosta.edu/tracdat/

I-14: Instructional Services: WebCMS Website: http://www.miracosta.edu/Governance/CoursesandPrograms/webcms2.htm

I-15: McCarthy Evaluation Report April 7, 2009

I-16: 2008 Accreditation Self Study Survey, Employee Version

I-17: 2002 Accreditation Self Study Survey, Employee Version

I-18: MCC Key Performance Indicators 2006-2007

I-19: Board of Trustees Strategic Policy Goals Website: https://www.miracosta.edu/OfficeofthePresident/GoverningBoard/StrategicPolicyGoals.htm

I-20: Board Minutes, April 21, 2009

I-21: Strategic Planning PowerPoint Presentations to Governing Board and PBC

I-22 2009-2011 Committees List

I-23: Office of Institutional Research: Research Agenda

I-24: Matriculation Plan

I-25: EDDI Website: https://eddi.miracosta.edu/

I-26: Board of Trustees Policies and Administrative Procedures Website http://www.miracosta.edu/OfficeOfThePresident/BoardOfTrustees/policy/

Standard II.A: Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students though programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description:

The college's diverse educational programs, as listed in the *2009-2010 MiraCosta College Catalog*, clearly relate to the objectives of the institution's mission and goals; they strive to meet the varied educational needs of the district's service area [Ref. II.A-1]. MiraCosta College relies on research to identify student learning needs and regularly assesses progress toward achieving stated learning outcomes through the Program Review process [Ref. II.A-2]. The Office of Institutional Research provides institutional research for the college as a whole and on an ad hoc basis. That office also supports the college's student learning outcomes and assessments efforts. Student learning outcomes and assessments are reported by faculty using the college's password-protected TracDat software [Ref. II.A-3]. The Office of Institutional Research is responsible for compiling and reporting student success data and the most recent institutional evaluations of student assessment and outcomes are housed in that office [Ref. II.A-4]. Data compiled through TracDat and the college's enrollment data-driven interface (EDDI) system are analyzed by faculty for the purpose of completing Program Reviews. Program Reviews result in planning that considers all aspects of what is important to ensuring that students within the college's service area meet their personal, professional, and educational goals [Ref. II.A-5].

The college supports a variety of initiatives and programs that, as the result of analyzing and indentifying student needs, consistently address the educational preparation, diversity, and demographics of its communities. In an effort to meet the growing population of students requiring preparation for college-level coursework, the college supports a college-wide Basic Skills Initiative (BSI) [Ref. II.A-6]. The BSI priorities resulted from a full day retreat open to any faculty and staff members interested in participating in establishing those priorities that support student success in math, English, Career and Technical Education, noncredit, etc. through counseling, coursework, learning communities, and faculty professional development.

An Academic Senate subcommittee was formed, the Basic Skills Committee, which now oversees the basic skills budget, makes recommendations for funding various initiatives, and assesses projects funded.

Prior to the state's Basic Skills Initiative, MiraCosta College's Letters Department took the lead to improve instruction and services to students enrolled in its developmental English and ESL composition program. After a year's research, the department adopted the "Developmental Skills Recommendations" in 2006. The recommendations included twenty-one best practices to prepare for the imminent wave of academically underprepared students that has been projected for the next fifteen years in an Educational Testing Services (ETS) study, *America's Perfect Storm*. The department's research was confirmed by the findings of the California Community College's Center for Student Success whose publication, *Basic Skills: as a Foundation for Student Success in California Community Colleges*, has mobilized community colleges throughout the state to prepare for growing numbers of developmental students. Following these recommendations, the department has shaped its course offerings into a program with strong leadership, coordinated instruction, regular faculty training, and specialized hiring.

The Letters Department now has lead faculty to coordinate developmental skills coursework and programs, with co-lead faculty in English as a Second Language and developmental writing. The college supports these efforts by providing reassigned time to the faculty selected as leads and co-leads to these efforts. The hiring of two developmental composition instructor specialists and an additional ESL instructor has resulted in greater full-time faculty contact with students. In Spring 2008, only 36% of basic skills classes were taught by full-time faculty members. In Spring 2009, this number had increased to more than 50% of these courses being taught by full-time faculty members. The Letters Department has already seen improvement in retention, completion, and persistence rates, and the Developmental English/ESL Writing Program is currently working to have MiraCosta College become the first college in California to be certified by the National Association for Developmental Education (NADE) [Ref. II.A-59].

While enrollment in the credit ESL 802/803 composition classes has increased from 45 FTES in 2004-2005 to over 70 FTES in 2008-2009, enrollment in the basic skills English courses (ENGL 802 and ENGL 803) between Spring 2002 and Fall 2008 did not reflect the same growth as the transfer level English courses during this same period. Since national data indicates colleges should prepare for an increase in underprepared students, the Letters Department will continue to determine whether MiraCosta College is appropriately reaching out to basic skills English students and to seek additional ways to provide outreach to these potential students. To date, the Puente Program and the Summer Bridge Program have been models of recruitment that the college may wish to expand, if and when the "wave" of students requiring basic skills development grows at MiraCosta College [Ref. II.A-7, II.A-8].

The credit English as a Second Language (ESL) program has changed significantly since the 2003 Accreditation Self Study [Ref. II.A-12]. A new lead instructor was hired in Fall 2005 and all aspects of the program have been reviewed since. Approximately 100 faculty members and a number of students were surveyed to help MiraCosta College ESL faculty determine the most critical skills necessary for student success. The survey results were analyzed and resulted in a revision of nearly every ESL course and the development of a new course, Reading and

Vocabulary Development for Non-Native Speakers. ESL faculty participated in the development of the Letter's Department Developmental Skills Initiative resulting in best practices and the 21 recommendations that currently drive the work of the Letters Department Developmental Skills Committee. Additionally, the lead instructor serves on the college-wide Basic Skills Committee, and works closely with the noncredit ESL Program to help students matriculate to credit courses. Faculty is also actively involved in CalPASS, an organization in which local high school and community college faculty collaborate to identify student learning needs and implement various interventions to improve educational opportunities for English language learners. To better assess and advise ESL students into its courses, the college adopted a new ESL placement instrument to address the unique needs of ESL students. The ESL faculty works closely with the Tutoring and Academic Support Center (TASC) as well as with the Writing Center, to provide specialized training to its tutors [Ref. II.A-11]. They also have worked to increase the number of student success workshops targeting ESL learners.

The mission of the Retention Services Advisory Committee (RAC) is to seek and meet diverse student needs at all district sites in order to maximize student success. Through consultation with Instructional Services, Student Services, and relevant committees, the RAC provides recommendations to the Academic Senate regarding policies that impact students [Ref. II.A-9]. The committee meets its mission by supporting the Tutoring and Academic Support Center (TASC) through the hiring of tutors, establishing learning communities, and offering student success workshops. TASC staff includes 88 tutors who helped serve the needs of over 6400 students in Fall 2008. TASC offered 48 student success workshops in Fall 2008 to 330 students. Fifty-six learning communities that included 41 courses, 29 instructors, 584 students, and 29 facilitators were also supported by TASC in Fall 2008. The RAC continues to lead the college's student retention initiatives through its mission.

Under the new collegial consultation and governance process, the Courses and Programs Committee (formerly Academic Policies and Procedures Committee) continues to meet twice per month to review and approve all new and revised courses and programs to ensure consistency with the educational preparation and the diversity, demographics, and economy of the college community which includes ensuring compliance with State Chancellor's Office courses and programs requirements [Ref. II.A-13, II.A-10]. The Courses and Programs Committee is also responsible for establishing policies and procedures related to curriculum. The committee also approves all student learning outcomes and assessments that have been reviewed and approved by the Outcomes and Assessment Committee for the purpose of including those SLOs in the course outline of record. In an effort to give greater support to the Courses and Programs Committee, the Academic Senate provides reassigned time to a faculty chair. The college-wide Budget and Planning Committee approved funding for a technical writer who will offer full-time support to faculty writing and revising curriculum. These joint efforts of the Academic Senate and budget and planning process were made to improve the overall quality of curriculum at the college.

Under the college's new collegial consultation and governance process, the Budget and Planning Committee will use the new annual Program Review process to assess and determine funding necessary to meet programmatic needs of the community [Ref. II.A-2]. The Program Review procedure, based on student outcomes and assessments in relation to institutional learning

outcomes, will serve as the primary mechanism upon which the college will rely to make funding decisions through the budget and planning process.

Self Evaluation:

The college meets the Standard as evidenced by the support given to the programs and initiatives noted and by using student learning outcomes and assessments as the basis for Program Review. Budget and Planning Committee uses the results of Program Review to make funding determinations enabling the college to continuously meet the Standard. Further, the college uses research, as noted, to support programs and initiatives identified by Program Review as essential to meeting the varied educational needs of its students.

Planning Agenda:

None.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description:

MiraCosta College utilizes a wide range of delivery systems and modes of instruction designed to support curriculum objectives and the current and future needs of its students. Methods of instructional delivery include: lecture, lecture-discussion, discussion, activity, cooperative/ collaborative groups, laboratory, lecture-laboratory, work experience, computer-assisted instruction, distance learning, directed study, independent study, honors program, and study abroad program. All methods of instruction are identified in course outlines of record and programs are reviewed and approved by the Courses and Programs Committee [Ref. II.A-10].

Additionally, the college offers service learning, internship, and cooperative work experience for vocational and academic courses. Faculty members offering service-learning opportunities are listed in the Schedule of Classes and on the service learning website [Ref. II.A-14, II.A-15]. Cooperative work experience courses are listed as 299 courses in the *MiraCosta College Catalog* and in the Schedule of Classes. Interdisciplinary studies options exist for faculty members and departments who wish to collaborate on class offerings. Service learning, internship, and cooperative work experience courses are offered to help students explore possible career choices and build their resumes with valuable experience. The internship and work experience programs are supported by the Career Services Department whose mission is to increase each student's ability to make successful career transitions by providing instruction, guidance, and resources [Ref. II.A-17]. Career Center resources include a computer lab, resource library, and career counseling by appointment. In the case of service learning, students are placed with non-profit organizations and public schools where they provide service directly connected to the college course content.

All MiraCosta College students who use the open computer labs on campus enjoy free Internet access, various news services, Encyclopedia Britannica Online, and Britannica University. The open computer labs are generally open for 60-68 hours per week. During hours of operation each open lab is staffed with an instructional assistant and one or more trained student workers whose responsibilities include answering questions about the use of hardware and software and enforcing appropriate computer use policies. As of October 2008, 1904 computers are available for student use at the college. The open labs are located at a variety of locations on each college site. Locations and hours of operation are noted in the Schedule of Classes each semester and on the Instructional Computing Services website [Ref. II.A-14, II.A-16].

The college Writing Center is supported by one full-time tenured faculty member who began work with the inception of the Writing Center in Fall 2004. The full-time faculty member creates, coordinates, and offers a variety of faculty workshops designed to educate faculty on how the Writing Center may support their students' writing needs and to offer faculty ways to encourage their students to take advantage of the Writing Center. The Writing Center website includes a complete list of links to resources for students and resources for faculty that will enhance their ability to use the Writing Center to their best advantage [Ref. II.A-18]. Student Success workshops are held regularly and are also included on the Writing Center website.

The Math Learning Center (MLC), located in the Library and Information Hub at both the Oceanside and San Elijo sites, has been designed to support both self-paced, open entry/open exit math courses including Pre-Algebra through Trigonometry, and classroom instruction. The self-paced courses have been designed to provide flexibility for students moving through courses, allowing the courses to be completed within a time frame from a few weeks in length to a maximum of two semesters. In addition, students complete assignments given from classroom instructors with assistance from the staff of the MLC. Instructors and teaching aides provide assistance to all students with their courses, whether they are self-paced or classroom-based. The self-paced classes also allow students to work online anywhere they have access to the Internet. As a result, the MLC faculty and staff provide small group instruction, one-on-one instruction, face-to-face instruction, and online instruction to students. The MLC at the Oceanside Campus has been in operation since 1993 and moved to the new Library and Information Hub for the Spring 2005 semester where its size was doubled to accommodate more students; the MLC at the San Elijo site has been in operation since the Fall of 1996. A complete list of services offered by the Math Learning Center is included at the MLC website [Ref. II.A-19].

The Office Technologies Program is designed to give students flexibility in scheduling, personalized one-on-one instruction, and the ability to add classes until the tenth week of instruction by offering classes in an open entry format in the 4800 building computer labs. Classes offered in this format include computer applications, keyboarding, machine transcription, office skills, machine calculation, legal transcription, medical transcription and office systems and procedures. Teaching Aides support faculty members in the computer labs for one-on-one instruction and assistance for more than 60 hours a week. Additionally, mini-lectures for students occur on a rotating basis. These programs also offer classes in an open lab setting at the San Elijo site Library and Information Hub.

Similar opportunities exist for noncredit students at the Community Learning Center. The Community Learning Lab provides instruction in English, math, citizenship, computer applications, Internet use, keyboarding, career search, and vocational English as a Second Language. An instructor and instructional aide are available to provide assistance to students. The lab is open 46 hours a week, including Saturdays.

Online instruction at MiraCosta began in 1995. By 1998, online courses at MiraCosta collectively became known as CyberCosta [Ref. II.A-20]. Growth in online education has been strong and consistent. This growing demand is generally attributed to the same trends fueling the distance education boom that is taking place globally. In the 2007-2008 academic year, MiraCosta College offered 269 online course sections with 8,231 total students enrolled. In Fall 2008, 153 sections were offered with a total of 4,298 students. This projects out to a total 2008-2009 online enrollment of approximately 8,600 students enrolled in over 300 sections.

With the large number of sections of online courses, the Office of Instructional Services determined the college has a number of programs offered where a student can earn more than 50% of their coursework online. As a result, MiraCosta College submitted a Substantive Change Proposal for "additional courses that constitute 50% or more of programs offered through a mode of distance or electronic education" to the Accrediting Commission for Community and Junior Colleges (ACCJC) in Spring 2009. The substantive change was approved by ACCJC in June 2009 [Ref. II.A-21, II.A-22].

MiraCosta College establishes a Blackboard course management system "shell" course for every credit course section regardless of the mode of delivery of the section. Consequently, all instructors may access this course management system, commonly used by colleges and universities globally, if they choose to support their courses with Blackboard's capabilities. During the next three years, MiraCosta College will be supporting two other course management systems, as well: Etudes-NG and Moodle, and will assess the potential flexibility in offering a variety of delivery systems. In addition to asynchronous communications in online courses, MiraCosta College also provides faculty with Elluminate software for synchronous online communication. Elluminate supports voice, video, images, and real-time display of desktop applications such as PowerPoint and other course applications. The effort to support diverse pedagogical styles translates directly into more meaningful experiences for students.

As the result of academic master planning, Academic Information Systems (AIS) launched a technology-based enhanced classroom (TEC) initiative designed to equip all classrooms with a baseline of instructional technology. The plan includes annual funding for achieving the classroom technology baseline, as well as sustaining the technology on a four-year replacement cycle. The baseline TEC room includes a data projector, computer, and miscellaneous media equipment depending on the use of the classroom. Since 2005 AIS has installed 97 TEC rooms on the three college sites with only 10 classrooms, or 7% of the classrooms still needing the installation of baseline technology. By the end of the 2009-2010 fiscal year, all classrooms will be completed as TEC rooms and the plan will enter the four-year replacement cycle phase of the plan where each TEC room will be evaluated and upgraded every four years. In addition to the TEC project, a number of new facilities have been constructed that include new computer labs

and TEC rooms. These facilities include the Horticulture building, the Music and Art facilities replacement and expansion, and the Student Center at the San Elijo site.

The Campus Committee, part of the new collegial consultation and governance process, will discuss standards and technology options for classrooms. Issues to be discussed include evaluation of technology (hardware and software) available in each classroom and making recommendations for changes to the general configuration and/or options necessary to meet specific teaching needs (e.g. tablet PCs, laptops etc.) [Ref. II.A-13].

The noncredit ESL Program has offered a video-based distance-learning program (Crossroads Café) since 1996 [Ref. II.A-23]. Students may check out the DVDs without cost and are issued a free book. Students may study from home then return to the site to meet with an instructor to review their lessons and rent a new DVD. The college was one of the first noncredit ESL programs in California to offer a distance-learning program using videos and continues to meet the needs of students with this popular course offering, which enrolls 150-200 students annually.

Through study abroad programs, MiraCosta College offers opportunities for students to study and for faculty to teach in enriching academic environments around the world. Between 2004 and 2009, MiraCosta College has planned and administered study abroad programs in Spain, Italy, France, England, Mexico, Costa Rica, and Japan. Programs range from short-term courses on single academic subjects to semester-long programs. All students in study abroad programs enroll for MiraCosta College academic credit while participating in international programs. Study abroad only offers courses approved in accordance with the California Education Code and Title 5 regulations and are taught by instructors of record who meet the minimum qualifications for teaching in the course discipline. Courses are selected for study abroad based on the appropriateness of the discipline and course objectives for the proposed location. All information related to the MiraCosta College study abroad program is included on the Study Abroad website [Ref. II.A-24].

Self Evaluation:

The college partially meets the Standard as evidenced by MiraCosta's commitment to supporting delivery systems and modes of instruction that consistently meet the objectives of the curriculum and SLOs as established by the faculty and reviewed and approved by the college Courses and Programs Committee. Further, the Program Review process ensures SLOs and assessments are the basis for making decisions related to student learning, including delivery systems and modes of instruction. The college was also approved by the ACCJC for a substantive change to offer additional courses that constitute 50% or more of programs offered through a mode of distance or electronic education in June 2009 [Ref. II.A-22].

The college, however, currently does not collect data on student success and achievement specific to distance learning that would help faculty assess student success in online courses.

Planning Agenda:

Develop a mechanism to assess student success and achievement in online courses for the purpose of ensuring delivery systems and modes of instruction that are compatible with the objectives of the curriculum and appropriate to the current and future needs of students. The Office of Institutional Research might develop such a mechanism in consultation with faculty and the Office of Instructional Services. The mechanism should consider the Program Review process that is integral to the overall planning processes.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Description:

In 2003, The MiraCosta College Academic Senate established a subcommittee to study how other institutions implemented their student learning outcomes (SLOs). In 2004, the Outcomes and Assessment Committee became a standing committee of the Academic Senate [Ref. II.A-25]. In Fall 2005, six administrators met with 80 faculty members to discuss the committee's proposed plan and timeline for the implementation of SLOs and assessment across all academic departments. The plan and timeline was approved unanimously and when Dr. Barbara Beno, President, Accrediting Commission for Community and Junior Colleges (ACCJC) met with student learning outcomes leaders at MiraCosta College in February 2006, she also approved the plan and timeline.

Program outcomes and mission statements were drafted for general education and career and technical education programs in March 2006. In Fall 2006, general education and transfer faculty members met to engage in extensive dialogue and to draft mission statements. Over 90 faculty members participated in the writing of program and discipline mission statements. In Fall 2006, the Student Services Council also drafted program-specific student learning outcomes SLOs and assessments.

Faculty members in 36 disciplines piloted one or more outcomes and assessments for each of 47 credit courses in Fall 2007. Noncredit faculty members piloted assessment of learning outcomes in English as a Second Language courses during that same semester. By the beginning of Spring semester 2008, at least one student learning outcome and assessment had been written for each of 164 credit courses, representing 24% of the credit course offerings of the college.

Following the receipt of the January 31, 2008 action letter from ACCJC, the chair of the Outcomes and Assessment Committee (OAC), the Academic Senate President, and the Office of Instructional Services met several times to plan an appropriate and timely response to the concern that MiraCosta had not moved swiftly enough to complete the SLOs in a timely manner [Ref. II.A-26]. These college leaders developed a plan to accelerate substantially the implementation of student learning outcomes and assessments. To demonstrate the college's commitment and to provide significant momentum for this process, the leaders established an initial goal for the first phase to produce a minimum of three learning outcomes per course and

adopt appropriate assessments for one third of the college's courses by the beginning of March 2008. The plan projected that a minimum of three learning outcomes and assessments would be adopted for all courses by December 2008. In February 2008 the OAC conducted additional student learning outcome training sessions for faculty representatives from academic disciplines. On February 29, 2008 over 100 faculty members participated in an all day session writing SLOs and assessments.

Also in February 2008, the college purchased assessment management software, TracDat, to facilitate the collection, management, and evaluation of student learning outcomes and assessments [Ref. II.A-3]. Faculty members have begun to use the software, since training on its use began in Spring 2009. TracDat allows queries to identify every course that has collected assessment data, as well as courses that have evaluated those assessment data. The college uses a grid that maps course-level SLOs to program-level SLOs for program assessment integral to the new (Fall 2009) Program Review process [Ref. II.A-2]. Through TracDat, the college will also be able to archive data on course-level student assessment results and run queries documenting assessment results and presenting evidence that assessment and evaluation results are used for the continuous improvement of student learning, all of which can be included in Program Review tied to budget and planning in the new collegial consultation and governance process [Ref. II.A-13].

By the end of the Spring 2009 semester, a minimum of three outcomes and assessments per course had been developed for all credit courses, excluding some special topics, honors, directed studies and fee-based courses offered through continuing education. Also in Spring 2009, a regular cycle of ongoing assessments was incorporated into the Program Review process, an annual and ongoing process beginning in Fall 2009 [Ref. II.A-2]. The regular cycle has disciplines reporting their assessment activities in TracDat. The cycle requires a "closed loop" every six years. A "closed loop" consists of two rounds of collecting and evaluating assessment data. Assessment calendars will be housed, as well, in TracDat. Until all calendars are housed in TracDat, the six-year electronic assessment calendars submitted by all programs in Fall 2008 are documented and being kept by the Outcomes and Assessment Committee.

In an effort to achieve continuity across all academic courses, noncredit faculty began by targeting course offerings from which students might choose to move directly into transfer-level courses. In the initial effort, noncredit faculty developed mission statements and wrote student learning outcomes for noncredit English as a Second Language courses and the Adult High School Diploma Program courses. One hundred percent of the courses in these programs had student learning outcomes and assessments by the end of Spring 2009. Writing SLOs and assessments for the remainder of noncredit courses is currently underway.

Two program-level SLOs have been identified for assessment purposes: general education (GE) and career and technical education (CTE). GE and CTE program level SLOs have been established as institutional learning outcomes that are listed in the *2009-2010 MiraCosta College Catalog* [Ref. II.A-1]. Program-level SLOs are linked to the Program Review process and the Budget and Planning Committee for the purpose of continuous improvement of student learning.

MiraCosta College has not assessed degrees or certificates to date and has yet to establish the process for doing so. The Outcomes and Assessment Committee has established a goal to have degree and certificate SLOs written by March 2010.

Self Evaluation:

The college partially meets the Standard. Standard II.A.2.a addresses the collegial approach of faculty in developing course and program-level SLOs; however, the college has not yet established SLOs and assessments for degrees and certificates. A connection between institutional learning outcomes, student learning outcomes, and administrative unit outcomes should be made through the new Program Review process that results in budget and planning [Ref. II.A-2].

Planning Agenda:

The college will establish degree and certificate level SLOs and assessments and link those to the Program Review process resulting in continuous improvement in student learning. The college will establish a clearly defined connection between SLOs and assessment, institutional learning outcomes and assessment and administrative unit outcomes and assessment for the same purpose. The college is making efforts to achieve this Planning Agenda by the 2010 accreditation team site visit; however, we recognize the need to state this as a Planning Agenda during the writing of this Self Study.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Description:

In response to the recognition of the need to establish a governance reorganization that better meets the needs and demands of a rapidly growing institution and in response to concerns of the Accrediting Commission for Community and Junior Colleges (ACCJC) that the existing governance structure did not adequately meet the standards established by ACCJC in this regard, MiraCosta College faculty, staff, administrators, and students approved a new collegial consultation and governance process in Spring 2009. After Board approval, the process was implemented June 1, 2009. The new process clearly defines the roles of faculty, staff, administrators, and students in the new process and structure and delineates the roles of faculty as separate from the roles of administrators. One of the results of the approved collegial

consultation and governance process was the separation of academic administrators from the Academic Senate. The result is a governance structure that clearly recognizes the central role of faculty for establishing quality and improving instructional courses and programs while also defining the role of academic administrators, classified administrators, classified staff, and students in the same process. All constituent groups are represented and participate in decision-making with faculty having primacy over courses and programs.

The Courses and Programs Committee is the college curriculum committee. The committee reviews and approves curriculum that must meet academic standards established by the faculty, the State Chancellor's Office, and the AACJC accreditation standards. The Courses and Programs Committee ensures compliance with standards established by the State Chancellor's Office, Board Policy, and accrediting commission standards related to general education, distance education, degrees, and certificates. All student learning outcomes (SLOs) and assessments are approved by the Courses and Programs Committee with SLOs being a part of all approved course outlines of record. As a result of the delineation of roles in the collegial consultation and governance process, faculty members are responsible for all aspects of courses, programs, and curriculum review and development. Duties, composition and responsibilities of the Courses and Programs Committee are included in the Courses and Programs website [Ref. II.A-1].

Faculty members are responsible for Program Review that, under the new Program Review process, is directly linked to budget and planning ensuring continuous improvement in student learning [Ref. II.A-2]. As noted in the response to Standard II.A.1.c, faculty members have the central role in the development and assessment of SLOs. The Academic Senate will review the place of outcomes and assessment in relation to the new collegial consultation and governance process.

Program Review results will be used to plan for the future while ensuring congruence with the college education master plan being developed beginning in Fall 2009 at the direction of the Budget and Planning Committee. This will ensure faculty members continue to have the central role for establishing programs of study and maintaining quality and improvement of student learning.

On the 2008 Accreditation Self Study Survey, Employee Version, 72% of the respondents agreed that faculty members have a substantial voice in matters relating to educational programs. This is an increase from the 68% who agreed with this statement on the 2002 Accreditation Self Study Survey. On the 2008 Survey, an additional 20% responded "not-applicable," an appropriate response for non-faculty respondents [Ref. II.A-36, II.A-37].

Self Evaluation:

The college meets the Standard as evidenced by its commitment to a new collegial consultation and governance process that delineates the roles of faculty from those of administrators in all areas of collegial governance including those identified in Standard II.A.2.a. The college further meets this Standard since the change in governance was partially in direct response to a recognized need and a warning sanction given by ACCJC; the college was taken off warning in

June 2009. The results of the 2008 Accreditation Self Study Survey, Employee Version provide evidence that the college meets Standard II.A.2.a.

Planning Agenda:

None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description:

MiraCosta faculty members adopt competency levels and communicate them to the community via the *MiraCosta College Catalog*. The catalog specifies requirements for the associate degree that include the following: a minimum level of performance and a grade of C or better in all courses for the major; measurable minimum competencies in reading, writing and mathematics; completion of required courses (an American institutions and history requirement and a health and physical education requirement); and a general education requirement ensuring students will select courses from a broad spectrum of classes in humanities, the natural/physical sciences, the social/behavioral sciences and in language and rationality [Ref. II.A-1]. Faculty members are responsible for curriculum review and development including courses and programs through the Courses and Programs Committee [Ref. II.A-10]. They are also responsible for the development and assessment of student learning outcomes (SLOs) through the Outcomes and Assessment Committee [Ref. II.A-25]. The Courses and Programs Committee approves all course-level SLOs included in the course outlines of record. Public access to all course outlines of record is available on the Courses and Programs website link to WebCMS, the college curriculum management system [Ref. II.A-28].

The Courses and Programs Committee reviews and approves courses proposed for general education using criteria established by the committee and approved by the Board of Trustees. Board of Trustees Policy and Administrative Procedure 4025 includes the associate degree and general education requirements [Ref. II.A-27, II.A-55]. The course outline of record identifies how each criterion established for general education courses will be met through the elements of the course outline of record including SLOs, performance objectives, course content, and assignments.

California Code of Regulations, Title 5 requires that vocational (career and technical education) programs have advisory committees comprised of discipline faculty, students, and business and industry leaders who meet at least once per year. Though Title 5 does not prescribe the agenda for advisory committee meetings, faculty members on the committees ensure discussions ensue related to SLOs and assessments and that the committee reviews curriculum development related to the essential skills necessary to gain livable wages in the vocation. Faculty members use the

input from the advisory committees to establish SLOs and assessments and to develop curriculum.

Some vocational curricula are developed to prepare students with the competencies needed to pass state licensing exams, e.g., nursing and cosmetology. The nursing programs are approved by the State Chancellor's Office and the California Board of Registered Nursing and licensing exam pass rates are kept and maintained by the office of the Associate Dean of Nursing and Allied Health [Ref. II.A-29]. In nursing, the average state exam pass rate at MiraCosta College for licensed vocational nurses has ranged from 81% to 94% for the past five years, compared to the overall state average of 72-76%. The average pass rate at MiraCosta for certified nurse assistants is approximately 94%. The registered nurse state licensing exam pass rate at MiraCosta was 100% for the class of 2008-2009.

The cosmetology program offered through the Oceanside College of Beauty (OCB) as part of a contract between MiraCosta College and OCB is approved by the State Chancellor's Office. Licensing exam pass rates are maintained in the office of the Dean of Career and Technical Education [Ref. II.A-30]. In 2008, for example, cosmetology students had an 84% state exam pass rate.

The faculty and administrators of both programs work with students to ensure they are given the appropriate guidance on how best to meet their educational needs and meet licensing requirements. The college's Program Review process requires annual faculty review of curriculum to ensure the outcomes of courses, programs, degrees, and certificates are met. Discipline faculty members also review all courses and submit them to the Courses and Programs Committee for review and approval every six years.

The Career and Technical Education Advisory Committee meeting agendas and minutes are kept in the Office of the Dean of Career and Technical Education [Ref. II.A-28]. The cost of meetings are funded by the Carl D. Perkins Act as the result of advisory board meetings being included in the annual Perkins Plan submitted by the Dean of Career and Technical Education to the State Chancellor's Office.

Faculty members have established learning outcomes for general education and career and technical (vocational) education programs, although no formal method has been established to link those outcomes to course-level and institutional-level student learning outcomes. As noted in the response to Standard II.A.1.c, the college currently has not established student learning outcomes for degrees and certificates.

Self Evaluation:

The college partially meets the Standard as evidenced by faculty assessing established student learning outcomes and conducting regular reviews of programs and curriculum to ensure degree and certificate requirements meet transfer, career and technical, and general education standards. Further, career and technical education faculty meet annually with advisory committees comprised of individuals in the business and industries that may be hiring MiraCosta College students who complete career and technical education degrees and certificates to ensure

competencies and student learning outcomes reflect industry employment needs. Pass rates on state exams confirm that students in nursing and cosmetology are adequately prepared to enter the job market upon completion of their programs.

Planning Agenda:

The college will establish student learning outcomes and assessments for degrees and certificates and a connection between these and institutional learning outcomes. Student learning outcomes and administrative unit outcomes should be made through the new Program Review process that leads to budget and planning decisions resulting in sustainable, consistent quality improvement [Ref. II.A-2].

II.A.2.c. High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description:

The quality of instruction, academic rigor, and education effectiveness of all courses and programs, regardless of service location or instructional delivery method, is addressed in the processes of faculty hiring and evaluation, professional development, curriculum review and development and Program Review. The mechanisms by which high quality of instruction is measured include course outlines of record, Program Review, tenure review, and peer review. Course outlines of record are updated every six years and are available at the Courses and Programs website link to WebCMS, the college curriculum management system [Ref. II.A-28]. Course outlines of record include clearly defined measurable objectives and SLOs. By collecting syllabi from faculty at the start of each semester, the college ensures objectives and student learning outcomes for every course are referenced in those syllabi. Course outlines of record must also list methods of evaluation. Student learning outcomes are assessed on a timeline established by the Outcomes and Assessment Committee with faculty inputting assessments to TracDat [Ref. II.A-3]. The results are used to ensure sustainable continuous quality improvement through budget and planning based on Program Review [Ref. II.A-2]. Department faculty meet regularly, including at least one mid-semester department meeting per semester for full-time and associate faculty, to discuss departmental issues, including curriculum, and student learning outcomes and assessments for the purpose of ensuring quality instruction that has the appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis prescribed by the programs of study developed by faculty.

Authors of new course proposals consult with a librarian to ensure there are library resources to support new courses. The permanent membership on the college Courses and Programs Committee includes the articulation officer who assures that articulation is part of the course approval process and that courses, or revision to courses, designated as transfer courses will not jeopardize current articulation agreements. The educational effectiveness of courses and programs is evaluated through Program Review utilized by the Budget and Planning Committee to make ensuring sustainable, continuous quality improvement [Ref. II.A-2].

In order to ensure that students are able to complete programs and qualify for degrees within a reasonable amount of time, the Admissions and Records Office certifies degrees and certificates of achievement. The Courses and Programs Committee ensures compliance with the State Chancellor's Office, California Education Code, and Title 5 policies, rules, and procedures related to units required to achieve degrees and certificates. Occasional waiver/substitutions of course work must be approved by department chairs and instructional deans. Each semester, academic department chairs and deans prepare schedules of classes that consider student need and demand for all coursework that are required to meet certificate and degree requirements. The published schedule, in turn, includes transfer information and a matrix of Intersegmental General Education Transfer Curriculum courses available at all MiraCosta College sites and online to assist students in selecting courses that meet their transfer requirements and to ensure they complete their program(s) of study in an amount of time that works best for their individual needs.

MiraCosta College attempts to schedule classes to meet the needs of different students (day, twilight, evening, and online). Some weekend sections are offered; however, the enrollment in these sections has not been comparable to enrollments in regular weekday classes. In Fall 2008, the college changed its scheduling patterns to allow students to complete as many as three courses before noon each day. As a result classes begin as early as 7:30 a.m. This should allow students to complete their coursework towards transfer, degrees and/or certificates in reasonable amounts of time based on individual goals. Each career and technical education (CTE) department chair maintains a matrix that includes a rotation of when courses will be offered to ensure students will have the opportunity to complete CTE degrees and certificates in amounts of time that are reasonable. This allows students to complete and gain employment in a timeframe that meets their individual needs.

The class cancellation policy appears under "College Policies" in each issue of the Schedule of Classes. Occasionally, exceptions are made to the minimum class sizes required for a class to be offered for intermediate and advanced courses in order to permit students to finish programs without unnecessary delay. The Courses and Programs Committee monitors the number of units required by a program, as well as the number of certificates earned in each program using State Chancellor's Office, Education Code, and Title 5 rules and policies.

The professional development program (PDP) offers activities and services to enhance the professional development of each participant in three main areas: as a discipline expert to enhance professional competency by providing opportunities for currency and growth in a field; as a member of an academic community to enhance the quality and effectiveness of participation in the educational community at all levels—departmental, interdepartmental, institutional, regional, state, national, and international; and, as an educator to enhance teaching skills and improve understanding of the educational process, and to encourage meaningful personal growth as it relates to professional development at the college [Ref. II.A-31].

Over 80 workshops are offered through the PDP each semester on a wide variety of topics that support the enhancement of professional development towards ensuring high quality of instruction. Topics include pedagogy, basic skills, student learning outcomes and assessment, articulation, technical training, and online teaching pedagogy. Guest speakers including Ken

Bain, Pam Cox-Otto, and Dr. John Comings have made presentations to the college community on the topic of "what best teachers do" to meet the high level of quality of instruction as described in this Standard. The Program for Online Teaching (POT), comprised of over a dozen experienced online faculty members, offers numerous workshops, mini-conferences and resources specifically focused on online teaching pedagogy, from within the Professional Development Program (PDP).

The tenure review process objective is to "fill its faculty positions with extraordinary people: men and women of uncommon ability, energy, enthusiasm, and commitment. The college wishes to employ faculty members who bring breadth and depth of knowledge, pedagogical effectiveness, and life experiences that will enrich their disciplines and stimulate learning to their students, departments, divisions, and college. Faculty recommended for tenure, therefore, must reflect this standard of excellence in their performance of faculty duties and interaction with students and colleagues" [Ref. II.A-32]. The tenure review process described in full in the Tenured Faculty Professional Growth and Evaluation Handbook ensures the college offers the high quality instruction described in this Standard [Ref. II.A-33].

The Human Resources Office provides support for the hiring of part-time and full-time faculty. The process for hiring is well defined and prescribed and is described as part of the response to Standard III.A.1. Each year the Budget and Planning Committee makes recommendations to the college president regarding full-time faculty needs derived from Program Review [Ref. II.A-2]. Hiring of part-time (associate) faculty is based on semester-by-semester and course-by-course need and facilitated by the academic department chairs and deans. That process is also described as part of the response to Standard II.A.1.

Self Evaluation:

The college meets the Standard as evidenced by its commitment to hiring, developing, and maintaining faculty who are capable of offering high quality instruction of appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. The college's well-defined courses and Program Reviews ensure faculty participate in the curriculum development and review necessary to maintain high standards and course offerings allowing students to complete programs of study that lead to transfer or jobs in an amount of time that meets their individual needs.

Planning Agenda:

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description:

MiraCosta College serves traditional students, that is, those who enroll in a full load of classes and may or may not receive full financial support, as well as students who must work and study,

often attempting to juggle family, work, and school. MiraCosta's student population also includes individuals who are economically, socially and/or educationally disadvantaged. Additionally, MiraCosta serves many students with physical and learning disabilities. MiraCosta's student population also encompasses those with various learning styles. To accommodate this diversity of students, MiraCosta uses various delivery modes and teaching methodologies.

As described in II.A.1.b, MiraCosta employs a variety of instructional delivery methods, ranging from lecture and lecture-discussion, to discussion, cooperative/collaborative groups, activity, laboratory, work experience, computer-assisted instruction and distance learning, directed and independent study, and field experience. In MiraCosta's classrooms, instruction is often delivered or enhanced by technology. These various modes and methodologies of instruction allow students to tap into their learning styles as active/hands-on learners or visual or verbal learners, as well as accommodate students whose educational experience is enhanced by the ability to work from home or at odd hours.

The college supports faculty in using a variety of instructional delivery methods through its Teaching and Technology Innovation Center (TIC) by offering workshops, webinars, and online resources that allow faculty to research the best methods for teaching students with a variety of needs and learning styles [Ref. II.A-34]. The Program for Online Teaching (POT) provides faculty with hands-on workshops, synchronous meetings and extensive resources related specifically to online pedagogy. The Disabled Student Programs and Services Office (DSPS) assists faculty with developing instructional delivery modes necessary to accommodate the needs and learning styles of students with disabilities [Ref. II.A-35]. DSPS also employs an access specialist who assists faculty in providing materials in alternate formats, e.g. electronic text, large print, Braille, audio etc. Other DSPS services that support a variety of instructional delivery methods include sign language interpreters, real-time captioners, and note takers to help support faculty efforts in providing adequate instructional opportunities for all students.

Courses and programs are reviewed and approved by the Courses and Programs Committee to ensure instructional delivery methods are appropriate for the courses and programs submitted for review including separate approvals for courses where sections may be taught online. The separate approval is required by the State Chancellor's Office, as well. MiraCosta College's ACCJC Substantive Change Proposal to offer additional courses that constitute 50% or more of programs offered through a mode of distance or electronic delivery was approved in June 2009 [Ref. II.A-21, II.A-22]. The proposal and its approval by ACCJC verifies MiraCosta College's commitment to and ability to provide distance education that meets the needs of students who choose that instructional delivery method to meet course and program requirements.

According to the 2008 Accreditation Self Study Survey, Student Version, 98% of students responding agreed with the statement, "MiraCosta College adequately prepares students to succeed in transfer institutions" [Ref. II.A-36]. That percentage of agreement is up from 95% who agreed in the same survey in 2002. In the both the 2002 and the 2008 surveys 96% of the students responding agreed that MiraCosta College adequately prepares them to succeed in the workforce. Additionally, the 2008 Accreditation Self Study Survey, Student Version results showed 94% of students agreed the general education courses they have taken from MiraCosta

College have helped them become a more effective learner. That percentage is up from 92% reported in the 2002 Accreditation Self Study Survey. Finally, in the 2008 survey 98% of students reported they were satisfied with the format (e.g. online, on-campus, self paced) in which courses are offered by MiraCosta College [Ref. II.A-36, II.A-37].

Self Evaluation:

The college meets the Standard. Given that transfer and career and technical education are two main parts of the college's mission, the survey results indicate the college is meeting the educational needs of students regardless of the instructional methods used in their courses of study. MiraCosta College uses and supports delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Planning Agenda:

None.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description:

Program Review is a process used by departments and the Office of Instructional Services to gather information for initiating, expanding, reducing, consolidating, and evaluating programs. Under the new Program Review, each discipline and administrative unit is required to complete an annual Program Review [Ref. II.A-3]. The new Program Review process is tied to student learning outcomes and assessment and is used by the college-wide Budget and Planning Committee to make funding decisions that will support sustainable and continuous improvement. The Courses and Programs Committee (CPC) reviews courses on a mandatory six-year cycle. This cycle meets the California Education Code requirement for course review. Discipline faculty submit courses to be reviewed for currency in relation to performance objectives, student learning outcomes and assessment, textbooks, etc. that serve to maintain articulation in good standing with transfer institutions and to ensure career and technical education courses meet the skills and abilities demanded by employers in the community. Faculty members submit course outlines of record to the CPC in an integrated outline format that requires the outline show direct links between all components of the outline including student learning outcomes and assessments. The format is also a requirement of California Code of Regulations, Title 5. The college technical writer works closely with faculty developing and revising course outlines of record to ensure integration, currency, and compliance. The CPC also reviews all new and revised degrees and certificates to ensure their relevance and appropriateness to the college mission, needs of the community and academic planning.

Self Evaluation:

As noted in the assessment portion of Standard II.A.1.c., the college partially meets the Standard. The college has not yet established student learning outcomes and assessments for degrees and certificates. A connection between institutional learning outcomes, student learning outcomes, and administrative unit outcomes should be made in the new Program Review process that allows budget and planning to occur as the result of Program Review.

Planning Agenda:

As suggested in the Planning Agenda in II.A.1.c., the college will establish degree and certificate- level student learning outcomes and assessments and link those to the process that results in continuous improvement in student learning via the Program Review process that drives budgeting and planning in the collegial consultation and governance process. Further, the college will establish a clearly defined connection between student learning outcomes and assessment, institutional learning outcomes and assessment and administrative unit outcomes and assessment for the same purpose. The college is making efforts to achieve this Planning Agenda by the 2010 accreditation team site visit; however, we recognize the need to state this as a Planning Agenda as of the writing of this Self Study.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description:

By the end of the Spring 2009 semester, a minimum of three outcomes and assessments per course had been developed for all credit courses, excluding some special topics, honors, directed studies, and fee-based courses offered through continuing education. Also in Spring 2009, a regular cycle of ongoing assessments was incorporated into the Program Review process that is an annual and ongoing process beginning in Fall 2009 [Ref. II.A-2]. The regular cycle has disciplines reporting their assessment activities in TracDat. The cycle requires a "closed loop" every six years. A "closed loop" consists of two rounds of collecting and evaluating assessment data. Assessment calendars will be housed, as well, in TracDat. Until all calendars are housed in TracDat, the six-year electronic assessment calendars submitted for all programs in Fall 2008 are documented and kept by the Outcomes and Assessment Committee.

GE and CTE program-level SLOs and institutional student learning outcomes have been established and are listed in the *MiraCosta College 2010 Catalog* [Ref. II.A-1]. Program-level SLOs are linked to Program Review and planning and budgeting for the purpose of continuous improvement of student learning. The Program Review process is the mechanism by which student learning outcomes at the course and program level are communicated to the college community for the purpose of developing ways to use the results towards sustainable and continuous quality improvement.

Self Evaluation:

As of the writing of this document, MiraCosta College has not established student learning outcomes or assessments for degrees or certificates and has not yet established the process for doing so. The Outcomes and Assessment Committee has set a goal to have degree and certificate SLOs and assessments written by March 2010.

Planning Agenda:

Given the nature of the assessment of Standard II.A.2.f., the Planning Agenda for Standard II.A.2.f. is the same as for Standard II.A.1.c and II.A.2.e. That is, the college will establish degree- and certificate-level student learning outcomes and assessments and link those to the Program Review process that results continuous improvement in student learning. This process drives budgeting and planning in the collegial consultation and governance process. The college will establish a clearly defined connection between student learning outcomes and assessment, institutional learning outcomes and assessment and administrative unit outcomes and assessment for the same purpose. The college is making efforts to achieve this Planning Agenda by the 2010 accreditation team site visit, however, recognizes the need for this Planning Agenda as of the writing of this self study.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

MiraCosta College does not use departmental course and/or program examinations.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description:

The evaluation of student learning is based on clearly stated and published criteria available in the *MiraCosta College Catalog* and in the course outlines of record. These criteria are based upon generally accepted norms and equivalencies. Each course syllabus reflects the student learning outcomes and assessment and performance objectives for courses. Information regarding specific advisories, prerequisites and co-requisites, where applicable, is listed in the relevant course descriptions in the *MiraCosta College Catalog* and also in each current Schedule of Classes [Ref. II.A-1, II.A-14]. The catalog also explains the three kinds of programs at MiraCosta: credit, noncredit and community service, and discusses the levels of lower division work, as well as course transferability.

Awarding of credit is based on clearly stated and published criteria available in the guidelines for academic policies and procedures section of the *MiraCosta College Catalog* [Ref. II.A-1]. These criteria are based upon generally accepted norms and equivalencies.

Matriculation and testing information, as well as the prerequisite challenge process are also included in both the *MiraCosta College Catalog* and Schedule of Classes [Ref. II.A-14]. The Schedule of Classes repeats catalog information and lists the testing services schedule. This information is also available on the website of the MiraCosta Testing Department [Ref. II.A-39]. In Fall 1996, a three-semester pilot project for accepting placement recommendations from other California community colleges was initiated. For each semester the following data were collected and analyzed: number of students using the process; number of these students who enrolled in the MiraCosta course corresponding to the recommendation broken out by course; number of students who dropped, broken out by course; number of students who earned A, B, C, D, F, CR, or NC, broken out by course; and the drop rates and success rates by course and discipline. At the conclusion of the pilot project in Spring 1998, the Letters and Mathematics departments decided to adopt the process permanently.

To ensure that credit awarded is consistent with student learning and is based on generally accepted norms and equivalencies, the academic policies section in the *MiraCosta College Catalog* lists and explains the academic record symbols, explains the meaning of grade point average and shows how to calculate it, explains the pass/no pass policy, auditing policy, credit by institutional examination, multiple degree/multiple majors, directed studies regulations, and scholastic standards. The college abides by statewide definitions of the grading scale as outlined in the *MiraCosta College Catalog*. Course outlines of record are on file in the Office of Instructional Services at the Oceanside Campus and are available on the Courses and Programs Committee website link to WebCMS [Ref. II-A-29]. Faculty are asked to provide syllabi for students at the beginning of each course, and each semester are asked to send their syllabi to the Office of Instructional Services. The syllabi are stored on the Instructional Services shared computer drive [Ref. II.A-40]. Many faculty also post syllabi on their home pages and/or Blackboard course management sites linked to the MiraCosta College website. The faculty handbook specifies the information required to appear in syllabi [Ref. II.A-41].

Each department and program validates and establishes course advisories, prerequisites, and co-requisites in accordance with its logical sequence of courses and/or articulation and transfer requirements. Any changes must be submitted for approval to the Courses and Programs Committee before they are enforced and listed in the *MiraCosta College Catalog* or Schedule of Classes. Guidelines for meeting prerequisites and co-requisites from each department are on file with the Admissions and Records Office. Department chairs are available during the entire enrollment period for prerequisite challenges, and deans are available after the late add period to review late add appeals. In addition, students and the public can access MiraCosta's online home page, which includes the current Schedule of Classes and the *MiraCosta College Catalog*. The 2008 Accreditation Self Study Survey, Student Version results showed 95% of students agreed their instructors "clearly explain the criteria by which they assign grades." Ninety-six percent of students responding to the same survey agreed that the *MiraCosta College Catalog* is easy to read and understand. Finally, 97% of students reported they agreed that the MiraCosta College Schedule of Classes is easy to read and understand and 97% agreed that the information in the *MiraCosta College Catalog* is current and useful [Ref. II.A-36].

Self Evaluation:

MiraCosta College meets the Standard as evidenced by following statewide practices regarding evaluation of student learning and awarding of credit. As part of the annual review, grade distribution reports are available to department chairs. The results of student respondents to the 2008 Accreditation Self Study Survey, Student Version, also provide evidence that the college meets the Standard.

Planning Agenda:

None.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description:

The *MiraCosta College Catalog* contains detailed descriptions for all degree and certificate programs, including minimum competencies in math, reading, and writing, grade point average requirements, and courses needed for requisite fields of study [Ref. II.A-1]. This information is found in the sections titled "Programs of Instruction," "The Associate in Arts Degree" and the "Certificate Programs." In the section titled "Courses of Instruction," each degree program's requirements are outlined in a preface. The specific learning objectives and student learning outcomes are included in each course outline of record. These outlines of record are made available to students and the community in the Instructional Services Office and on the Courses and Programs website link to WebCMS [Ref. II.A-28].

All courses include multiple measures of assessment to determine that students completing the courses have indeed achieved the learning objectives specified by the course outline of record. Multiple measures include formal essays and essay tests, quizzes, exams, oral reports, presentations, or demonstrations. Course-level student learning outcomes are tied to program-level student outcomes in general education and career and technical education. These program-level student learning outcomes are included in the *MiraCosta College Catalog* and are assessed as part of the annual Program Review process. Program Review results are shared with the college community and used by the Budget and Planning Committee to make resource allocation decisions that result in sustainable, continuous quality improvement.

Students receive grades and progress reports from faculty members throughout the semester; grades are posted online via the college's online student information and management system (SURF) at the end of every term along with official transcripts that are available upon completion of course work [Ref. II.A-42].

Self Evaluation:

The college meets the Standard as evidenced by its commitment to developing and assessing student learning outcomes based on general education and career and technical education

programs. The assessed student learning outcomes are used to complete annual Program Reviews that result in resource allocation decisions to ensure sustainable continuous quality improvement. Program-level and course-level student learning outcomes and methods of assessment are clearly defined and available to students and the public via the *MiraCosta College Catalog* and the course outlines of record [Ref. II.A-28]. Faculty members are required to include student learning outcomes from the course outlines of record in their syllabi along with grading criteria that will assess those student learning outcomes [Ref. II.A-40]. Every degree and certificate program identified in the *MiraCosta College Catalog* includes program course requirements and stated outcomes as general education/transfer or career and technical education/preparation.

Planning Agenda:

None.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy and rationale that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

II.A.3.a. General education has comprehensive objectives for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences.

Description:

All academic and career and technical education degree programs require a general education component defined in the *MiraCosta College Catalog* [Ref. II.A-1]. The comprehensive objectives of MiraCosta's General Education Program as stated on page 33 of the *2009-2010 MiraCosta College Catalog* promotes skill development and knowledge acquisition through the study of ideas, the analysis of data, and the interpretation of issues and events. Students who complete the MiraCosta College general education degree requirements are systematic, critical, creative thinkers and clear communicators who are intellectually curious, culturally and scientifically literate, civic minded, and aesthetically appreciative. These students are able to demonstrate the following:

1. A broad understanding of mathematics, science, social science, humanities, and the arts
2. Effective communication in oral and written form
3. A multicultural, global perspective
4. Critical thinking skills that apply analytical and creative approaches to problem solving
5. The ability to adapt to new environments and technologies
6. Social awareness and responsibility as a participating member of society.

The Courses and Programs Committee reviews and approves all general education courses through a formal review process. Faculty who submit a course for general education status must ensure the course meets the required components of MiraCosta College general education and in accordance with Board of Trustees Policy 4025, the course must fall into one of the following general education areas:

- Area A: English composition
- Area B: Communication and Analytical Thinking
- Area C: Natural Sciences
- Area D: Social and Behavioral Sciences
- Area E: Humanities [Ref. II.A-27]

Faculty members attach a request for general education status to all new and revised courses for which they seek general education status [Ref. II.A-43]. All courses approved for general education status by the Courses and Programs Committee must fulfill all of the following objectives [Ref. II.A-43]:

> Rigor: Each GE course treats subject matter with a level of intellectual intensity that requires independent study.
> Scope: Each GE course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
> Autonomy: Each GE course is a whole unto itself and not primarily part of a sequence of courses, i.e., provides exposure to foundations and fundamental tenets of the discipline.
> Breadth: Each GE course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines as well as to contemporary society.
> Critical Thinking: Each GE course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.
> Communication and Literacy: Each GE course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
> Relevancy: Each GE course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.

Self Evaluation:

The college meets the Standard by having clearly stated, and Board of Trustees approved, general education philosophy, objectives, and methods to assess whether courses submitted for general education status meet the philosophy and comprehensive objectives of MiraCosta College general education.

Planning Agenda:

None.

II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Description:

The comprehensive general education program as stated in the *2009-2010 MiraCosta College Catalog* promotes skill development and knowledge acquisition through the study of ideas, the analysis of data, and the interpretation of issues and events [Ref. II.A-1]. Courses identified as general education emphasize skill development in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking and the ability to acquire knowledge through a variety of means. Students who complete the MiraCosta College general education degree requirements are systematic, critical, creative thinkers and clear communicators who are intellectually curious, culturally and scientifically literate, civic minded, and aesthetically appreciative.

The skills of information competency and the ability to acquire knowledge through a variety of means are implicit in many of the courses that students take. As noted in the response to Standard II.A.3.a, one of the general education program objectives that must be met by all courses submitted for general education status is relevancy, defined at MiraCosta College as courses that rely upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate. The open computer labs enhance students' opportunities to develop their information and computer competency.

In the 2008 Accreditation Self Study Survey, Student Version, 93% of students agreed that open computer labs are available on an adequate number of hours and days each week. That percentage represents an increase from the 87% of students who agreed in the 2002 Accreditation Self Study Survey. In the same 2008 survey, 98% of students agreed that open computer labs provided for student use are adequately maintained as compared to 95% who agreed in the 2002 Accreditation Self Study Survey [Ref. II.A-36, II-A-37].

The *MiraCosta College Catalog* states students seeking an associate degree from MiraCosta College must demonstrate minimum competencies in reading, written expression and mathematics. Achievement of competencies in reading and writing can be demonstrated by taking a 100-level course in reading or in composition or presenting proof of one of the following: A "pass for credit" on the CSU English Equivalency Exam; a score of 3, 4 or 5 on a College Board Advanced Placement English Exam; or a score of 4 or better on the International Baccalaureate Higher Level English Examination.

Achievement of competency in mathematics can be demonstrated by passing with a "C" or better a mathematics course numbered 101-270 at MiraCosta; or completing mathematics course at another accredited college which has a stated prerequisite of a course equivalent to a MiraCosta mathematics course 101-270; or achieving a score on the MiraCosta College Mathematics Competency Exam, which qualifies a student for a math course numbered 103-150; or present proof of a passing score of a College Board Advanced Placement Math Exam, a College Level

Examination Program Subject Exam, or an International Baccalaureate Examination. In accordance with a change to California Code of Regulations, Title 5 the minimum competency and graduation requirement in mathematics is Intermediate Algebra, Math 101.

The 2008 Accreditation Self Study Survey, Student Version, revealed that 94% of students agreed that general education courses taken at MiraCosta College have helped them become more efficient learners [Ref. II.A-36]. This percentage is up from 92% who agreed with the same statement in the 2002 Self Study Survey [Ref. II.A-37].

Self Evaluation:

The college meets the Standard as evidenced by having a general education program that requires all courses in the program to meet the following specifics of the objectives listed in Standard II.A.3.a: rigor, scope, autonomy, breadth, critical thinking, communication and literacy, relevancy.

General education course outlines of record indicate that general education courses consistently offer students many and varied opportunities to develop their intellectual skills, creative and effective abilities, positive social attitudes, facility with information technology, and multicultural perspectives. Further, the course schedule for each term offers a grid that allows students to see, at a glance, the general education courses that are available to meet their needs and degree requirements [Ref. II.A-14]. All of the general education areas are represented adequately in the course offerings each term.

Planning Agenda:

None.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skill; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities.

Description:

All general education courses are proposed and reviewed by the Courses and Programs Committee and the Board of Trustees. As noted in the response to Standard II.A.3.a., the Courses and Programs Committee reviews each general education proposal in accordance with Board of Trustee Policy 4025, using the general education rubric attached to all courses proposed for general education status [Ref. II.A-27, II.A-43]. Areas D and E of MiraCosta College's general education program address Standard II.A.3.c. as follows:

Area D: Social and Behavioral Sciences: To satisfy the general education requirement in Area D, Social and Behavioral Sciences, courses in this category develop the student's ability to identify, analyze and communicate an understanding of self and society through systematic investigation of social behavior, institutions, and culture.

Area E: Humanities: To satisfy the general education requirement in Area E, Humanities, courses in this category develop the student's appreciation for, critical understanding of, and ability to express artistic, philosophical, and cultural sensibilities in historical and contemporary contexts.

Course outlines of record reflect courses approved for each of the five general education areas. Faculty members who propose courses for general education status complete the general education request Form D: General Education in WebCMS [Ref. II.A-43]. The Courses and Programs Committee then reviews and approves the courses.

Additionally, MiraCosta has a strong Service Learning Program, which partners community service with academic instruction [Ref. II.A-15]. Students learn through participation in thoughtfully organized service activities that are course relevant. Students meet actual community needs and are provided with structured time to reflect on their service as it relates to course objectives through reading, writing and dialogue, all of which help instill an ethic of service and foster a commitment to civic participation.

The 2008 Accreditation Self Study Survey, Student Version revealed that 92% of students were satisfied with their opportunities to become involved with the community through service learning and other instructor-led projects [Ref. II.A-36]. That percentage is up from 91% who agreed with the same statement in the 2002 Self Study Survey [II.A-37].

Self Evaluation:

The college meets the Standard by ensuring that the content of the courses in its general education program meet the objective that students successfully recognize what it means to be an ethical human being and what it means to be a productive citizen. The MiraCosta College general education program requires every course to meet a set of strict objectives that have been developed and assessed by the Courses and Programs Committee and approved by the Board of Trustees. This ensures the college general education philosophy is the basis for all general education coursework and requirements.

Planning Agenda:

None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description:

In accordance with the mission of California Community Colleges, MiraCosta College offers transfer degree programs and vocational (career and technical education) degree programs. The *2009-2010 MiraCosta College Catalog* includes the 38 transfer associate degree programs and the 49 vocational associate degree programs approved by the California Community College

Chancellor's Office [Ref.II.A-1]. The minimum degree requirements and competencies for the MiraCosta College Associate Degree are clearly stated in the catalog. All transfer degree programs require the completion of a minimum core of 18 units in the major that articulate with the University of California (UC) or California State University (CSU) as preparation for a major and/or meet the general education requirements for UC or CSU. The general education requirements for the MiraCosta College associate degrees in the non-transfer majors include the completion of 3 units each in English and communications and analytical thinking, 6 units in Natural Sciences, 6 units in social and behavioral sciences and 6 units in humanities. MiraCosta's vocational (career and technical education) associate degrees, certificates of achievement and certificates of proficiency are identified in the *MiraCosta College Catalog* and are designed to prepare students for employment in specific career areas. MiraCosta College faculty collaborate with employers, many who serve on vocational advisory committees, to define the student learning outcomes, skills, and competencies needed for success in all aspects of a career.

General requirements for vocational certificates are described in the certificate programs section of the *MiraCosta College Catalog*, and course requirements for specific certificates are listed alphabetically by discipline in the Disciplines section of the catalog. General education course requirements and other associate degree requirements are the same for MiraCosta vocational and transfer degrees. As such, vocational degree and certificate requirements are focused on a specific area of discipline related to career and technical preparation for employment in living-wage jobs in accordance with California Community College Chancellor's Office that requires the college provide employment data as evidence that certificate and degree programs approved by the chancellor's office will lead to living-wage jobs. Students completing the vocational degrees prepare for such jobs and also complete general education requirements resulting in preparation for further studies and pursuit of degrees. By doing so, they become lifelong learners.

Under the new Program Review model established in Fall 2009, all programs undergo annual reviews to ensure meeting standards of transfer and vocational education established by the college's Courses and Programs Committee and California Community College Chancellor's Office requirements for transfer and vocational certificate and degree programs.

Self Evaluation:

The college meets the Standard as evidenced by meeting its mission of offering transfer and vocational certificate and degree programs that include focused study on areas of inquiry required for transfer or preparation for careers. Programs undergo annual reviews to ensure transferability of coursework in transfer degree programs and that coursework in vocational certificates and degrees lead to living-wage jobs. Employers, informally and formally through participation in vocational program advisory committees, work with faculty in those disciplines to ensure coursework reflects the outcomes, skills, and abilities that will help students be employable in their chosen career.

Planning Agenda:

None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Description:

MiraCosta College offers 49 vocational associate degrees, 56 vocational certificates of achievement and 57 vocational certificates of proficiency. Certificates of achievement are short-term certificates requiring 12-18 units of course work designed to prepare students for employment in particular career areas. Many certificates of achievement can be used to satisfy vocational associate degree requirements. Certificates of achievement offered by the college require State of California Chancellor's Office approval. Those programs are identified in the *MiraCosta College Catalog* [Ref. II.A-1].

Certificates of proficiency are short-term certificates, typically requiring fewer than 18 units of course work, that introduce students to one aspect of a trade or occupation. Certificates of proficiency are designed to prepare students for the first step toward a career. A certificate of proficiency is a good choice for students who wish to test a potential career area, who want to be competitive for entry-level jobs in one part of an industry, or who prefer to enter the industry and pursue further education in that field after they start working. In some cases, the courses completed for these certificates can also be applied toward a certificate of achievement and/or an associate degree. These short-term certificates do not require California Community College Chancellor's Office approval to be offered and awarded by the college. The coursework required of certificates of proficiency are included in the vocational certificates of achievement and degrees, allowing students to earn a certificate while completing coursework that may be used toward the completion of the certificate of achievement and/or degrees.

Students completing the associate in science degrees in nursing are prepared to take the state licensing examinations. The pass rates for MiraCosta College students are filed in the Associate Dean of Allied Health Occupations Office and published on the California Board of Registered Nursing website [Ref. II.A-29, II.A-44]. Students completing the cosmetology certificate of achievement are prepared to take the state cosmetology licensure exam. Pass rates for cosmetology students are kept on file in the office of the Dean of Career and Technical Education [Ref. II.A-30]. In 2008, for example, cosmetology students had an 84% state exam pass rate. In nursing, the average MiraCosta College state exam pass rate for licensed vocational nurses has ranged from 81% to 94% for the past five years, compared to the overall state average of 72 to 76%. The average pass rate for certified nurse assistants is approximately 94%. The registered nurse state licensing exam pass rate was 100% for the class of 2008-2009.

The career and technical education faculty made the decision to link course-level student learning outcomes to career and technical education student learning outcomes in 2004. Course-level student learning outcomes are assessed in accordance with these program-level outcomes as follows:

- Technical skills (discipline-specific technology/technical competency/currency)

- Application of discipline skills (theoretical knowledge/subject matter mastery/observations skills)
- Critical thinking and problem solving (assessment skills)
- Communication
- Professional behavior (professional practices/ethics/teamwork)

Faculty assess student learning outcomes tied to these program-level student learning outcomes and report findings via the college's learning outcomes and assessment tracking system, TracDat [Ref. II.A-3]. In turn, the results are used to complete Program Review annually for the purpose of budgeting and planning through the Budget and Planning Committee.

The California Community College Chancellor's Office measures student success for the purpose of Carl D. Perkins funding related to career and technical education (vocational) funding distribution on the basis of five core indicators: Technical skill attainment, credential, certificate or degree completion, persistence or transfer, placement, non-traditional student participation, and non-traditional student completion. MiraCosta College has met or exceeded the agreed upon percentages by which the college's Carl D. Perkins funding will be measured [Ref. II.A-45].

Self Evaluation:

The college meets the Standard as evidenced by its commitment to ensure that students meet technical proficiency and competencies by completing vocational (career and technical education) degrees and certificates through offering programs of study that meet or exceed State Chancellor's Office requirements for employment need in the area, using established vocational program advisory committees, licensing exams preparation, program review, and student learning outcomes and assessments that are tied to meeting career and technical education program outcomes to ensure students are prepared for employment and external licensure and certification.

Planning Agenda:

None.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description:

The academic policies section of the *MiraCosta College Catalog* includes the policies of MiraCosta in regard to credit from other colleges, non-traditional credit, advanced placement exams, International Baccalaureate exams, college-level exam credit, and training from military service schools [Ref. II.A-1]. The *MiraCosta College Catalog* states, "It is the policy of MiraCosta College to grant credit for most courses taken at accredited (associations of colleges and schools) institutions of higher learning."

College evaluators determine whether a course or courses are transferable to MiraCosta College using a number of sources. In some cases, MiraCosta College has articulation agreements with other institutions that are established through the articulation officer. Those agreements are maintained in the Articulation Officer's Office and are communicated to evaluators and college counselors.

Evaluators also use ASSIST to determine the transferability of coursework to MiraCosta College [Ref.II.A-46]. ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

Finally, if no articulation agreement exists for courses where students are seeking transfer credit to MiraCosta College, evaluators compare the course outline of record from the transfer institution to the MiraCosta College official course outline of record. Since the articulation of courses through individual agreements with other colleges and through ASSIST are dependent on review by the college's Articulation Officer to ensure comparability, all coursework transferred to MiraCosta College for credit, must be comparable to MiraCosta College's expected student learning outcomes. When questions arise regarding the equivalency of courses from other institutions, a student, in consultation with a counselor, may request a review of the coursework in question. Students must initiate a process to challenge a decision related to equivalency of coursework with a college counselor. A faculty member in the division then makes a final determination, along with the department chair for that discipline and the appropriate dean of instruction. Faculty members, in consultation with the articulation officer, determine needs to explore articulation agreements between institutions. This ensures, that when a pattern of course transfer requests occur, MiraCosta College is responsive to the needs and requests of students seeking course-for-course transferability without their having to initiate a process of individual course review. This process further ensures that student learning outcomes of courses accepted for transfer credit are comparable, according to faculty, to MiraCosta College courses.

Department chairs work with faculty to ensure that syllabi are consistent with course outlines of record. Syllabus standards and the requirements for what must be included in a MiraCosta College syllabus are included in the faculty handbook [Ref. II.A-41]. Course syllabi for each term are on file (electronic) in the Office of Instructional Services. Since the course syllabi reflect the requirements of official course outlines of record, they may be used by the articulation

officer, evaluators, and/or students as further evidence of course comparability for the purpose of articulation and acceptance of transfer credit to MiraCosta College and/or to transfer institutions.

Self Evaluation:

The college meets the Standard by including a "transfer of credit from other sources" academic policy in the *MiraCosta College Catalog* and by having established procedures for determining that transfer credit is awarded to courses that are comparable to MiraCosta College course outlines of record as determined by the articulation officer, evaluators, and/or discipline faculty when transferability is challenged [Ref. II.A-1]. Transfer of credit determinations are most often made as the result of existing articulation agreements between MiraCosta College and individual institutions and/or through ASSIST resulting from the same review process used for articulation agreements between MiraCosta College and individual institutions.

The college has implemented successful policies and procedures for dealing with equivalency issues.

Planning Agenda:

None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description:

In 2001, the MiraCosta College Academic Senate approved the Program Elimination Process and Procedures (PEPP) [Ref.II.A-38]. PEPP outlines the specific process and procedures for eliminating an instructional program:

- The vice president of instruction, appropriate dean(s), chairperson or lead instructor will participate in the following steps leading to program elimination where appropriate:
  - Consult with affected faculty member(s) regarding their employment rights. Present the program elimination list to the Academic Senate Council for comment and approval.
  - Send the Academic Senate Council approved program elimination list to the superintendent/ president to be forwarded to the Board of Trustees.
- When the Board of Trustees has approved the program elimination list, the instructional administration and department chair and affected faculty will develop the actual program elimination timeline, taking into consideration the following:
  - Faculty service area re-assignment or termination.
  - Alternatives for students to complete program degree(s) and/or certificate(s).
  - Redistribution/elimination of equipment, supplies, facilities, and budget.

PEPP is linked directly to Program Review, under the purview of the Academic Affairs Committee. Part of Program Review includes data collection and analysis to determine a program's viability. The annual Program Review process is described in Standard II.A.2.e [Ref.II.A-2].

As described in the PEPP, a Program Review resulting in any of the following may result in the initiation of the Program Elimination Process & Procedures.

- Continued low enrollment for a sustained period of time (generally four or more semesters).
- Continued low retention persistence/completion rates.
- Lack of demand in the work place.
- Lack of institutional resources to support the program.

If, as the result of Program Review, it is determined that a program should be eliminated, the department that houses the program will be requested to submit a written program of improvement by May 15 addressing the area(s) of concern. The department or program will be requested to submit the completed plan of improvement to the Academic Affairs Committee by October 1. The committee will read the plan for improvement and respond to the department or program chair and faculty in an open, formal meeting no later than November 15.

By December 1 the Academic Affairs Committee, in consultation with the Vice President of Instructional Services and appropriate dean(s), will then make a decision to:

1. Initiate the department's or program's plan for two years and re-evaluate; or,
2. Continue PEPP and eliminate the department or program.

When it is determined that a program qualifies for PEPP, the PEPP process and calendar is followed: On February 15, the Academic Senate Council votes on program elimination. If approved, notification is sent to the Courses and Programs Committee, all affected faculty, staff and students of program to be eliminated. On May 15, students are notified in writing of the process to complete program(s), degree(s) and /or certificate(s) and alternatives for completion of the program, all of which are included in the PEPP [Ref.II.A-38]. Once it has been determined that a program will be eliminated, the department chair of the affected program, or a designated faculty member, requests the elimination of the program be placed as an item on the agenda of a Courses and Programs Committee meeting in Spring of the year of the decision to eliminate a program.

The program elimination process will be reviewed and revised as necessary by the Course and Programs Committee in Spring 2010.

The Courses and Programs Committee approves any and all program changes. The district Board of Trustees approves program changes each Spring for inclusion in the upcoming academic year *MiraCosta College Catalog*. In the event Board-approved or State Chancellor's Office-approved changes to programs occur after the publication of the catalog, the college prepares a catalog addendum to be posted online with the college catalog link and made

available in hard copy in the Offices of Instruction and Admissions and Records. For example, the college published an addendum to the *2008-2009 MiraCosta College Catalog* that included the new general studies degrees approved by the State Chancellor's Office after the *2008-2009 MiraCosta College Catalog* was published [Ref.II.A-47].

The Courses and Programs Committee does not approve course and program changes after a deadline the committee establishes each Fall, usually the second Friday of December. This results, in most instances, in a catalog accurately reflecting all program requirements each year. Though the need for catalog addenda is rare, the college does recognize that an addendum must be added occasionally to ensure students have the correct information necessary to achieve their educational goals.

Self Evaluation:

The college meets the Standard as evidenced by having a clear process for program elimination that includes options for students to complete their education in a timely manner after being given adequate notification of a program being eliminated. The college publishes catalog addenda, as appropriate, to notify students of program changes not yet reflected in the published catalog of a given academic year. The college did not eliminate any programs during the 2008-2009 or 2009-2010 academic years.

Planning Agenda:

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description:

The *MiraCosta College Catalog* is the official publication, reflecting all college policies, procedures, courses, and programs [Ref. II.A-1]. The college catalog is updated and published annually. The college publishes addenda, as necessary, and as described in the response to Standard II.A.6.b to reflect anything not published in the current catalog. The college's educational vision, philosophy, mission, goals and institutional learning outcomes are also included in the *MiraCosta College Catalog*. The *MiraCosta College Catalog* represents accurately the Board of Trustees policies and administrative procedures related to academic affairs and student support services. The Office of Instructional Services has responsibility for the *MiraCosta College Catalog* and works with the cooperation and review of college constituent groups to assure its accuracy. The college catalog is published in hard copy, available for sale at the college bookstore, and at no cost online at the college website [Ref. II.A-1]. Copies are also available for viewing at the college library and at a number of offices across the campus.

The college publishes a Schedule of Classes in hard copy and online each term (Fall, Spring, and Summer) that includes the following information, helpful to students planning to attend MiraCosta College [Ref. II.A-14]:

- Academic advising
- Adding classes
- Applying for admissions
- Auditing policy
- Bookstore information
- College calendar
- Listing of degree and certificate programs
- Credit courses listed in their entirety and separately by late start, online and San Elijo site offerings
- Dates and deadlines
- College staff and department directories
- Disabled student services
- Dropping classes policies
- How to enroll in classes
- Fees
- Final exam schedule
- Financial aid
- Grading policies
- Health services
- Library information
- Off campus class locations
- Maps
- Student support services
- Safety information
- Transfer information,
- A variety of other information that may assist students in enrolling and meeting college expectations.

Though all of this information is included in the *MiraCosta College Catalog*, except for the course offerings for the term, the college has determined that publishing the Schedule of Credit Classes is not just a key marketing device, but a reference tool for students that is readily available for free on campus and sent to homes in the zip codes of the college's service area. The Office of Instructional Services has the responsibility for the Schedule of Credit Classes, and along with the Office of Student Services, ensures the accuracy of course offerings and policies, procedures, and information related to students' enrolling and being successful in MiraCosta College classes and programs. Some college departments have elected to budget for the production of brochures to help promote their programs to the public. The brochures are distributed to potential students and the public to promote programs. The Public Information Office produces the brochures, ensuring they reflect accurately what is published in the current *MiraCosta College Catalog* and Schedule of Credit Classes.

MiraCosta College publishes a Fall, Spring, and Summer Noncredit Bulletin that includes the same information as noted in the Schedule of Classes as applied to noncredit classes [Ref. II.A-48]. The Office of Community Learning has responsibility for this bulletin, which serves as the major marketing tool and community learning (noncredit) information source to the public. The bulletin is available online, on campus at various offices, and is sent to homes in the college service area, the same as the Schedule of Credit Classes.

The college registrar checks the information regarding student fees and other policies related to students' financial obligations before this information appears in the *MiraCosta College Catalog*, Board Policy, and the Schedule of Classes. The Financial Aid Office staff checks the accuracy of informational materials describing financial aid opportunities for students before these are disseminated. Fee-refund policies are printed in the *MiraCosta College Catalog*, Schedule of Classes, MiraCosta College website, and in appropriate Board policies [Ref. II.A-40].
As noted in Standard IV, the Board of Trustees has requested that all district policies and administrative procedures be reviewed and rewritten following the Community College League of California (CCLC) policies and procedures model, commonly in use by community colleges [Ref. II.A-49]. These policies and procedures should be reviewed, rewritten, as necessary, and approved by Spring 2010. The Board of Trustees periodically reviews its policies and issues revisions as necessary. Reviews and revisions involve a collegial process, with various employee and student groups participating. The assistant to the superintendent/president oversees the process by preparing completed revisions for Board approval, issuing the revisions for each manual, and ensuring that the revisions are published on the MiraCosta College homepage, linked to the Board of Trustees website [Ref. II.A-50].

Responses to the 2008 Accreditation Self Study Survey, Student Version, revealed that 97% of students taking the survey agreed the *MiraCosta College Catalog* is current and useful. Ninety-seven percent also agreed that the schedule of classes is easy to read and understand [Ref. II.A-36].

The Public Information Office, under the direction of the college president, has responsibility for all college publications, statements to the public in both traditional and electronic formats.

Self Evaluation:

The college meets the Standard as evidenced by its commitment to represent itself accurately and consistently in catalogs, publications, and statements. The survey conducted for the purpose of this Self Study offers evidence noted in the description response to this Standard that students are satisfied with what the *MiraCosta College Catalog* and Schedule of Classes offer in terms of currency and information. The college makes the information and resources easily accessible through print publications, mailings, and online at the college website. By updating publications annually and by the Board of Trustees reviewing its policies periodically, the college is ensuring the information provided to the public is current and consistent with all policies, procedures, and college course offerings.

Planning Agenda:

None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in the discipline. They present data and information fairly and objectively.

Description:

Beyond the standards of the profession requiring unbiased, objective presentation of information in class, Board of Trustees Policy 4030 ensures data and information are presented fairly and objectively [Ref. II.A-51]. The policy and administrative procedure states "since human knowledge is limited and changeable, faculty members will acknowledge the facts on which controversial views are based and show respect for opinions held by others. While striving to avoid bias, faculty members may nevertheless present the conclusions to which they believe the evidence points, both in the classroom and outside of it. However, controversial matters that bear no relation to the subject matter should not be introduced into classes." Board of Trustees Policy 4030 further supports the college meeting this Standard by stating "The academic freedom of students is the freedom to express and to defend their views, to question, and to differ with the views of their instructors or the district, without penalty" and "The superintendent/president and the Board of Trustees of MiraCosta Community College District will demonstrate their support for the principles of academic freedom by actively and openly working toward a climate that will foster this freedom. Such participation will extend to the point of defending and supporting any tenured or untenured faculty member who, while maintaining the high standards of the profession, finds his/her freedom of expression attacked or curtailed." Academic freedom and responsibility as noted in response to this Standard are reiterated in the MiraCosta College Full-Time Faculty Handbook and the MiraCosta College Credit Associate (part-time) Faculty Handbook [Ref. II.A-41, Ref. II.A-52].

In the 2008 Accreditation Self Study Survey, Student Version, 94% of students agreed that MiraCosta College faculty members make it clear when they are presenting established facts and when they are presenting personal opinions. In the same survey, 93% of students agreed that the classroom environment of MiraCosta College supports discussion of controversial issues. These data further support that MiraCosta College's faculty distinguish between personal convictions and professionally accepted views in the discipline and that they present data and information fairly and objectively [Ref. II.A-36].

Self Evaluation:

The college meets the Standard as evidenced by faculty support of Board of Trustees Policy 4030 through carrying out the policy in the full-time and associate (part-time) faculty handbooks [Ref. II.A-51]. The superintendent/president and Board of Trustees commitment to faculty distinguishing between personal conviction and professionally accepted views in the discipline and their presenting data and information fairly and objectively is evident in Board of Trustees Policy 4030.

Planning Agenda:

None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Description:

Requiring and monitoring academic honesty are high priorities of MiraCosta College as evidenced in Board of Trustees Policy 5505 on academic integrity [Ref. II.A-55]. Board of Trustees Administrative Procedure 5520 describes actions a faculty member may take if s/he believes a student has plagiarized (misrepresented someone else's work as his/her own) or, in some other way been dishonest, s/he may take any or all of the following actions [Ref. II.A-53]:

- Issue a verbal warning
- Lower the grade for an assignment
- Recommend to the Vice President of Student Services or designee dismissal from the class.

The student may appeal within 10 days the faculty member's action by contacting the department chairperson who must respond in writing within 10 days of receiving the appeal. If the student wishes to appeal the department chairperson's decision, s/he may make a final written appeal to the Vice President of Instructional Services within 10 days of receiving the chairperson's decision. The final decision will be mailed within 10 days.

Explanations of plagiarism and other academic dishonesty and their related disciplinary consequences are included in the MiraCosta College Student Guidebook, the *MiraCosta College Catalog*, the MiraCosta College Credit Associate Faculty Handbook and the full-time faculty handbook [Ref. II.A-54, II.A-1, II.A-52, II.A-41]. Board of Trustees Administrative Procedure 5520 is consistent with California Code of Regulations, Title 5 regarding student disciplinary action related to academic dishonesty [Ref. II.A-53]. Through the department chairs, faculty members are encouraged to include the academic dishonesty policy in their syllabus and to review the policy with students at the start of each term.

Self Evaluation:

The college meets the Standard as evidenced by Board of Trustees Administrative Procedure 5520 [Ref. II.A-53]. Students are made aware of the policy through a variety of sources to ensure they understand the definitions of academic dishonesty and their rights and responsibilities related to academic dishonesty. The Vice President of Student Services maintains an active file of instructor-generated reports, written and oral, of student academic dishonesty. Most faculty members deal with issues related to academic dishonesty infractions swiftly, using the college's policies and procedures outlined in the description to the response to this Standard and choose to not file a formal report with the Vice President of Student Services. Between Fall 2004 and Spring 2009, a total of 95 formal reports related to academic dishonesty have been filed with the Vice President of Student Services. That averages 19 formal reports filed per year for that five-year period. These figures suggest that the number of offenses is low in relation to the number of students enrolled.

Planning Agenda:

None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Does not apply to MiraCosta College.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Does not apply to MiraCosta College.

Standard II.A References:

II.A-1: *2009-2010 MiraCosta College Catalog*

II.A-2: Program Review Process (PERCY) Website:
http://www.members.cox.net/pmorrison/percy/ins/home.htm

II.A-3: TracDat Website:
https://tracdat.miracosta.edu/tracdat/faces/index.jsp

II.A-4: Office of Institutional Research Reports and Presentations Website:
https://www.miracosta.edu/Governance/RAP/MCCReportsandPresentations.htm

II.A-5: Enrollment Data-Driven Interface (EDDI) Website:
https://eddi.miracosta.edu/

II.A-6: College-Wide Basic Skills Initiative (BSI) Website:
http://www.miracosta.edu/home/jimsullivan/bsi.htm

II.A-7: Puente Project Website:
http://www.miracosta.edu/StudentServices/Puente/index.htm

II.A-8: Summer Bridge Program Website:
http://www.miracosta.edu/instruction/academicbootcamp.htm

II.A-9: Retention Services Advisory Committee Website:
https://www.miracosta.edu/StudentServices/Tutoring/gen_retentioncommittee.htm

II.A-10: Courses and Programs Committee Website:
https://www.miracosta.edu/Instruction/app.htm

II.A-11: Tutoring and Academic Support Center Website:
https://www.miracosta.edu/StudentServices/Tutoring/index.htm

II.A-12: English as a Second Language Program Website:
https://www.miracosta.edu/Instruction/eslatmiracosta.htm

II.A-13: Collegial Consultation and Governance Process Website:
https://www.miracosta.edu/Governance/AcademicSenate/Downloads/Senate_Actions_Apr24.pdf

II.A-14: MiraCosta College Schedule of Credit Courses Fall 2009

II.A-15: Service Learning Website:
http://www.miracosta.edu/StudentServices/ServiceLearning/index.htm

II.A-16: Instructional Computing Services Website:
http://www.miracosta.edu/Instruction/AIS/InstructionalComputing/index.htm

II.A-17: Career Services Department Website:
https://www.miracosta.edu/Instruction/CareerServices/index.htm

II.A-18: Writing Center Website:
https://www.miracosta.edu/StudentServices/WritingCenter/index.htm

II.A-19: Math Learning Center Website:
https://www.miracosta.edu/Instruction/Mathematics/mathlearningcenter.htm

II.A-20: CyberCosta Website:
https://www.miracosta.edu/Instruction/DistanceEducation/index.cfm

II.A-21: ACCJC Substantive Change Proposal

II.A-22: ACCJC Substantive Change Letter

II.A-23: Noncredit English as a Second Language Website:
https://www.miracosta.edu/Instruction/CommunityEducation/ESL/index.htm

II.A-24: Study Abroad Website:
https://www.miracosta.edu/StudentServices/IIP/studyabroad.htm

II.A-25: Outcomes and Assessment Committee Website:
https://www.miracosta.edu/Governance/Outcomes/index.htm

II.A-26: ACCJC Action Letter January 31, 2008

II.A-27: Board of Trustees Policy 4025, Philosophy and Associate Degree and General Education

II.A-28: Course Outlines of Record Public Access Website:
http://webcms.miracosta.edu/college_selection.asp

II.A-29: Nursing and Allied Health Programs Licensing Exam Pass Rates

II.A-30: Cosmetology Program Licensing Exam Pass Rates

II.A-31: Professional Development Program Website:
http://www.miracosta.edu/Instruction/PDP/index.htm

II.A-32: Tenure Review Process Website:
http://www.miracosta.edu/Instruction/TenureCandidateInformation.htm

II.A-33: Tenured Faculty Professional Growth and Evaluation Handbook

II.A-34: Teaching/Technology Innovation Center Website: http://www.miracosta.edu/Instruction/AIS/TIC/

II.A-35: Disabled Student Programs and Services Website: http://www.miracosta.edu/StudentServices/DSPS/index.htm

II.A-36: 2008 Accreditation Self Study Survey, Student Version

II.A-37: 2002 Accreditation Self Study Survey, Student Version

II.A-38: Program Elimination Process and Procedures: http://www.miracosta.edu/Governance/AcademicSenate/Downloads/Program%20Elimination%20Process%20Procedures.pdf

II.A-39: MiraCosta College Testing Department Website: http://www.miracosta.edu/StudentServices/Testing/index.htm

II.A-40: Course Syllabi

II.A-41: Full-time Faculty Handbook 2007-2008

II.A-42: Online Enrollment and Student Information Management (SURF): https://surf.miracosta.edu/

II.A-43: Request for General Education Course Status (Form D that is attached to course outline of record for review and approval by courses and programs committee)

II.A-44: California Board of Registered Nursing Exam Pass Rates by School Website: http://www.rn.ca.gov/schools/passrates.shtml

II.A-45: Final Agreed Upon Performance Levels for Carl D. Perkins Funding

II.A-46: ASSIST Website: http://www.assist.org/web-assist/welcome.html

II.A-47: 2008-2009 Catalog Addendum for General Studies Degrees

II.A-48: Summer 2009 Community Education Bulletin: http://www.miracosta.edu/Downloads/communityedbulletin.pdf

II.A-49: CCLC Policies and Procedures Services: http://www.ccleague.org/i4a/pages/index.cfm?pageid=3312

II.A-50: Board of Trustees Website: http://www.miracosta.edu/OfficeOfThePresident/GoverningBoard/Trustees.htm

II.A-51: Board of Trustees Policy 4030, Academic Freedom

II.A-52: MiraCosta College Credit Associate Faculty Handbook

II.A-53: Board of Trustees Administrative Procedure 5520, Student Discipline Procedures

II.A-54: MiraCosta College Student Planner 2008-2009

II.A-55: Board of Trustees Policy 5505, Academic Integrity

Standard II.B: Student Learning Programs and Services: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student development and support services and demonstrates that these services, regardless of location of means of delivery, enhance achievement of the mission of the institution and support student learning.

Description:

In support of MiraCosta College's mission as a comprehensive California community college that provides transfer, career and technical education, general education, basic skills development, community education, and workforce development opportunities, the college provides high quality student programs and services. The programs offer support for the diverse needs that support student success in quality learning environments at the Oceanside, San Elijo, and Community Learning Center sites.

The college assures quality of student development and support services through a comprehensive Program Review process that is based on student learning outcomes and serves the following purposes, stated as part of the Program Review process [Ref.II.B-1]:

- To learn from students, faculty, staff, and when appropriate, members of the larger community, what they believe the various services do for them and how well they are served.
- To identify areas and/or sites where service improvement is warranted and to improve those service areas within institutional constraints.
- To demonstrate to the campus and community a continuing commitment to quality service.
- To measure the effectiveness of Student Services programs in relation to applicable college goals and objectives, accreditation, institutional, and/or statewide standards.

Student Services Program Reviews are conducted annually [Ref.II.B-35]. These are used by the Budget and Planning Committee to make budgeting decisions each fiscal year.

The following student services support student learning and enhance achievement of the mission of the institution.

Admissions and Records Office & Veterans Services

Admissions and Records is responsible for processing applications; enrolling students in credit and noncredit classes; previewing and distributing grades; maintaining academic records; processing transcripts; evaluating records for graduation; assisting veterans; and enforcing academic regulations. The functions of Admissions and Records are available at three locations: Oceanside Campus, San Elijo Center, and the Community Learning Center.

Campus Police and Safety

The program is responsible for three functions: policing, parking, and providing information. Campus Police and Safety officers respond to requests for police assistance on campus and provide for the safety and security of students, faculty, staff, and visitors to the college by conducting patrols by car, foot, and bicycle to prevent and deter criminal activity. The program also provides student support through educational workshops and self-defense courses. Campus Police administer the district's Emergency Preparedness program, ensuring compliance with state and federal regulations. Officers are on duty at all three district locations at all times when classes are in session.

The Center for Career Studies and Services

The mission of The Center for Career Studies and Services is to increase each student's ability to make successful career transitions by providing instruction, guidance, and resources. The Career Center also coordinates experiential education programs, such as Internship Studies and Cooperative Work Experience Education (Co-op). Internship Studies is available in nearly every discipline taught at MiraCosta College; Co-op is available in every Career and Technical Education discipline.

The services provided by The Career Center include career assessment, exploration, counseling, and instruction. The program assists students with locating employment off-campus and on-campus in federal work-study and district-paid positions. Career Center faculty and staff create and deliver a number of workshops, including those custom-developed for classroom presentations upon the request of faculty members and those in popular demand by students, such as Choosing Your Major, Resume Writing, Finding Jobs, and Internships. Services are offered through individual sessions and group workshops either by appointment or on a walk-in basis.

Counseling Department

The major purpose of the Counseling Department is to support MiraCosta's institutional goals by helping students make effective choices. Counseling services are delivered by means of individual counseling sessions, ten-minute drop-ins, special workshops and programs, online advising, credit classes, and referrals to campus and community services. The department is committed to outreach, recruitment, and retention of underrepresented students.

The Puente Project

The Puente Project prepares students through counseling, writing, and mentoring to transfer to four-year colleges and universities and to return to the community as leaders. It is open to all students, although the focus is on the Latina/Latino population. Puente's mission is to increase the number of Mexican American/Latino community college students who transfer to four-year colleges and universities, earn bachelor's degrees, enter professional careers, and return to the community as mentors to succeeding generations. Puente students take two consecutive writing classes that provide a supportive and stimulating environment to build confidence in their writing skills. They also work closely with their Puente counselor as they explore career options, develop an academic educational plan, and identify lifetime goals. Each Puente student is matched with a mentor from the business or professional community. Mentors share with students their personal, academic, and career experiences [Ref. II.B-18].

Disabled Students Programs and Services

The primary charge of Disabled Student Programs and Services is to assist students with disabilities in achieving parity with their non-disabled peers. The program is support-service based and serves approximately 650 students annually. The support services include, but are not limited to: test accommodations, note takers, readers, sign language interpreters, and liaison with campus/community offices, Individualized Educational Plans, academic advising, disability management, and a high-tech computer lab. The program also provides two classes for students with learning disabilities: a math and a language arts strategies class. An educational assessment class (SPEC 860) provides students an opportunity to be tested for learning disabilities program eligibility. Several noncredit classes for the developmentally delayed learner are offered, as well. These classes emphasize independent living skills.

Extended Opportunity Programs and Services (EOPS)

EOPS is a state-funded program designed to recruit, retain, and transition students who are economically and educationally disadvantaged. The services of EOPS are designed to give students individualized attention and support to improve their chances for success. Students are able to benefit from many services provided through EOPS, such as: study skills assessments; counseling; priority registration for students with Student Education Plans (SEPs); specialized orientation; student leadership such as Friends of the EOPS Club, Parents on Campus club, Ballet Folklorico, conferences and workshops; transfer assistance through transfer fee waivers; program-to-program priority registration; student advocacy; peer advisors; book services; emergency bus tickets; community resources and referrals; and a textbook lending library.

Cooperative Agencies Resources for Education (CARE)

Similar to EOPS, CARE is also a state-funded program for economically and educationally disadvantaged students. The CARE Program provides funding for childcare, transportation (minor car repairs, negotiated discount car repair, emergency bus tickets), workshops, books, and childcare resource booklets.

California Work Opportunities and Responsibility to Kids (CalWORKs)

MiraCosta College's CalWORKs Program is an employment-development service designed to support the individual making a transition from welfare to work. CalWORKs supports TANF (Temporary Assistance to Needy Families) recipients in completing their educational goals while maintaining Welfare-to-Work (WTW) compliance. In addition, the CalWORKs program serves as the primary liaison with Health and Human Services.

Financial Aid Office and Scholarships

The Financial Aid Office provides information on federal and state-funded financial assistance to help students achieve their educational goals and minimize financial burden. Throughout the year, staff members conduct workshops on and off campus to inform others of what financial assistance is available and to help with the application process. Staff members also make presentations to classes, semester abroad students, Student Ambassadors, EOPS peer counselors, and other groups.

The Scholarship Office provides opportunities for students to obtain scholarships through the MiraCosta College Foundation Office and provides information and assistance on applying for and receiving various scholarships not provided by the Foundation.

Health Services

Health Services' primary mission is to help students achieve optimum physical, mental, and emotional health so they can stay in college. Registered nurses provide services such as health assessment, first aid and emergency care, health counseling and referral, non-prescription medication, tuberculosis skin tests, immunizations, blood pressure screening, pregnancy testing, birth control information, health, diet, sexually transmitted disease information, and health education workshops and programs.

A physician provides medical services on an appointment basis and marriage and family therapy interns, using the brief therapy model, provide personal mental health counseling. Crisis intervention and referral are also available.

Institute for International Perspectives (IIP)

The Institute for International Perspectives (IIP) processes admission for and provides support services to international students (F-1 non-immigrant status) attending MiraCosta College. Each semester, the IIP serves approximately 200 F-1 Visa students from more than 30 countries. IIP provides specialized orientation and advising programs, required immigration support, and academic counseling for international students admitted to MiraCosta's academic programs and those admitted to the intensive English language program offered through Community Services.

IIP provides MiraCosta students with opportunities to study abroad through programs managed by IIP, as well as two community college consortiums. The program provides support services to students, faculty and staff seeking academic exchange activities and/or opportunities abroad.

Additionally, it promotes internationalization of MiraCosta's population through lectures, workshops, films, cultural activities, student club support, and educational experiences abroad.

Retention Services/Tutoring and Academic Support Center (TASC)
The program provides individual tutoring, group tutoring, learning communities, supplemental instruction, self-help materials, Student Success workshops, and college success skills. The current scope of the program finds 80-90 tutors helping over 2,000 students (unduplicated count) a year in about 140 credit courses. Over 550 hours of tutoring are available to students each week.

Writing Center (WC)

The Writing Center (WC) provides assistance with writing for any MiraCosta College course through a variety of services. The WC offers appointments, learning communities, lab assistance, and student success workshops, as well as a drop-in service at the Oceanside and San Elijo sites free of charge. Specific services are available at the Community Learning Center as well. The WC also makes selected resources available to students, including grammar guides, style manuals, tip sheets, and constructive toys which students may use within the center at any campus.

School Relations and Diversity Outreach

The MiraCosta College Office of School Relations/Diversity Outreach serves as the college's primary liaison to the local school districts and a diverse community. This program is responsible for implementing student outreach services, designed to help the college meet its strategic goals, to enhance the ethnic and cultural diversity of the student body and make MiraCosta the college of choice for district residents [Ref. II.B-26]. The MiraCosta Student Ambassador Program, a group of 20 culturally diverse student leaders, is a part of the School Relations/Diversity Outreach Program's implementation of a specialized recruitment strategy that emphasizes early outreach and targets under-represented students.

Service Learning Program

Service Learning partners academic instruction with community service. Students work with their instructor and the Service Learning staff to find meaningful community service placements that are course relevant. Opportunities include youth programs, conservation efforts, hunger and homeless programs, literacy education, senior services, and much more. Through these applied experiences, students exercise critical thinking skills, explore career options, and develop a greater sense of civic responsibility. Over 1,000 students participate in service learning annually. The program has established partnerships with 75 different non-profit organizations and public schools [Ref. II.B-27].

Student Activities Office

The department hosts the Student Body President, Student Trustee, six Associated Students of MiraCosta College (ASMCC) Executive Officers, twenty-two Senators, numerous Senators-at-Large, and members and advisors of 50 student clubs and organizations. Each club sends a representative to the Inter-Club Council (ICC), which develops effective, organized, and fair policies so each club will thrive. The ICC also sponsors a "Club Recruitment Day" each semester, providing students with an opportunity to learn about various clubs on campus, as well as allows clubs to increase their membership.
The Student Activities Office is also responsible for overseeing the weekly publication of *The Chariot*, the student newspaper. The Student Activities Office provides opportunities for student personal and leadership development, along with influencing the campus climate at all college sites. Leadership workshops are taught through the Emerging Leaders Institute, a noncredit experience ending with a certificate of completion. Emphasis is placed on developing a sense of community among groups of students, faculty, and staff.

Associated Student Government

The Associated Student Government of MiraCosta College (ASGMCC) is established to represent, promote, and protect the interests of the student population and its community. Under the new collegial consultation and governance process, students serve on many district committees and/or councils.

Testing Services and Academic Proctoring Center

Testing Services administers various MiraCosta College group academic assessment programs; coordinates their development, implementation, and maintenance; and provides related services for students, colleagues, and the institution. Testing Services is also responsible for operating the Academic Proctoring Centers. These centers provide alternate testing times for students enrolled in online courses that have an on-campus testing requirement. The Academic Proctoring Center also supports instructors who have students in need of taking a make-up exam or an exam in advance of a designated exam date, including midterms and finals, as well as proctoring extended time exams for the Disabled Student Programs and Services Department.

Students test to discover current skill level in mathematics, English and reading (English Assessment) or ESL grammar, reading and listening (ESL Assessment) to meet course requisites; to matriculate, to demonstrate the ability to benefit from instruction for certain financial aid requirements; or, to meet a competency requirement for graduation. Other tests proctored or administered by the Testing Department include GED, ACT, distance learning exams referred by other educational institutions, and an examination on the U.S. Constitution used for California teacher certification.

Transfer Center

The program provides detailed individual education plans when students indicate that transferring to a four-year institution is their primary goal. It monitors guaranteed admission

contracts and coordinates the Honor Scholar Program Advising, including UCLA's Transfer Alliance Program (TAP), a collaboration of community college honors/scholars programs and UCLA, in conjunction with undergraduate admissions and relations with schools.

Athletics and Intramurals

MiraCosta College has five intercollegiate athletics teams: men's and women's teams in both soccer and basketball that compete in the Pacific Coast Conference, plus a surf team that competes in the college division of the National Scholastic Surfing Association (NSSA). Since the last accreditation visit, an intramurals program has been created. A coordinator was hired whose main responsibility is to provide several intramural opportunities for students each semester. Some of these events include tennis, dodge ball, volleyball, and soccer [Ref. II.B-20]. In summary, the various departments within Student Services support and enhance student learning through collaborating closely with the Instructional Services Division and other services at MiraCosta College. All programs maintain open communication with faculty and academic programs through classroom presentations, joint meetings, collaboration and representation in all major planning bodies in the new collegial consultation and governance process.

The division submits an annual report to the Board of Trustees that includes goals for the year, how the goals from last year were met, and accomplishments of Student Services programs in meeting the needs of the students.

The Student Services Council, comprised of managers from each program, meets every month to discuss issues pertaining to student achievement and collaborate on programs, workshops and events [Ref. II.B-5].

A Matriculation Committee consisting of representatives from various college departments provides management for the seven component areas: Admissions, Orientation, Assessment, Counseling and Advising, Follow-up, Coordination and Training, Research, and Evaluation.

In 2008, a team of colleagues from California community colleges performed a Categorical Programs Site Visit and gave many commendations to the college. The Student Services Division was also commended for the strong collaboration that exists between faculty, staff and students and the strong working relationship between Instruction and Student Services [Ref. II. B-3, B-4].

Overall, Student Services programs strongly support student success and learning and through collaboration and inclusiveness in major planning and strategic district committees, the institution assures excellent services to the students and achievement of the mission of the college.

Self Evaluation:

The college meets the Standard as evidenced by the comprehensive student development and support services offered to enhance student success that undergo extensive Program Review to assure the quality of the programs.

Planning Agenda:

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Board of Trustees Members**

Description:

The following information is published annually in the *MiraCosta College Catalog*:

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Board of Trustees Members

The *MiraCosta College Catalog* is updated annually and proofed in a campus-wide effort involving all departments and offices in order to ensure its integrity [Ref. II.B-8]. All information is precise, accurate, and current. It is compiled and published by the Public Information Office. The *MiraCosta College Catalog* and Schedule of Classes are available in print, on the MCC website as pdf documents and as searchable online databases. The catalog is available for purchase in the college bookstore and is free to students who complete orientation.

b. Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

Description:

The *MiraCosta College Catalog* contains information on admission requirements, student fees, and other student financial obligations. In clear, precise, and accurate terms, the catalog describes current degree, certificate, graduation, and transfer requirements [Ref. II.B-8].

When questioned about the readability of the *MiraCosta College Catalog* on the 2008 Accreditation Self Study Survey, Student Version, 95% of the students responded they agreed it was clear and easy to understand and 97% of the students agreed that it was useful to them [Ref. II.B-9].

c. Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

Description:

The *MiraCosta College Catalog* contains the major policies affecting students. Before publication of the catalog each year, individuals responsible for enforcing the policies affecting students review these sections of the catalog carefully. This ensures the published policies are accurate and current. Among the policies affecting students found in the *MiraCosta College Catalog* are Academic Regulations, including Academic Honesty, Nondiscrimination, Acceptance of Transfer Credits, Grievance and Complaint Procedures, Sexual Harassment, and Refund of Fees [Ref. II.B-8].

d. Location or publications where other policies may be found.

Description:

Student Services has various written policies and information related to student success and rights and responsibilities tied to student learning outcomes that are assessed as part of the student services Program Review process [Ref.II.B-1]. Such policies and information are available in the following offices: EOPS, Financial Aid, Admissions, DSPS, Cashier, Campus Police, Health Services, Scholarship, Counseling, Career, and Testing Services. Locations of each office are included at the MiraCosta College website [Ref.II.B-11].

In addition to the *MiraCosta College Catalog*, a student planner is published annually [Ref.II.B-6]. The planner includes information on admission, rights and responsibilities of students and staff members, important dates, success tips, and community resources. The guidebook is available to all students at no cost, and is available to students in the Student Center, Counseling Department, and the bookstore on the Oceanside Campus. It is also available in the bookstores at the San Elijo and Community Learning Centers.

The MiraCosta College Schedule of Credit Classes, published each semester, also contains information on enrollment policies, procedures, matriculation, testing, and additional student information [Ref.II.B-10]. The schedule is available in buildings and offices throughout all three sites and on the college website.

The *MiraCosta Community College District Board of Trustees Policies and Administrative Procedures Manual* is available online at the MiraCosta College website [Ref. II.B-31].

The online application includes basic information related to what students must submit as part of the application process [Ref.II.B-22]. This information is consistent with what is published in the *MiraCosta College Catalog* and Schedule of Classes produced for each term.

The California Board of Governors Fee Waiver (BOGW) application is available at the Financial Aid Office which has information on the California Domestic Partner Rights and Responsibilities Act; AB540; and the California Information Privacy Act.

Self Evaluation:

The college meets the Standard by providing students, faculty, staff, and the community a catalog that includes accurate and precise information that is available in a variety of formats that ensures that the diverse needs of students are met in an effort to help them achieve student learning outcomes and meet their individual educational, personal, and professional goals.

Planning Agenda:

None.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to its students regardless of service location or delivery method.

Description:

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students in the following: Registration, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Scholarship, Financial Aid, Parking and Safety, Student Government, Bookstore, and Transfer. These services are assured despite service location or delivery methods. In addition to the services described as "on-ground," all services maintain up-to-date websites, accessible to all students.

The college assures equitable access through annual Program Reviews that have the following purposes [Ref.II.B-1]:

- To learn from students, faculty, staff, and when appropriate, members of the larger community, what they believe the various services do for them and how well they are served.
- To identify areas and/or sites where service improvement is warranted and to improve those service areas within institutional constraints.
- To demonstrate to the campus and community a continuing commitment to quality service.
- To measure the effectiveness of Student Services programs in relation to applicable college goals and objectives, accreditation, institutional, and/or statewide standards.

Student Services Program Review results are based on the established student learning outcomes for each of the student services functions and used by the Budget and Planning Committee to make budget decisions each fiscal year.

Admissions and Record

Admissions and Records is responsible for processing applications; enrolling students in credit and noncredit classes; previewing and distributing grades; maintaining academic records; processing transcripts; evaluating records for graduation; assisting veterans; and enforcing academic regulations. SURF, the college's online registration program available to all students, ensures students have equitable access to registration. When SURF was introduced in Spring 2008, 66% of the students availed themselves of this method of registration. By Fall 2008, 72% used SURF to register for courses. Another example of how SURF enhances student access to courses and programs is students may be given "permission" numbers by faculty which allow them to add a class when a class is full. Students may access SURF from college computers, where real-time tutoring on how to use the program is available, or from any computer connected to the Internet [Ref. II.B-21].

According to the results of the 2008 Accreditation Self Study Survey, Student Version, 92% of the students surveyed agreed that SURF is a satisfactory delivery method for registration [Ref.II.B-9]. On the same survey, 95% of students who responded agreed that Admissions and Records provides adequate help with registration [Ref. II.B-21]. On that same survey, however, some students indicated displeasure with the demeanor of Admissions and Records staff members. The fact that students do not feel they are served courteously merits consideration. The Admissions and Records Department should continue to seek student input about the manner in which staff members interact with students.

Disabled Student Programs and Services

The DSPS office maintains office hours at San Elijo on Mondays from 12:30 to 3:30 p.m. and on Wednesday from 8:30 to 11:30 a.m. On the Oceanside Campus, the office is open from 8:00 a.m. until 4:30 p.m. Monday through Friday, and is open by appointment in the evenings.

The Student Services Program Review and Categorical Programs Site Visit team report illustrate MiraCosta's commitment to equitable access for students. The Site Team Visit report commended faculty for including common boiler-plate language regarding how to access academic accommodations for students with documented disabilities in their syllabi. The team further remarked that any issues that arise are addressed in a timely fashion so that the student may fully access the educational environment. The Site Team Visit report indicated that "accessibility to college classrooms and labs is provided" [Ref. II.B-4].

ADA access improvements occur on a regular and as needed basis. The Facilities Manager, ADA Coordinator, and DSPS Faculty Director consult regularly regarding physical access issues for people with disabilities. Projects encompass automatic operable doors, accessible parking and restrooms, and appropriate signage. Examples of access issues that have been resolved include automatic operable doors in Buildings OC4600 A(2004), OC 4800 (2006), and OC 3400 (2008). Accessible parking and restrooms were built in Bio Tech B4000 (2005) and Horticulture B7000 (2006). Signage was installed in the Art and Music Buildings (2006) and in the Theater renovation (2007). These projects included both new construction and remodels of existing structures.

At the San Elijo Center, the new Student Center incorporates required access features, including an elevator to the second floor patio. DSPS counselors/specialists have increased availability due to the provision of a shared Student Services office in the new center. The DSPS faculty director consults regularly with the dean and associate dean to ensure access needs are met. Also, the San Elijo library has been proactive with ensuring physical access to various locations and resources, such as maintaining a clear path of travel to the lift for people with disabilities.

At the Community Learning Center, DSPS counselor/specialist appointments have been arranged on an as needed basis. Ninety-six percent of students agreed that DSPS supports the educational and physical needs of students at MiraCosta College when they responded to the 2008 Accreditation Self Study Survey, Student Version. Ninety-eight percent of students responding to the 2008 Accreditation Self Study Survey, Student Version, agreed the buildings at MCC are accessible to students including those with disabilities [Ref.II.B-9].

Extended Opportunity Programs and Services

EOPS has actively sought to increase access to a college education to a wider variety of populations. For example, EOPS reaches out to former foster youth. Using new initiative funds, EOPS has formed RAFFY (Resource and Assistance for Former Foster Youth). The program includes a counselor who works with former foster youth making the transition to college.

The Student Services Program Review and Technical Assistance Program Site Visit team report commended EOPS for establishing the EOPS Textbook Lending Library program exemplifying work by EOPS to promote student access (funded largely by donations from faculty and staff) by assisting students with obtaining textbooks [Ref. II.B-4].

The Student Service Coordinator of EOPS visits the Community Learning Center by invitation, usually two to three times per month. EOPS representatives are at the San Elijo Center once a month, usually the second Tuesday.

Ninety-six percent of students surveyed on the 2008 Accreditation Self Study Survey, Student Version, agreed EOPS supports the educational needs of MiraCosta College students [Ref. II.B-9].

Financial Aid and Scholarship

Students may schedule individual appointments to see members of the Financial Aid staff between 8:00 a.m. and 6:00 p.m. Monday through Thursday and from 8:00 a.m. to 3:30 p.m. on Friday. Financial Aid does not have an office at the San Elijo Center. However, once a month, Financial Aid staff are available to meet with students at the San Elijo Center. This schedule is posted on the Financial Aid website. Instead, fee waivers and supporting documentation are faxed to the Financial Aid Office on the Oceanside Campus and handled immediately. A member of the staff then calls students upon completion of the fee waiver. The Financial Aid Office on the Oceanside Campus is open from 8:00 a.m. through 7:00 p.m. Monday through Thursday and from 8:00 a.m. through 4:30 p.m. on Friday.

Eighty-six percent of the students surveyed on the Student Version of the 2008 Accreditation Self Study Survey agreed that financial aid is an important part of their ability to achieve their educational goals [Ref.II.B-9]. Additionally, 87% of surveyed students expressed satisfaction with Financial Aid Services [Ref. II.B-9]. While these numbers are relatively high, when comparing the satisfaction rate to the other responses to questions on the survey, which are most often above 90%, having more than 13% of the students express dissatisfaction with aspects of the Financial Aid Services suggests this office may want to review their procedures, perhaps with a focus group of students, to determine specifically where the dissatisfaction lies.

The Financial Aid director oversees a very extensive outreach program, including but not limited to, events held throughout the year on all three sites and are open to the public. Outreach also includes attending events held at local high schools or other institutions of higher learning. The Financial Aid Office also provides information on financial aid at churches and civic organizations upon request. Every event is documented and numbers served are available [Ref. II.B-13].

Awareness of available scholarships has grown since the 2002 student survey according to the Student Version of the 2008 Accreditation Self Study Survey. Sixty-seven percent of surveyed students said they have been made aware of scholarship opportunities at MiraCosta College, contrasted with 60% of the surveyed students in 2002. Access to scholarship awareness has increased with the addition of a Financial Aid/ Scholarship Specialist working 24 hours of the

hours assigned each week in Scholarship and 16 hours with Financial Aid. It has also helped that the Scholarship Office is near Financial Aid in the same building [Ref. II.B-9].

To further increase student awareness about both the Fall and Spring Semester MiraCosta Foundation scholarships, the Financial Aid/Scholarship Specialist attends the daytime College Hour on the Oceanside Campus, and when requested, gives scholarship/financial aid presentations to classrooms.

However, since more than 33% of the students surveyed indicated their dissatisfaction with knowledge of available scholarships, the Scholarship Office must review the procedures used to make students aware of scholarship opportunities to ensure that more students become aware of the opportunities open to them.

To ensure access to all students, the Scholarship Office is wheelchair accessible both at the Scholarship counter and in the office. Scholarship information and applications can be accessed online from the MCC Scholarship website or from the Scholarship information binder located in the lobby of Bldg. 3000 on the Oceanside Campus [Ref. II.B-16].

Transfer Center

On the Oceanside Campus, the Transfer Center is open on Monday through Thursday from 8:00 a.m. to 6:00 p.m. and from 8:00 a.m. to 4:30 p.m. on Fridays. Some evening appointments may be made.

The Transfer Center continues to increase its availability to students at the San Elijo Center. A transfer area exists in the main administration building where students have access to printed articulation material and other outreach material. There are also three computer stations available. Students may call for an appointment and transfer counselors are available an average of five hours per week.

Ninety-one percent of students who responded to the 2008 Accreditation Self Study Survey, Student Version responded they are satisfied with the information and advice provided by the Transfer Center [Ref. II.B-9]. In the 2007 Community College Survey of Student Engagement (CCSSE) questionnaire, students expressed a high level of satisfaction (21% very satisfied, 25% somewhat satisfied, 9% not at all, and 45% NA) with the transfer credit service assistance, which is significantly higher when compared to other colleges of MiraCosta's size and the 2007 CCSSE cohort [Ref. II.B-24].

Bookstore

Eighty-three percent of students surveyed on the 2008 Accreditation Self Study Survey, Student Version agreed or strongly agreed that the bookstore is adequate for their needs. Of greater concern to students is the high cost of books. Written comments still largely contain complaints about the expense of the books. "Books are expensive." "Books are way overpriced" [Ref. II.B-9].

In an effort to make these expensive books more accessible to students, the Academic Senate has developed guidelines for faculty to help them select affordable textbooks for students. The District Textbook Affordability Task Force investigated a pilot textbook rental program through the bookstore. In addition, the Academic Senate worked on several other possibilities including reviewing recommendations from the California State Auditor's Report with respect to what types of things might be instituted at MiraCosta College. In addition, the task force explored such ideas as informing students about textbook costs by integrating this information with online registration procedures [Ref. II.B-14].

In general, the EOPS Faculty Director reports that several book programs have been developed to assist students struggling with the high cost of textbooks. These books programs are available through the MiraCosta College Foundation, a private organization, an anonymous challenge grant for veterans, EOPS, and Financial Aid.

Safety

Students believe they are personally safe on campus as reflected by 97% agreement by students with this statement on the 2008 Accreditation Self Study Survey, Student Version. On the same survey, 91% of surveyed students agreed their belongings are safe. Although the survey does not separate student response by location, similar campus-specific surveys have indicated that more than 90% of students felt that the college provided a safe and secure environment.

Student Government

On the 2008 Accreditation Self Study Survey, Student Version, 86% of surveyed students agreed or strongly agreed that students have an equitable role in governing, planning, budgeting and policy making bodies. This figure has grown from 72% in the 2002 survey [Ref. II.B-9]. While this number has grown in terms of satisfaction by 14%, it still reflects that many students are not satisfied that they have an equitable role in the planning, budgeting, and policy-making bodies. Additionally, on the same 2008 survey, 85% of the students agreed or strongly agreed with the statement "I am satisfied with the way student government represents students and student interests." With the new collegial consultation and governance process, students may have opportunities to increase their participation to ensure they and their interests are greater served. Staff members in Student Services need to monitor student participation as the new governance structure is established.

Parking

MiraCosta has seen a growth in enrollment, as well as in construction projects since 2002. Both impact accessibility to parking. However, while 71% of students agreed that parking facilities at MCC are adequate for their needs, 29% of the surveyed students indicated parking is not adequate for their needs. MiraCosta continues to work to make parking more accessible to students. Since 2002, 250 parking spaces have been added at the Oceanside Campus. An additional 150 temporary spaces have been added. These spaces are available during the first two to three weeks of the semester when demand is at its highest.

Health Services

MiraCosta College Student Health Services are available at both Oceanside and San Elijo sites. Credit students on the Oceanside and San Elijo sites are required to pay student health fees, which support the services provided by Health Services. Students at the Community Learning Center (CLC) may opt to pay the health fee and receive services at either the Oceanside or San Elijo site Health Services. Most medical and mental health services are provided without charge. The Student Health Services fee also supports insurance coverage for accidents occurring on campus or at college-sponsored activities off campus.

Staff members in Health Services assist students with their physical, mental and emotional needs. The goals of Health Services are to help students achieve and maintain total health so they may accomplish academic and vocational goals and to educate students to take responsibility for their own health. The Student Health Center staff includes registered nurses, medical doctors, health educators, and MFT (Marriage and Family Therapist) interns who are trained to assist students who have medical, health and life problems.

Examples of the nursing services provided are health assessment, immunizations, tuberculosis skin testing, blood pressure testing, pregnancy testing, vision and hearing screening, health counseling and referrals, and sexually transmitted disease information, including testing and referrals.

Some of the medical services provided are diagnosis and treatment of acute short-term conditions, prescriptions, physicals, lab work, and women's health, such as birth control and pap testing. Individual, couples, and family counseling and/or crisis intervention services are provided by marriage and family therapy interns under the supervision of a licensed professional.

Each year, staff members in Health Services use data from the Scheduling and Reporting System (SARS) to generate a report indicating the numbers of contacts and types of services provided to students at both Oceanside and San Elijo sites; results of this report ensure that students on both sites are accessing Health Services. The report not only reports number of contacts, but provides evidence when a new service has met a need, and indicates who is utilizing services (students, employees, other) [Ref. II.B-19]. The 2007-2008 SARS report indicated that 5128 office visits were made: 618 at San Elijo and 4510 at Oceanside. Of these, 3716 students made office visits, as did 1072 staff members [Ref. II.B-19].

Since the opening of the new Student Center at the San Elijo Center, Health Services staff report increased accessibility to health services by students at that location. Health Services now occupies an ADA compliant facility in the new Student Center. In addition, the Board of Trustees approved increasing the hours of a nurse associate from 16 to 24 hours per week at San Elijo. Beginning in Fall 2008, Health Service hours at the San Elijo Center are 9 a.m. to 3 p.m. Monday through Thursday. On the Oceanside Campus, Health Services is open from 8 a.m. to 4 p.m. on Mondays, Tuesdays, Wednesdays, and Fridays, and from 8 a.m. to 7 p.m. on Thursdays.

Self Evaluation:

In most areas, the college meets the Standard by the evidence provided in the description of this Standard with regard to providing equitable access and comprehensive and reliable services to students regardless of the service location or delivery method. However, since some students expressed dissatisfaction with the treatment they have received from Admissions and Records staff and 15% of the students expressed dissatisfaction with services and/or opportunities provided in the areas of Financial Aid, Scholarship and Student Government, it is likely that the services in these areas may need to be improved.

Though the 2008 Accreditation Self Study Survey, Student Version, indicated dissatisfaction with the bookstore, a follow-up survey conducted by the bookstore indicated that the dissatisfaction is related to the cost of textbooks and not the direct service students get from the bookstore or its staff.

Planning Agenda:

Admissions and Records, Financial Aid Services, Scholarship Services and Student Government will address the 2008 Accreditation Survey results by determining the reasons for the responses and, as necessary, develop plan(s) to address the concerns. Besides the regular Program Reviews, these Student Services programs will survey students annually to determine whether concerns indicated in the 2008 Self Study Survey are being addressed, as evidenced by increased student satisfaction with the services provided.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development of all of its students.

Description:

The college supports Student Services programs that foster personal and civic responsibility, as well as promoting opportunities for intellectual, aesthetic, and personal development through student ambassadors, student government, EOPS peer advising, student publications, and tutoring services. Most programs and student organizations and clubs maintain websites accessible through links from the college home page. Each of the offices listed below describes the services they provide to ensure an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development of students.

Service Learning

The college's Service Learning Office supports the MiraCosta core value of service to the community. MiraCosta's Service Learning has received the President's Higher Education Community Service Honor Roll for the past three years. This distinction is awarded from the highest levels of government and recognizes an institution's leadership in building a culture of service and civic engagement on campuses and in the nation. Ninety-six percent of students who

responded to the 2008 Accreditation Self Study Survey, Student Version agreed that they were satisfied with the Service Learning program at MiraCosta College [Ref.II.B-9].

The Service Learning Program partners academics with community service. Each year over 1,000 students are placed in non-profit organizations and public schools where they provide a variety of support services. Activities include tutoring, conservation efforts, senior companionship, youth development and social service support. Through these applied experiences, students connect with their community, building a sense of personal and civic responsibility. Each semester over 60 course sections offer a service-learning component. A monthly volunteer calendar is published and posted on the service learning website. The calendar provides numerous opportunities for students to connect with community organizations [Ref. II.B-27].

The Service Learning Office sponsors an annual volunteer fair that brings community leaders to campus to share information about their organization and recruit student volunteers. The Service Learning Office sponsors a week of alternative spring break activities. Students address local community issues such as feeding the hungry, providing outreach to the HIV/AIDS community, and working with foster-care youth. Students have also crossed the border to work with children in a Tijuana orphanage. Participating in such activities ensure that students have an environment in which to develop personal and civic responsibility.

Days of service are sponsored throughout the year bringing groups of students together to spend a day volunteering. Students help with urban renewal projects, special activities for abused children, environmental projects, and help for the homeless.

The program publishes an annual edition of *Reflections*. This book is a compilation of student essays written about community service learning experiences. The publication documents the power of service and the impact it has on the lives of students [Ref. II.B-28].

Campus Police and Safety

The Campus Police Office provides rape aggression defense training to female students, staff, faculty, and the members of the public three times per year. Each class is taught by certified presenters and gives information and practical application on avoiding sexual assaults. In addition, staff members in the Campus Police Office provide safety presentations to students each semester. These presentations include information on safeguarding personal property, personal safety, and emergency preparedness. Staff members in the Campus Police Office also participate in College Hour safety fairs. The police set up a table and provide parking information and general safety information, as well as answer questions. The federally required CLERY brochures relating to campus safety and crimes statistics are also handed out at each contact with students [Ref. II.B-15].

Center for Career Studies and Services

Students build self-management skills and learn appropriate workplace behaviors through workshops and internships/co-ops. They also gain self-awareness and understand the importance

of professional and courteous conduct in the workplace and beyond. Students develop and improve their decision-making skills throughout the career and job search process using analytical skills to research and compose resumes.

The Succeeding in the Workplace workshop addresses personal responsibility in terms of time management, punctuality, reliability, and responsibility. Fashion Shows and the First Impressions clothing program address aesthetic development by helping students understand the importance of appropriate work attire. A resume workshop encourages students to experience volunteerism to gain practical work experience. In these workshops, students increase their knowledge of their personality style, interests, transferable skills, and work values by exploring occupations and majors related to their assessment results. They also increase self-awareness through career counseling.

Credit classes such as Career Planning, Co-op, and Internship Studies, promote intellectual development by establishing a student's workplace-oriented learning objectives. Students are given the opportunity to reflect upon their learning objectives through a written essay and a self-evaluation. Additionally, students are able to articulate and evaluate what they have learned or improved in their internship/co-op experience.

Choosing your Major and Exploring Careers workshop helps students evaluate their interests, research possible careers, consider employment outlook, etc. In the Succeeding in the Workplace and Interviewing Techniques workshops, students are encouraged to learn how to meet employer expectations, how to network, how to prepare for interviews and for difficult interview questions. The workshops also offer tips on improving workplace performance and how to resolve conflicts on the job.

All of the workshops sponsored by the Center for Career Studies and Services encourage and engage students in personal development. Students are encouraged to use the Career Center lab and library resources to research career exploration, obtain employment information, assess personality styles and evaluate their interests.

Counseling Department

In counseling sessions, counselors help students take personal responsibility for their choices through the process of developing educational plans. Students must then take the initiative to enroll and follow through, and are invited and urged to meet with a counselor whenever needed. COUN 110: College Success Skills, a credit class, lists four student learning outcomes addressing the intellectual and personal development of students: students will create and organize their career and life goals; students will research, decide and collaboratively develop an educational plan that supports academic and career goals and interests; students will identify and engage in appropriate services on and off campus that relate to student's goals; and, students will identify and engage new techniques to improve and increase study skills and time management. In COUN 100: Career and Life Planning, the expected student learning outcomes are for students to be able to demonstrate increased self-awareness through discussion of their interests, personality characteristics, transferable skills and values, and analyze and supply information

gained from self-assessment instruments and career research to create a career development plan. Both of these courses encourage students to develop personal, academic, and civic responsibility.

Disabled Students Programs and Services (DSPS)

During Fall 2006, in conjunction with the Student Services Division, DSPS began the process of developing student learning outcomes (SLOs). When students meet the learning outcomes, they enhance their self-advocacy skills. They also obtain their disability verification, and identify educational limitations and barriers unique to their disabilities. Meeting these outcomes encourages their personal responsibility, as well as their intellectual, aesthetic and personal development.

Extended Opportunity Programs and Services (EOPS)

Faculty, staff, and peer advisors in EOPS, Cooperative Agencies Resources for Education (CARE), and California Work Opportunities and Responsibility to Kids (CalWORKs) provide the following to support the personal, academic, and/or civic responsibility of students:

- **Recovery Group (Phoenix Support Group):** Parole officers have allowed the use of this group in place of the other court-mandated recovery group for students on campus who choose to attend this support group.
- **Parents on Campus Single Parent Support Group:** This group deals with the student-parent holistically. Some outcomes include leadership development, networking and resource sharing. Students are expected to participate in several civic activities during the year as well as family activities.
- **Friends of EOPS:** This group is for EOPS/CARE/CalWORKs students in general. The focus is on leadership development, organizational skill building, student advocacy and civic performance. The club's most recent endeavor is serving breakfast at Brother Beno's.
- **Latina Leadership Network**: This network serves the general student population, but is advised by the EOPS/CARE Counselor/Facilitator and is sometimes funded by EOPS. As the title implies, the focus is on leadership development for Latina students. Civic and cultural activities are the second focus of the club. Cultural activities are not limited to Latina culture, but serve to expose the members to other cultures.
- **Etiquette Training:** The EOPS/CARE/CalWORKs students are often asked to speak at events (breakfast, lunch and dinner) testifying how a particular scholarship helped them stay in school. Many of these students are not accustomed to these arenas and have expressed feeling a higher level of comfort after the Etiquette Training which provides instruction in using proper eating utensils and how to make or sustain conversations with others outside one's income class, or with strangers.
- **Math Incentive Seminar:** The seminar is designed to assist EOPS/CARE/CalWORKs students in developing the tools to understand the concepts of algebra, build math skills and gain the confidence necessary for success in math. Students selected for MIS have failed the lowest Basic Skills Math course at least twice. This seminar is held for three weeks during the Summer.

- **Math Learning Community:** This is a follow up to the Math Incentive Seminar; however, this is geared towards those EOPS/CARE/CalWORKs students currently enrolled in basic skills math courses.
- **Intervention Contracts:** These are developed between the student at risk and the EOPS/CARE/CalWORKs counselors. The student is then monitored during the semester with increased counselor contact requirements to verify the student is following the contract.
- **CalWORKS Learning Communities:** The MFT (Marriage and Family Therapist) works with the CARE/CalWORKs student population on personal, social, and family issues. This is critical for the well-being of the student living in the tyranny of the moment: poverty.
- **Domestic Violence Support Group:** Originally started by CalWORKS, this group is now under the auspices of the Health Services program on campus.

Health Services

Health Services supports efforts to promote students exercising their civic responsibilities through the student learning outcomes. Such efforts include promoting student use of the techniques of Healthy Hygiene (wash hands, cover cough, stay home when sick) to prevent transmission of pathogens, especially upper respiratory infections, and setting goals related to students meeting or exceeding blood donations to the local blood bank.

Institute for International Perspectives (IIP)

In Fall 2008, IIP enrolled 169 international students from 36 countries; the intensive English language program operated by Community Services enrolled 12 students from 7 different countries from August-October and 18 students from 10 different countries from October-December. In the past four years, the IIP organized the following cultural events fostering personal development:

- Annual Study Abroad Expo bringing international education programs from around the world to promote alternative travel opportunities to our students and faculty.
- In 2005: a week-long Multicultural Expo with College Hour events on all three sites.
- In 2006: Public speaking events from three Fulbright Scholars. First, American Karin Costello spoke on her experience teaching and living in Cyprus. Then, two visiting scholars from Jordon and Pakistan presented perspectives on Women in the Islamic World.
- In 2007: a week-long Celebration of the Chinese New Year.
- The multilingual staff plans cultural events such as the Multicultural Festival organized in Fall 2008 bringing vendors and cultural performers for a day-long public event, and advises student clubs, such as International Club.
- The Languages and Cultures Alliance, made up of the International Languages Department, English as a Second Language Programs, and the Institute for International Perspectives, supports a variety of language programs including monthly International Conversation Cafés. The Conversation Cafés provide student, staff, and community members with the opportunity to join in lively dialogue in the seven languages taught at

MiraCosta: Spanish, English as a Second Language, French, German, Italian, Japanese, and Chinese.

Athletics and Intramural Sports

Staff members in Athletics and Intramural Sports work with athletes to improve themselves in regard to being punctual, responsible, reliable, unselfish, hard working, and committed to a cause, all important qualities in the workplace. Dodge ball, basketball, volleyball, tennis, ultimate Frisbee, soccer and softball activities provide students with the opportunity to explore athletic interests outside the classroom setting, fostering personal development.

Retention Services (Tutoring)

The major reason Retention Services exists is to ensure that students are provided with an environment that allows them to develop their intellectual skills which results in their becoming successful in their studies. This, in turn, helps them assume personal and civic responsibility. Students who become peer tutors through the Tutoring and Academic Support Center assist fellow students in preparing for class assignments and advising students on essay writing. Tutoring helps students achieve academic excellence through free tutoring services. This program promotes independence in learning, facilitates insight into the learning process and provides students with the necessary tools to achieve academic success [Ref. II.B-19].

The School Relations/Diversity Outreach Program

The School Relations/Diversity Outreach Program serves as the college's primary liaison to the local school districts and our diverse community. Student Ambassadors are extensively trained about all the programs and services that MiraCosta has to offer, and participate in a three-day team-building retreat. These program requirements help to build essential knowledge and skills that allow students to maximize their individual potential, as well as their ability to help others. Students are able to make thoughtful and productive decisions in choosing relevant information to share within the community. Through training and on-the-job experiences, Student Ambassadors develop personal skills. They develop public speaking skills, organizational skills, personal responsibility, time management skills, and a commitment to community service [Ref. II.B-26].

Student Activities Office

The Student Activities Office provides MiraCosta College students with diverse activities, events, information, and resources. There are, on average, 45 clubs on campus each year, including Anime, Allied Health, Barrio Arte, Backstage Players, Black Student Union, Friends of EOPS, International, Inter-Varsity Christian Fellowship, Japanese Club, MEChA, Phi Theta Kappa, Puente, Pride Alliance, and Soccer Club. Clubs provide social, intellectual, and cultural experiences for nearly 800 students [Ref. II.B-44].

The Students Activities Office hosts two very special projects during the academic year: the Holiday Angels project and Gulf Coast Recovery project. Both of these programs help students develop civic responsibility.

The Chariot is MiraCosta College's official student newspaper and serves a vital role in the community by providing the campus with news, feature articles, opinion pieces, community information, an arts calendar and information on upcoming campus activities. In addition to publishing a weekly, eight-page newspaper, *The Chariot* provides students with internships within the community. Being involved in the publication of *The Chariot* allows students to develop their sense of civic responsibility.

The Emerging Leaders Institute serves as the premier leadership training activity for students. Each semester, students are encouraged to participate and complete 14 hours of leadership training, concluding in a service project. Students receive a certificate of completion at the end of their service project.

The Associated Student Government (ASG) manages the affairs of the associated students to whom they give voice and representation. The ASG's primary responsibility is appointing students to campus-wide committees, sharing governance in the development of college policies and annual budget, adopting and overseeing use of an annual ASG budget, allocating funds for new programs and projects, granting club charters, and providing and administering a program of activities and services for students. Students involved in student government practice their civic responsibility. [Ref. II.B-23].

In the 2008 Accreditation Self Study Survey, Student Version, 97% of the students agreed that MiraCosta provides opportunities to become involved with the community and for personal and professional growth. Ninety-six percent of the students were highly satisfied with Service Learning. Eighty-four percent of the students indicated that activities and organizations increased their awareness of responsibility to the community as compared to their responses on the 2002 Accreditation Self Study Survey where only 76% indicated satisfaction [Ref. II.B-9].

Self Evaluation:

The college meets the Standard as evidenced by offering a number opportunities for students to learn about their civic responsibilities, and to develop intellectually, aesthetically, and personally as described in response to this Standard.

Planning Agenda:

None.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description:

The Counseling Department strives to provide a supportive learning environment characterized by a strong commitment to facilitate student access, learning, and success. General services include counseling regarding life/school balance, overcoming barriers to success, and other related issues; assistance with course selection and academic planning; advisement on career certificates, Associate in Arts degree and transfer requirements; discussion of important dates and deadlines; and counseling for probationary or disqualified students. Counseling services are generally offered one-on-one, either by scheduled appointment or in a "drop-in" session. Students are accommodated in person, as well as by telephone and email. Online advising became available to students in Fall 2003 via the "Online Advising" link on the Counseling website [Ref. II.B-23].

Counseling and academic advising services are available for students in the following departments:

- Counseling Department
- Transfer Center
- Disabled Student Programs and Services
- Extended Opportunity Program and Services
- Institute for International Perspectives
- Career Center
- Financial Aid

Counseling and academic advising services are offered at all three MiraCosta sites. The Counseling Department offers advisement to all students attending the New Student Orientation. The Counseling Department offers four credit courses to help students achieve success in school and in life, including, COUN 100: Career/Life Planning; COUN 101: Orientation to College; COUN 105: Transfer Success; and COUN 110: College Success Skills.

The Counseling Department and the Letters Department coordinate the Puente Project, an intensive year-long program, the mission of which is to prepare students through writing, counseling, and mentoring to transfer to four-year colleges and universities and return to the community as leaders.

From 1990 through 2006, the Counseling Department coordinated the Summer Bridge Program, offered during the Summer session to high school juniors and seniors. The Summer Bridge Program continues to be offered at MiraCosta College, coordinated by EOPS.

Counselors conduct classroom visitations and facilitate transfer application workshops in cooperation with the Transfer Center (TC). Members of the Counseling Department work in coordination with the TC to plan and carry out university visits for student planning to transfer to four-year institutions. Counselors act as liaisons between students and both academic and vocational departments, relaying information to students about program requirements and changes and informing them of new and special programs.

The Counseling Department plays a role in the Basic Skills Initiative with faculty members who are counselors participating in the development of a new Foundations course, serving on the BSI Committee, and the Academic Boot Camp Committee.

The CCSSE survey of staff and students conducted in December of 2007 indicated a significant improvement in satisfaction with services received by the Counseling Department when compared to the same survey conducted in 2002. The 2007 CCSSE Survey indicated that 67% of respondents were either very or somewhat satisfied with the academic advising/planning services they received. Only 6% of respondents indicated "Not at all" in terms of satisfaction with these services with 27% indicating non-applicable. Considering the 27% non-applicable responses 92% of the respondents were either somewhat satisfied or very satisfied with the services received. Forty-six percent of respondents indicated they were very or somewhat satisfied with the career counseling services received, while 9% indicated they were not at all satisfied. Forty-five percent of the respondents responded non-applicable. The percentage of respondents indicating very satisfied to somewhat satisfied is higher when compared to other colleges of MiraCosta College's size according to the 2007 CCSSE cohort due to the very low dissatisfied rate [Ref II.B-24].

The 2008 Accreditation Self Study Survey, Student Version results provide further evidence of improved satisfaction with counseling services. The survey results indicated an 86% satisfaction rate in reference to the statement "The counselors at MiraCosta College have been helpful in guiding me in my educational goals." This represents a 5% improvement over the 2002 Accreditation Self Study Survey [Ref. II.B-9].

The 2008 Accreditation Self Study Survey, Employee Version indicated an outstanding improvement in satisfaction with counseling services offered to students. Eighty-two percent of the respondents indicated agreement with the statement "I am satisfied with the academic and counseling services provided for students by the Counseling Department." This represents an improvement of 14% in comparison with the same survey conducted in 2002. Overall, both the student and the employee surveys indicated improvement in comparison to 2002 [Ref. II.B-12].

The Transfer Center has maintained a strong student satisfaction rating. On the 2002 Accreditation Self Study Survey, Student Version, 88% of the students stated they agreed or strongly agreed they were satisfied with services provided by the Transfer Center. In 2008, the satisfaction rate rose to 90%. Staff members provide application workshops, specialty workshops on graduate programs, community outreach to high students and parents, college tours, college fairs, arrange appointments with university admission representatives, and one to one counseling sessions. The goals of the Transfer Center are to provide accurate transfer material to students, staff, and community members. Due to the state budget crises, there are many changes in state regulations and at individual campuses. Transfer Center staff must stay current with the ever-changing process and disseminate up-to-date information. Staff members also serve as the liaison with baccalaureate degree-granting colleges and universities and represent MiraCosta College in Region X [Ref. II.B-17].

The counseling department has continued to improve communications with other faculty, Student Services Programs, high schools, and the community by assigning a counselor to the

Retention Services Advisory Committee; implementing department-to-department meetings with individual high school counseling departments; meeting with new faculty and, expanding the liaison program with teaching faculty to ensure counselors have accurate, up-to-date knowledge about campus and transfer programs. The department has created an online program for advising probationary students and has implemented the degree audit portion of PeopleSoft.

In response to the recommendation to expand the use of technology in the delivery of counseling services, the department has explored the implications of PeopleSoft for the department; created an online advisement/counseling program; and pursued methods to offer services to CyberCosta students and instructors.

The department has increased awareness and use of the service it provides through its monthly "Counseling Day" in the student cafeteria; classroom visitations to faculty; and the distribution of department brochures at orientation and advisement sessions on campus and off-campus to feeder high schools.

Self Evaluation:

The college partially meets the Standard. Student satisfaction with Counseling Services has improved significantly since 2002; still, the usage rate noted on the CCSSE survey is evidence that staff in the Counseling Department need to continue to focus on improving student usage of the services provided.

Planning Agenda:

The Counseling Department will address the 2008 Accreditation Self Study Survey results to determine the reasons for the low response rate (27% of the CCSSE. The department will develop plans to address the low student usage and to continue to improve services.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description:

MiraCosta College maintains a commitment to diversity. Programs, practices, and services are designed to enhance student understanding and appreciation of diversity. The college continues to support and emphasize the importance of hiring procedures that result in faculty and staff members who are sensitive to the racial and cultural diversity of the population the college serves. For example, in 2007, the college provided stipends for bilingual employees possessing necessary language skills to assist students with college services. The program will continue to be funded through the 2009-2010 fiscal year [Ref. II.B-25].

Extended Opportunity Programs and Services (EOPS)

In addition to providing educational support services to students from educationally and disadvantaged backgrounds, EOPS provides a variety of events and trainings that promote appreciation of diversity:

- Summer Block and Summer Bridge field trip to the Museum of Tolerance (about 90 students in Summer) with a group debrief afterwards.
- Possible Dream Conference/Single Parent Summit topics: communication, how to talk the language of middle class to get what you need.
- EOPS Region Ten Student Leadership: Topic Emotional Intelligence (heavily relies on diversity discussions, ten students from each campus about 66 students on average).
- CARE workshops topics: communicating with others who are different from you (about 50-54 students).

The Puente Project

The Puente Project, open to all students, is a year-long writing, counseling, and mentoring program coordinated in cooperation between the Letters and the Counseling Department. The program exposes students to authors, art, music, film, and mentors from diverse backgrounds. Activities have included:

- Students visiting Chicano Park in San Diego and writing about the murals as part of a writing requirement.
- Students participating in the San Diego Latino Film Festival where they are exposed to Latino Film and participating in critical discussions with actors and directors.
- Sponsoring multicultural events for the MCC campus community including Dia de Los Muertos and Cinco de Mayo activities.

Summer Bridge Program

The Summer Bridge Program is a six-week program designed to bridge the gap between high school and college by providing students with the tools needed to succeed and graduate from two- and four-year colleges and universities. It is designed to ease the transition from high school to community college for those students who may be under-prepared to make the jump to higher education. While the Summer Bridge Program is open to all students, its focus is on African American students. The program provides:

- Social/cultural orientation and activities, exposing students to the cultural diversity that exists on MiraCosta's campus through various activities and experiences (ex. Summer Bridge/Summer Block BBQ, university visits, field trips, etc.).
- Male/female peer advisors to serve as student mentors.
- Introduction to campus and student services by departmental representatives.
- Program tutors.

The Institute for International Perspectives (IIP)

The IIP endeavors to internationalize MiraCosta College by supporting international students, administering study abroad programs, and promoting cultural activities. The IIP supports international students enrolled on an F-1 Visa in academic programs and the full-time intensive English language program offered through Community Services. In Fall 2008, MiraCosta enrolled nearly 170 international students from 36 different countries. The multilingual staff plans cultural events such as the Multicultural Festival organized in Fall 2008 which brought vendors and cultural performers for a day-long public event and advises student clubs such as International Club.

The coordinator of the IIP supports the district committee on International Education, promoting study abroad programs. In the past two years, the committee approved a Japan cultural program lead by a Japanese instructor during Spring break 2007 and the development of an intensive Spanish language program in Costa Rica. MiraCosta College continues to promote semester-length programs administered through two community college consortia, the San Diego Imperial County Community College Association (SDICCCA) Study Abroad Committee and the Southern California Foothills College Consortium.

University Link Program

MiraCosta participates in the University Link Program in partnership with University of California, San Diego, select community colleges, and their feeder high schools. This program guarantees high school students' admission to UCSD if they complete the first two years of academic course work at MiraCosta. The program is designed to increase college attendance and transfer rates of students living in San Diego, Imperial, and Los Angeles Counties, especially among educationally and socially disadvantaged students.

Service Learning Program

The Service Learning Program places MiraCosta students in non-profit organizations and public schools to provide community service directly connected to course learning objectives. Students are involved in homeless and hunger programs, literacy tutoring, victim assistance, migrant outreach, senior services, AIDS patient support, and much more. Through these community placements, students gain a greater appreciation of diversity by interacting with and assisting others who may be different from themselves. In written essays, students frequently reflect on confronting personal biases and developing a greater sense of empathy for others. Each year, over 1,000 MiraCosta College students are placed in community organizations where they provide thousands of hours of volunteer service.

Student Activities Office

The Student Activities Office provides MiraCosta College students with diverse activities, events, information, and resources. There are, on average, 45 clubs on campus each year including Anime, Allied Health, Barrio Arte, Backstage Players, Black Student Union, Friends of EOPS, International, Inter-Varsity Christian Fellowship, Japanese Club, MEChA, Phi Theta

Kappa, Puente, Pride Alliance, and Soccer Club. Clubs provide social, intellectual, and cultural experiences for nearly 800 students. Clubs are encouraged to come together to celebrate their diversity as well as their unity.

The office also sponsors a variety of campus events geared to fostering diversity appreciation. Activities have included:

- Japanese Spring Festival
- Kwanzaa Celebration
- Around the World with International Students
- Martin Luther King Day Breakfast
- Black History Month Celebration

The Student Activities Office sponsors the Emerging Leaders Institute, a noncredit certificate program dedicated to helping students become well-prepared leaders. Part of the leadership training involves learning how to have meaningful interactions with a diverse group of people.

Disabled Students Program and Services (DSPS)

Faculty and staff in DSPS provide presentations during "flex" days to promote and encourage the diversity of students with disabilities. Faculty members are encouraged to visit the department to better understand the referral process. The DSPS department has an excellent working relationship with Instructional Services. To ensure that students are aware of disability-related services, most faculty members provide a statement regarding accessibility in their course syllabi.

Academic Boot Camp

In July 2008, the first Academic Boot Camp was held for incoming freshman students. Fifty students attended the two-day event held at the University of San Diego campus. Student Services and Instructional Services worked together to organize and facilitate the camp supported by Basic Skills Initiative funding. The goal of the event was to provide outreach, mentoring, and support services to a diverse population of incoming students. The group received advising services and helpful hints for college success.

International Film Series

Each semester the college hosts the International Film Series where films with English subtitles are shown on campus. The purpose of the film series is to provide additional opportunities for students enrolled in foreign languages to hear and practice their language skills. In addition, the film series provides the larger student population the opportunity to learn about different cultures.

According to the 2007 CCSSE survey, 78% of responding students indicated they had engaged in serious conversations with students of a different race or ethnicity. Seventy-nine percent indicated they had had conversations with fellow students who differed from themselves in terms

of religious beliefs, political opinions, or personal values. In the same survey, 84% of students indicated the college encouraged contact among students from different economic, racial or ethnic backgrounds while 77% credited the institution for contributing to their understanding of people of other racial and ethnic backgrounds [Ref. II.B-24]. According to the 2008 Accreditation Self Study Survey, Student Version, 95% of student respondents agreed that MiraCosta College personnel "clearly and consistently demonstrate they value the diversity of individual students" [Ref. II.B-9].

Self Evaluation:

The college meets the Standard as evidenced by the breadth and depth of programs, practices, and services offered that support and enhance student understanding and appreciation of diversity.

Planning Agenda:

None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description:

In preparation for a Spring 2008 Categorical Programs Site Visit, MiraCosta College prepared a Matriculation Self Study. The Self Study is a comprehensive document that details the college's efforts to research, describe, and assess every element of the matriculation process [Ref. II.B-3, II.B-30, B-60].

The matriculation process benefits students by making them informed consumers. Students become knowledgeable about the district's Student Services and educational programs. This document contains other valuable information relevant to the studies to validate our assessment instruments. In 2009, the district rewrote the matriculation plan in response to the Categorical/Matriculation site visit. [Ref. II.B-36].

MiraCosta College adopted the Model District Policy developed by the Chancellor's Office and adheres to its guidelines. The college reviews its admission criteria regularly to ensure compliance with the state's admissions and residency regulation.

As a community college, MiraCosta does not use tests to determine eligibility for admission. Standards for admission are based upon norms generally recognized in postsecondary education and are consistent with the institution's educational purpose. The college's policy regarding these standards can be found in the *MiraCosta Community College District Board of Trustees Policies and Administrative Procedures Manual* [Ref. II.B-31].

The Admissions and Records Office enforces all prerequisites and co-requisites prior to enrolling students into courses requiring them.

The college's placement instruments are on the Chancellor's Office approved list of California Community College assessments. To validate their use locally, the district conducts local cut-score, consequential, and disproportionate impact studies on a three-year cycle. The Office of Institutional Research includes all math and English placement assessment validation studies on their calendar every three years.

Students take math, and English or ESL assessment tests to participate in matriculation and/or to meet course prerequisites, graduation requirements, financial aid requirements, or for guidance information. Testing Services provides assessment services to students at the Oceanside Campus, San Elijo Center, and the Community Learning Center. The primary goal is to provide fair and appropriate assessment and course placement.

The department also coordinates with the High School Outreach Program each Spring to provide convenient opportunities for high school seniors to participate in matriculation and spend time on the MiraCosta College campus.

Testing Services maintains an updated and highly informational website. Among its features are the testing schedule, information about orientation and advisement, sample English and ESL test items and "brush-up" practice tests for math. Paper and pencil practice packets for Algebra Readiness, Elementary Algebra, Intermediate Algebra and Pre-Calculus are available in the bookstore for $2 each [Ref. II.B-29].

Group orientations and advisement sessions are offered in classroom settings. Online orientation began Summer 2009. Matriculation and testing information are published each semester in the Schedule of Classes.

While many colleges require appointments, MiraCosta's Testing Services allows students to drop in for their tests. English and ESL Assessments are available during the hours of operation on the Oceanside Campus and the San Elijo Center. Math tests can be taken at the same locations and schedule and also in the Math Learning Centers on the Oceanside Campus and San Elijo Center.

Specific assessment sessions are scheduled for the Community Learning Center, and students may call the Testing Office for possible schedule alternatives. Adaptive testing is available to students referred by Disabled Students Programs and Services. In June 2006, the ESL assessment was added to better serve non-native speakers of English. Most students in the International Student Program also take this test to match their skills with the appropriate course level.

Extended time on the math test is offered to students who are non-native speakers of English. Each institution that uses the Mathematics Diagnostic Testing Project (MDTP) can determine its own time limit; at MiraCosta College this is 75 minutes.

The English Assessment consists of two modules of the COMPASS computerized test: Reading and Writing Skills. The college currently uses four levels of the computerized MDTP for math placement: Algebra Readiness (form AR50/86), Elementary Algebra (form EA50C86),

Intermediate Algebra (form IA45C86), and Pre-Calculus (form PC40C86). COMPASS tests have full approval from the Chancellor's Office until June 2009. The COMPASS ESL Reading, Grammar and Usage, and Listening tests have full approval from the Chancellor's Office until March 2013. MDTP tests have full approval until June 2012.

Students may take the English or ESL Assessment and any of the four mathematics tests twice. Assessments taken during MiraCosta's annual outreach testing at local high schools are not included in the number of testing attempts.

The college accepts placement recommendations from other California community colleges, and alternatives to taking MiraCosta's tests are listed in the Schedule of Classes. Faculty members in the Letters and Mathematics Departments are responsible for selecting the test instruments used by Testing Services. The Letters Department has an Assessment subcommittee made up of the department chair, department instructors, Testing Office personnel, and the Dean of Admissions, Assessment and Student Aid.

Students may appeal their placement in English by requesting a review of placement. They may appeal their math placement through a challenge process.

During the 2006-2007 school year, Testing Services conducted a Program Review. Testing Services conducted student, staff, and faculty surveys. The student survey results indicated a high overall satisfaction rate with services and testing staff. Staff and faculty survey responses indicated a lesser rate of agreement with survey questions than the student group, although the majority of questions still produced rates of agreement that are over 90%. Staff and faculty expressed appreciation for the effectiveness of services offered by the testing department. Some commented that they would like to see expanded hours for testing, and more comprehensive dissemination of information so that they are better able to inform students about testing services [Ref. II.B-32].

Self Evaluation:

The college meets the Standard. Standards for admission are consistent with the MiraCosta Board of Trustees policies and effectively linked to the college's educational purposes. Testing Services participates in the Program Review process, and their staff and the Dean of Admissions, Assessment and Student Aid consult with faculty in the appropriate departments and programs for advice and assistance with tests and services.

Planning Agenda:

None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description:

MiraCosta College follows Federal Family Educational Rights and Privacy Act (FERPA), California Educational Code, Title 5 and Board of Trustees Policies and Procedures regarding the maintenance and storage of student academic records. MiraCosta College maintains student academic records dating back to 1934; these include student academic history and some bio-demographical information.

In Spring 1968, MiraCosta College began to maintain both student academic records and applications [Ref. II.B-33]. Since that time applications, academic histories and records are stored electronically and on microfiche. Several methods are used to ensure accuracy of records:

- All Admissions and Records staff members are thoroughly trained to ensure accuracy of registration transactions.
- Each semester the Registrar inspects a report on all enrolled students to see if there are any anomalies that require further investigation.
- Each semester several reports are run to ensure compliance with various regulations (meeting prerequisites, concurrent enrollment permits, etc.)
- Faculty members are required to make sure that all students who are attending their class are officially enrolled.
- At the end of each term transcripts are manually adjusted to account for any course repeats that have occurred.
- All staff computer stations are password protected.
- Only authorized personnel are allowed in A&R where student academic records are maintained. When the remodel of the A&R area on the Oceanside Campus is complete, only employees in possession of a key fob will be allowed entry in the area where records are stored.
- All student workers are required to sign a confidentiality agreement prior to having access to areas where records are kept.
- All Microfiche records at Oceanside are kept in locked cabinets in a room that is locked when not directly monitored by A&R personnel. Backup copies of all microfiche records are stored in locked cabinets at the San Elijo Center.
- All electronic records are backed up regularly and stored in the Library and Information Hub (LIH).
- Hard drive backup is performed once a week.
- Partial backups are made on a daily basis and stored in the Library and Information Hub (LIH).
- Non-electronic class one paper records are now scanned in ATI Filer system (electronic imaging system) along with numerous class three documents.
- All staff members in A&R are trained in confidentiality and FERPA regulations.
- All students who work in A&R are trained in confidentiality and FERPA regulations and have to sign a Confidentiality Agreement.
- Access rights to student information are granted according to job classification and the needs of the college.

- The Registrar and Dean of Admissions, Assessment and Student Aid are often asked to make decisions regarding the access right of various individuals across campus to student information.
- Faculty members have access only to their own rosters.
- College FERPA statement is reviewed annually.
- The institution publishes and follows established policies for release of students according to FERPA.

MiraCosta College is exploring alternatives to the current document scanning system due to revised maintenance agreements. Campus-wide input from all interested parties will be part of the decision-making process.

Self Evaluation:

The college meets the Standard as evidenced by its policies and procedures designed to maintain student records permanently, securely, and confidentially. The college backs up all files and the institution publishes and follows established policies for release of student records as described in the response to this Standard.

Planning Agenda:

None.

Standard II.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description:

Student Services conducts a program review annually [Ref. II. B-2, II.B-34, II.B-35]. The Student Services Program Review is used by the Budget and Planning Committee for budget decisions each fiscal year and is consistent with the institutional learning outcomes published in the *MiraCosta College Catalog* [Ref.II.B-8]. Each year the Student Services Division submits a report to the Board of Trustees that includes goals for the year, how the goals from last year were met, and accomplishments of Student Services programs in meeting the needs of the students. The Student Services Council, comprised of managers from each program, meets every month to discuss issues pertaining to student achievement and collaborate on programs, workshops and events.

In addition to the Program Reviews, Accreditation Self Study Surveys, Employee and Student Versions are conducted to gather data to check for level of satisfaction with the Student Services Departments. Seven questions involving Counseling, Institution of International Perspectives, Service Learning, and Transfer center appeared in the Employee Version of the 2008 Accreditation Self Study Survey. In each question faculty and staff indicated satisfaction with the

services these departments provide, ranging from 67% to 97%. This is an increase from 40% to 58% in the survey conducted in 2002. [Ref. II.B-9, II.B-12].

The Student Version of the 2008 Accreditation Self Study Survey included twenty-one questions related to all Student Services Departments except for Health Services, Testing, School relations and Diversity Outreach. Survey results showed overall student satisfaction with the Student Services Division ranging from 83% to 98%. This is an increase from the range of 60% to 94% in 2002 [Ref. II.B-9].

Results from the 2002 Accreditation Self Study Survey indicated a need for the Student Services Division to work closely with the Instructional Division to incorporate student learning outcomes into the Student Services evaluation process. In 2005, a Student Services Student Learning Objectives (SLO) committee was established. The team studied and discussed the process, reviewed sample work from other colleges, and developed a timeline. The Student Services SLO Committee and the Student Services Council, with feedback from respective departments, selected four division-wide outcomes in 2006.

- College Identity (self advocacy, leadership skills, ethical development, value academic skills, identify college resources)
- Cognitive Development (decision-making, self-awareness, thinking: critical, analytical, synthetic, reflective)
- Interpersonal Competence (communication skills, social interaction skills, intercultural knowledge)
- Community Participation (civic responsibility, respect differences, global awareness, service) [Ref. II.B-37].

Each department manager developed/updated a mission statement for his or her program and finalized two or three learning outcomes to pilot. Staff members in each department created assessment tools and methods. From Fall 2006 to Fall 2007, the team worked on developing and finalizing outcomes and assessment techniques. Each department began collecting and assessing data for outcomes in Spring 2008.

In August 2008. the Student Services Council was provided information about and participation in initial training on TracDat (electronic program for entering outcome information, findings). Departments were asked to begin logging their information and findings into TracDat by March 2009. In addition, each department will begin piloting two new (additional) outcomes.

The college-wide Matriculation Committee submitted a new Matriculation Plan in 2008. The Matriculation Committee, consisting of representatives from various college departments, provides management for the seven components: Admissions, Orientation, Assessment, Counseling and Advising, Follow-up, Coordination and Training, and Research and Evaluation [Ref. II. B-60].

Self Evaluation:

The college meets the Standard as evidenced by a Student Services Program Review process that is based on student learning outcomes and is integrated with the planning and budgeting process. Further, and as described in the response to this Standard, the Student Services Division evaluates services using a variety of methods, approaches and tools for the purpose of providing evidence that they contribute to the achievement of student learning outcomes and uses the results of these evaluations as the basis for improvement.

Planning Agenda:

None.

Standard II.B References:

II.B-1: Student Services Program Review Website: http://www.miracosta.edu/StudentServices/StudentServicesProgramReview.htm

II.B-2: Student Services Program Review Binder

II.B-3: Categorical Programs Self Study, December 2007

II.B-4: Categorical Programs Site Visit Report, August 2008

II.B-5: Student Service Council Meeting Minutes (available for review in the office of the Vice President for Student Services)

II.B-6: 2008-2009 MiraCosta Student Planner

II.B-7: Student Services Website: www.miracosta.edu/StudentServices

II.B-8: *2009-2010 MiraCosta College Catalog*

II.B-9: 2008 Accreditation Self Study Survey, Student Version

II.B-10: MiraCosta College Class Schedule, Various Semesters

II.B-11: MiraCosta College Website: www.miracosta.edu

II.B-12: 2008 Accreditation Self Study Survey, Employee Version

II.B-13: Financial Aid Office Outreach Binder (available for review in the Financial Aid office)

II.B-14: California State Auditor's Report

II.B-15: Campus Police Website: http://www.miracosta.edu/StudentServices/CampusPolice/crimestatistics.htm

II.B-16: Scholarship Office Website: http://www.miracosta.edu/StudentServices/ScholarshipProgram/index.htm

II.B-17: Transfer Center Website: http://www.miracosta.edu/StudentServices/TransferCenter/index.htm

II.B-18: Puente Project Website: https://www.miracosta.edu/StudentServices/Puente/index.htm

II.B-19: Tutoring Website: www.miracosta.edu/StudentServices/Tutoring/index.htm

II.B-20: Intramurals Website: http://www.miracosta.edu/StudentServices/Sports/intramurals.htm

II.B-21: SURF Website: https://surf.miracosta.edu

II.B-22: MiraCosta College Online Application: http://www.cccapply.org/Applications/California_Community_College/apply/MiraCosta_College.html

II.B-23: Counseling Services Website: https://www.miracosta.edu/StudentServices/Counseling/index.htm

II.B-24: 2007 Community College Survey of Student Engagement Survey (CCSSE)

II.B-25: PBC documentation of approved enhancement requests (Provided by Gail Shirley) June 15, 2006

II.B-26: School Relations/Diversity Outreach Program Review

II.B-27: Service Learning Program Review, 2006

II.B-28: *Reflections* publication (available in hard copy only)

II.B-29: Testing Website: http://www.miracosta.edu/testing

II.B-30: Matriculation Plan, Spring 2009

II.B-31: Board of Trustees Policies & Procedures Website: http://www.miracosta.edu/OfficeOfThePresident/BoardOfTrustees/policy/

II.B-32: 2006-2007 Testing Services Program Review

II.B-33: *Manual for Retention and Destruction of Student Records.* Office of Admissions and Records MiraCosta College. Authored by Alicia G. Terry, Registrar

II.B-34: Student Services Program Review copies (available for review in the office of the Vice President for Student Services)

II.B-35: Student Services Program Review Schedule

II.B-36: Matriculation Plan, 2008

II.B-37: Student Services Student Learning Outcomes Documents, September 2

Standard II.C: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Description:

Library Materials

The development of the library materials collection is an ongoing process at MiraCosta College. The Collection Development Librarian coordinates selection and de-selection of materials in collaboration with all faculty librarians. Essential components of library materials selection and review are currently integrated into the collegial processes of the institution. The Collection Development Librarian served on the Academic Policies and Procedures (AP&P) Committee as a resource until the new collegial consultation and governance process became effective in June 2009.

Department chair and discipline experts work with a librarian during the proposal of new courses and programs, or modification of existing courses and programs, to assure that the library holds materials necessary for student success for those courses. A librarian reviews all courses on the Courses and Programs Committee meeting agendas for addition and modification, and contacts instructors when any questions arise.

The institution's Program Review process recommends department chair and discipline experts evaluate the library collection and recommend titles/areas for withdrawal, updating, and addition. Flex hours are available for collection development process to faculty members participating in Program Review.

The Collection Development Librarian solicits recommendations from faculty and staff and students for possible additions to library collections. Many faculty and staff members participate in this process. For their convenience, a form is available through the library website to use to

suggest items for library purchase [Ref. II.C-1]. The Collection Development Librarian also accepts requests for materials in any form, whether via telephone, slips of paper, e-mail, catalogs, casual conversation, etc. The Library's Collection Development policies are on the library website [Ref. II.C-2]. The Collection Development Librarian reads book and media reviews in professional library journals and other publications and chooses appropriate materials to add to collection, using Midwest Library Services online services to order books, and Baker and Taylor online services to order videos (DVD and occasionally VHS) and CDs (music and spoken word). Occasionally materials are ordered from Ambassador, or via direct order. The best results come when the college uses Midwest and Baker and Taylor. Since the department has open purchase orders with those companies, the purchase process is streamlined. In addition, Midwest does some of the technical processing work for the college.

The Collection Development Librarian works with the Access Specialist and other Disabled Students Programs and Services staff members to assure the materials ordered are in compliance with access regulations. The library has been working on a project for several years to purchase closed-captioned DVDs and videos, and to send out materials already owned for captioning when they are not available in that format originally. Due to limited funds for captioning, the Collection Development librarian prioritizes which items will be sent out for captioning based on factors such as likely use in the classroom, items that are specifically requested by a faculty member, and items that are on reserve.

The Collection Development Librarian keeps a running list of all materials ordered, and deletes titles from a list when they are completely processed and shelf ready. She notifies faculty, staff, and students who have requested materials that they are ready for check out. A process exists for donors to select and purchase materials and/or books to add to the library's collection when they wish to honor loved ones.

In July 2006, the library made the decision to participate in a lease agreement with McNaughton for bestsellers to encourage use of the library for recreational reading as well as for scholarship. This has been extremely successful, and we have subsequently augmented our lease holdings. In April 2007, the library made the decision to subscribe also to McNaughton's audio book service. This also has been highly successful. A list of new materials added each month is available through the library website [Ref. II.C-3]. The MiraCosta College library subscribes to over fifty online research databases covering a variety of disciplines in support of research by students, faculty and staff [Ref. II.C-4]. The databases include electronic access to periodicals, reference materials, and multimedia content. The Electronic Resources Librarian and Collection Development Librarian collaborate with all full-time and associate librarians, in conjunction with feedback from students, faculty and staff, to determine which online research databases will be licensed for subscription.

The majority of MiraCosta College library's online database subscriptions are obtained through the cooperative purchase program offered by the Community College Library Consortium, in conjunction with the Community College League of California and the Council of Chief Librarians. Twice per year, the library participates in trial access to a number of online resources offered by the CCLC and markets the trials to the entire campus community via email, the library's web site, and Blackboard announcements. Librarians encourage feedback from the

campus community on trial resources. When evaluating trial resources, librarians do so independently, in conjunction with discipline faculty and students, and by referring to reviews provided by the Council of Chief Librarians, California Community Colleges, Electronic Access & Resources Committee (CCL-EAR) and other published review sources [Ref. II.C-5, II.C-6].

The Electronic Resources Librarian monitors and reports to the department usage of each database annually. Usage data are consulted when assessing subscription renewals and determining needs for training and other promotion of the online resources [Ref. II.C-7]. The library's subscription to Serials Solutions and use of its analysis tools also aid in efficient collection management, specifically for electronic resources and other periodical subscriptions.

Access to online research databases has been enhanced in recent years by the implementation of a proxy server (EZProxy) for remote access authentication using student identification number or employee username and personal password, a federated search tool (360Search) to cross-search multiple databases, and an open URL resolver (360Link) to connect users with full-text options in different databases [Ref. II.C-8, II.C-9].

The library purchases a significant number of netLibrary e-books each year through the CCLC consortium. The cost-sharing model for cooperative e-book collections has allowed the college's e-book collection to increase to over 25,000 titles.

The library's physical collection has seen growth and updating in recent years. The book collection of over 65,000 titles has increased approximately 15% from the last Accreditation Self Study period to the present. Additionally, the Audio Visual collection has increased approximately 45% to 5,880 titles during the same time period. The library currently subscribes to over 200 print periodicals [Ref. II.C-10].

The library encourages instructors and departments to place materials on reserve for students to use in support of course-related work and study. The library provides both open and closed reserve locations for these materials, and electronic reserves. In the Fall 2008 semester, the library recorded 3,766 items on reserve at the Oceanside Campus and San Elijo Center [Ref. II.C-11, II.C-12]. The library collection encompasses 109,701 total items and 94,990 total titles (including e-books) [Ref. II.C-10]. Library materials purchases and subscriptions in all formats are supported by a single library materials budget.

MiraCosta College student, faculty, and staff have access to additional materials beyond our resources through the Library's interlibrary loan service and through the NCHEA reciprocal borrowing agreement.

Library Equipment

The library houses separate Internet-research computer lab areas and classrooms: 20 Dell PCs in the Oceanside Hub and 18 Dell PCs in the San Elijo Hub. Library services at the CLC share access to the open lab (Community Learning Lab).

PC software and hardware meeting district standards are current and on the lab equipment replacement cycle. The Oceanside Library and Information Hub has a designated library instruction classroom (Room 1201) that contains 24 Dell PCs plus a teaching station, printer, and digital projector. The San Elijo Library and Information Hub does not have a designated library bibliographic classroom; library orientations/class visits are scheduled based on availability in one of the Hub's three computer classrooms (Room 107, Room 108, or Room 112). Library instruction at the CLC occurs in classrooms, including computer classrooms and "Smart" rooms. All library computer hardware and software are maintained/upgraded/ replaced on a regular cycle by Instructional Computing Services (ICS) Instructional Technology Specialist (ITS) staff members. Software/hardware information for all these rooms are available online [Ref. II.C-13].

The library houses equipment to play all formats of library-owned audio-visual (AV) material in addition to any specialized format requested by faculty for academic courses. All AV equipment is selected and maintained by Media Services staff and includes TV/VHS/DVD players, TV/ laserdisc players, TV/DVD/mini-VHS players, cassette recorders, and compact disc (CD) players [Ref. II.C-14].

Libraries at both Oceanside and San Elijo also house adaptive technology equipment for users with disabilities; this equipment is selected and maintained in coordination with the DSP&S Access Specialist and ICS staff. Adaptive technology software has been installed on selected computer lab workstations at the CLC. Library and Information Hubs offer copiers, black and white and color printers, color scanners on a pay-by-use system. AIS Instructional Computing Services and Xerox jointly operate Pay4Print.

Tutoring & Academic Support Center (TASC)

The Tutoring and Academic Support Centers (TASC) at both Oceanside and San Elijo maintain a collection of current textbooks, College Success Skills Handbooks, and subject-specific bar charts. The textbooks are adopted by the faculty for their courses and TASC requests copies from publishers for courses for which we have a tutor. The College Success Skills Handbook is revised and edited by an associate faculty counselor working in TASC program. On the Oceanside Campus, TASC has eight computers for use in tutoring computer courses, drafting, accounting, writing assignments, and other online courses that require student access to Blackboard, the web, etc. In San Elijo, TASC has three computers for use in tutoring. TASC shares physical space and equipment at the CLC with the CLC open computer lab. At Oceanside, TASC has 16 tables, four small group tutoring rooms with tables and whiteboards, two large group tutoring rooms equipped with desktop computer, motorized screens, and data projectors, large tables and whiteboards. At San Elijo TASC has six tables, three small-group tutoring rooms with tables and whiteboards, one large group tutoring room with large tables, a blackboard, and a whiteboard.

Writing Center

Students have continual access to a variety of writing resources while the library is open. Computers, handouts, writing guides, style manuals, a wall displaying good writing, a grammar

table, and constructive toys are available for use within the Writing Centers at all three sites. For writing consultants, a collection of tutoring stories and strategies are available in binders at Oceanside and San Elijo, as well as online. Faculty and staff have access to a collection of about sixty-five pedagogical writing resources.

The Oceanside Campus Writing Center has nine computers, three tables and an area containing a sofa and chairs. Computer replacement cycles are the same as lab computers. All San Elijo space is shared between TASC and the Writing Center. The Writing Center at the CLC also shares physical space with TASC in the CLC Community Learning Lab.

Instructional Computing Services

Instructional Computing Services manages student computing labs and centers, lab classrooms, and technology enhanced classrooms (TEC) across all three locations. Open labs are available in the Library and Information Hubs of the Oceanside Campus and San Elijo Center, and also at the Community Learning Center (CLC). Instructional Computing Labs include 25 (24 student plus 1 instructor) computers per lab/center and the Technology Enhanced Classrooms (TECs) each have one computer. On the Oceanside Campus there are 185 TECs; at San Elijo, 42 TECs; and, at the CLC, 22 TECs. Instructional Computing Services (ICS) selects and maintains student computing labs computer hardware, software, and related equipment with input from district committees, and corresponding academic and student services department faculty and staff. Faculty members and departments whose student populations those labs serve determine specialty or discipline-specific software and other equipment.

On the 2008 Accreditation Self Study Survey, Student Version, over 95% of students agreed with the statement "Sufficient staff assistance is available in the open computer labs." Over 98% of students surveyed agreed with the statement "The technology support personnel at MiraCosta College support my learning" [Ref. II.C-17].

Some of the student comments on the survey reflect their satisfaction with the library services provided:

- "The staff at the library have been extremely courteous."
- "I also appreciate the help received in the computer labs in the libraries. They are knowledgeable and helpful when we need to get projects finished."
- "I take an online class, and only come on campus for tutoring once a week, so I don't have a lot of input. I'm happy with everything I've experienced so far."

Math Learning Center

The Math Learning Center (MLC) at both Oceanside and San Elijo maintains a collection of current math textbooks for student use while in the MLC. Oceanside MLC has 21 computers for use by math students in the self-paced classes, traditional math classroom sections, and other online math classes that require student access to Blackboard, the web, and other computer programs. San Elijo MLC has 12 computers for use by math students in the self-paced classes, traditional math classroom sections, and other online math classes that require student access to

Blackboard, the web, and other computer programs. The CLC does not have a Math Learning Center (MLC). Math assistance is provided to CLC students from faculty and staff in the Adult High School Diploma Program (AHSDP). The Community Learning Lab at the CLC is free and open to the public.

The Oceanside MLC has eight tables, one small quiet room with two computers, one large testing room equipped with three desktop computers, for online testing including the Math Competency Exam (MCE), and a large area for paper and pencil testing. The San Elijo MLC has four tables, one testing room equipped with one computer for online testing, including the MCE, and a large area for paper and pencil testing. The Oceanside MLC also has an area containing upholstered chairs for students to work in a more comfortable, casual setting either with paper and pencil or their laptop computers.

With a solid materials budget, the library is able to provide an excellent collection of print, AV, and online resources. Students in all locations, including online students, have access to a wide variety of books, reference articles, periodical articles, as well as specialized collections of music, video, and art images. In order to maintain currency, the library actively culls its physical collection. Faculty involvement in collection review as part of Program Review requirements has been a successful activity to ensure materials selected support all areas of the curriculum. Over the last six years, the number of interlibrary loan items requested from other libraries by MiraCosta College students, faculty, and staff has decreased by 40%, indicating that the library's collection has improved in its ability to support student learning [Ref. II.C-15].

In response to the 2008 Accreditation Self Study Survey, Employee Version, 94% of the college's employees indicated they are satisfied with the online library resource collection. Additionally, 94% of the college's employees agreed that the librarians provide adequate opportunities for collaboration with their departments [Ref. II.C-16].

On the 2008 Accreditation Self Study Survey, Student Version, over 96% of students surveyed agreed with the statement "I am satisfied with the materials and services in the library at the campus that I attend most often" [Ref. II.C-17].

MiraCosta College places an emphasis on providing students with adequate technology and equipment needed to succeed in meeting their educational goals, in their coursework, and beyond. The institution's technology infrastructure allows for efficient selection and management of computer hardware, software and related equipment in all locations at each of the three institutional sites.

In the 2008 Accreditation Self Study, Student Version, over 97% of students surveyed agreed with the statement "The technology available at MiraCosta College is appropriate and up-to-date." And, over 97% of students surveyed agreed with the statement "The computer hardware and software at MiraCosta College support my learning" [Ref. II.C-17].

Self Evaluation:

As evidenced by the description and the responses to the 2008 Accreditation Self Study Survey, Employee and Student Versions, the college meets the Standard.

Planning Agenda:

None.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Description:

The Library and Information Hub model allows the library and multiple learning support services to work together in support of student learning and student success. The library, TASC, the Writing Center, and Instructional Computing collaborate in a number of ways to ensure students are receiving services in a seamless manner whenever possible.

Library Instruction and Reference Services

All librarians provide reference services and teach information literacy instruction sessions, and either teach or assist in teaching Library Science credit courses. Librarians provide on-demand information literacy instruction sessions for approximately 175 classes and 4,400 students per year at all campuses [Ref. II.C-53]. Information literacy instruction sessions are customized to meet student learning outcomes for general education, career and technical education courses, and credit and non-credit developmental courses. Librarians collaborate with requesting discipline faculty to ensure library instruction sessions align with student learning outcomes and entail activities and content appropriate to course assignments and projects. Surveys conducted following instruction sessions requested by classroom faculty and students are included in the assessment process of information literacy instruction.

Through the Student Success Workshops Program, librarians lead approximately 24 workshops each year to help students develop information literacy skills. Librarians teach credit courses in information literacy – LIBR 101: Information and Research Strategies (1 credit) and LIBR 108: Research Strategies for the Online World (3 credits). LIBR 101 was revised to work as a self-paced course. Since changing the format of the course delivery, enrollment has gone from 71 students/all sections in 2005-06 to 117 students/all sections in 2007-08, an increase of 65% in two years. In Fall 2007, an online version of LIBR 101 was created and has been offered each semester since, via Blackboard.

Student learning outcomes (SLOs) for library credit courses, LIBR 101 and LIBR 108 were developed between 2006 and 2009. Assessments have been conducted each semester beginning Fall 2007 through Spring 2009, and are ongoing. Library course SLOs and assessments were revised based on the results of these assessments.

The Instruction and Outreach Librarian provides a dedicated 10 hours per week of service to the Community Learning Center (CLC), and provides additional hours of instruction in a variety of classes at the request of CLC faculty.

Librarians provide individual information literacy instruction to students using reference services in a variety of locations and delivery methods, including in person, telephone, email, and chat. In 2004, the librarians piloted "roving reference" to offer reference service in student-populated areas such as the student center. In 2007, Online Computer Library Center (OCLC) QuestionPoint 24/7 chat reference service was launched at MiraCosta College as a cooperative endeavor with eight of the San Diego and Imperial County Community Colleges Association (SDICCCA) member institutions. Librarians contribute hours of service to both the local and global QuestionPoint queues.

Student Navigators are trained by the librarians and computer lab staff, and are available at the Oceanside Hub to assist library patrons who wish to access and search the online library catalog and library e-resources, as well as provide assistance with MS Office suite software, email, and Internet research. Student Navigators provided assistance with 4,555 questions in 2007/2008, and with 2,561 questions through Fall Semester 2008 for FY09.

Librarians offer several workshops for faculty and staff members through the Professional Development Program's flex workshop series. Faculty and staff are invited to participate in workshops that introduce new library resources and services, and information and discussion sessions on Copyright and Fair Use. Faculty members may also obtain flex credit by working with a librarian on topics such as creating effective research assignments, database training, and collection review for Program Review.

Surveys of faculty who have brought their classes in for library instruction provide valuable feedback for the librarians to help improve their design and delivery of library instruction and orientations. Consistently, 95% of faculty who use library instruction with their classes agree that the instruction session met their intended learning outcomes for their students and that the lecture and activities presented by the librarian were appropriate to the course assignment/ research project.

Over 94% of college employees responding to the 2008 Accreditation Self Study Survey, Employee Version, agreed with the statement "The orientations offered by library faculty at my primary work site provide students with adequate support for their research needs." Over 97% of the college's employees agreed with the statement "Library faculty and staff at my primary work site provide the students with adequate support for their research needs," and 94% of the college's employees agreed that the librarians provide adequate opportunities for collaboration with their departments [Ref. II.C-16].

Approximately 95% of students surveyed after a library instruction session with their credit class agreed that as a result of attending the library instruction session, they felt more confident using library resources and services, and that they would be more successful in completing research assignments. Ninety-five percent of the students also indicated they now knew who to ask for assistance when they need to locate information and resources in the library or through the

library website. Over 98% of users responded that their information need had been met after receiving assistance from a librarian at the library reference desk. Fifty-five percent of students surveyed after receiving assistance at the reference desk stated they would ask a librarian for help again for a similar information need; 21% felt confident to meet a similar information need on their own in the future; 23% said they felt confident *and* would ask a librarian for help [Ref. II.C-19].

Ninety-two percent of library users stated assistance they received from library faculty and/or staff is of value to them in meeting their goal(s) [Ref. II.C-20].

Over 97% of students surveyed on the 2008 Accreditation Self Study Survey, Student Version, agreed with the statement "The library staff provides adequate assistance to help me with my research needs. Over 96% of students surveyed agreed with the statement "I am satisfied with the materials and services in the Library at the campus that I attend most often" [Ref. II.C-17].

Tutoring & Academic Support Center (TASC)

The primary purpose of TASC is to enhance student retention and success. TASC provides centralized peer tutoring services available to all students without charge. The TASC website provides information for students, faculty and staff about tutoring services and workshops. Tutors assist with mastery of course material, study skills, and English language proficiency for non-native speakers. TASC recruits student tutors by asking faculty members to recommend students earning A's or B's and who represent the diversity of MiraCosta College. TASC sends out an invitation with an application to the approximately 1000 students recommended by faculty, and receives responses from approximately 200 applicants. TASC staff screen the completed applications, interview between 60-70 potential tutors and usually hire about 40-50 of the applicants. The TASC Faculty Director and Retention Services Specialist plan and coordinate the training of all new tutors. All TASC staff members assist in the training, as do a small group of veteran tutors. Additionally, as of January 2009, TASC is a College Reading and Learning Association (CRLA) certified program. The CRLA certification process sets a standard of skills and training for tutors, and provides recognition and positive reinforcement for tutors' successful work from an international organization [Ref.II.C-54].

Tutors reinforce their own learning, gain new skills, and are involved in the college community. In 2007-2008, 85 tutors had 11,853 student contacts (inclusive of the Writing Center) in 191 courses across 53 disciplines. Learning Communities (LC), a group-tutoring model, served 608 students for a total of 4,265 student contacts.

TASC reviews individual student retention, persistence, and success in courses in which students are tutored, participate in learning communities, and receive other retention services. Student Success Workshops served 599 students in 2007-2008, averaging 25 unique workshops per semester covering topics such as study skills, research skills, writing skills, computer skills.

According to one of TASC's SLO's (College Identity Development – Leadership Skills), 11 of the 85 tutors served as trainers for new tutors; 29 of the 85 tutors served as Learning Community Facilitators; 35 of the 85 tutors served as Writing Consultants; and of those, 24 were assigned to

the classroom. Twenty-two of the 85 tutors participated in other college activities. TASC recognizes the importance of supporting the tutors in a variety of methods, and has created a Tutor Wellness program that utilizes an in-house counselor to coordinate and support wellness activities for over 90 paraprofessionals. The Tutor Wellness Program helps promote health, well-being, and professional development in TASC. The Faculty Director of Tutoring and Academic Support Service and other TASC staff coordinate and offer flex workshops through the Professional Development Program on topics related to retention strategies.

Writing Center

Writing support is provided across the curriculum for both students and staff. The Writing Center provides drop-in services, appointments, learning communities, and classroom assistance. In addition to facilitators of English and ESL learning communities, the Writing Center trains learning community facilitators for classes with substantive writing curriculum (e.g. history, anthropology, child development).

In conjunction with the Student Success Workshop series, the Writing Center sponsors a variety of language-based workshops to students. Topics and presenters change each semester. The Director of the Writing Center presents instruction about writing in classes as requested and also provides flex workshops, one-to-one discussions with faculty on all topics related to using writing in the classroom and lab, and a faculty writing group. In conjunction with Teaching Academy, the Writing Center also created and continues to publish *Great Ideas for Teaching*, a bi-annual journal published online and in print.

The Writing Center opened in Fall 2004. For the first four semesters the growth in drop-ins was overwhelming, growing from 829 the first Fall semester to 2,262 the following Spring semester. Similarly, the growth in appointments for those reporting periods increased from 605 at Oceanside to 1,016. Since then, the numbers have flattened at Oceanside. This plateau is partially a response to the service no longer being new, to meeting the need, and to a lack of availability for appointments. However, during the two years since (2006-2008), services at both San Elijo and the Community Learning Center have increased. The Writing Center drop-in services had 4,018 contacts during the academic year 2007/2008.

The Writing Center has also increased service in classrooms, particularly in response to the Basic Skills Initiative, serving 1,137 students in 2007/2008. At present, classroom assistance is provided in ESL 802 and 803, ESL 820, ENGL 802, 803, 100, and 201. In the 800 level basic skills classes, supplemental instruction is provided by writing consultants who may be present all of the class hours. They act as "model" students in responding to questions and providing examples, as well as acting as experienced peer responders to the students' writing, especially in small groups and computer labs. In ENGL 100 and 201, writing consultants are typically in class one to two hours per week to provide one-to-one or small group feedback on writing in process.

With the support of an innovation grant, in Spring and Fall Semesters 2005, the Writing Center piloted an OWL (Online Writing Lab) using Smarthinking.com. Fourteen classes participated in the pilot, eight of them online. Out of 335 unique students possible, 33 participated with a total of 105 uses [Ref. II.C-18, II.C-60].

The Writing Center continued to expand services by providing a new grammar drop-in service to students in Spring Semester 2009, and Student Writing Clubs will be sponsored at Oceanside and San Elijo.

Instructional Computing Services

The open computer labs are staffed with Instructional Assistants and Open Computer Lab Assistants who assist students and other users of the Open Labs with using computer hardware, software, scanners, printers and the pay-for-print system, and photocopiers. Lab Assistants also provide assistance to classes in classroom labs for English and AutoCAD courses.

Math Learning Center (MLC)

In addition to being the lab for self-paced, flexible learning math classes, the MLC is also designed to help students in any MiraCosta math class. Instructional aides and student tutors available in the MLC are qualified to help with different classes. Oceanside and San Elijo MLC instructors and staff also help students brush up for the Math Competency Exam (MCE). MLC faculty members provide student orientations for all students in the self-paced math courses each semester, and offer classroom students an orientation to MLC facility and resources upon request from classroom instructors. The MLC Coordinator provides training workshops each semester in the MLC to faculty and staff to demonstrate instructional software (mathematical software) and to train math faculty on the general services offered by the MLC.

Self Evaluation:

The college meets the Standard as evidenced by survey results and by providing ongoing instruction for users of the learning support services available in the hubs, enabling students to develop skills to help them reach their educational needs and goals.

Planning Agenda:

None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description:

The Library and Information Hubs at both the Oceanside Campus and the San Elijo Center house the Library, the Tutoring and Academic Support Center, the Writing Center, Open Computer Labs, and the Math Learning Center.

A full-service library is located within the Library and Information Hub at both the Oceanside Campus (Bldg. 1200) and the San Elijo Center (Bldg. 100). During Fall and Spring

semesters, the Library and Information Hubs are open a total of 136 hours per week; 68 hours per site. Hours are the same at each site: Monday through Thursday from 8 a.m. to 9:30 p.m., Friday from 8 a.m. to 3 p.m., and Saturday from 10 a.m. to 5 p.m. The libraries are closed on Sunday.

The two full-service libraries are staffed by six full-time faculty librarians, eight associate librarians, five full-time classified staff; four temporary part-time classified staff, and approximately twenty campus aides and student employees.

During the eight-week Summer Intersession the Hubs are usually open a total of 46 hours per week at each site: Monday-Thursday from 9 a.m. to 7 p.m. and Friday from 9 a.m. to 3 p.m. Summer hours are flexible and designed around the intersession class schedule; i.e., start-times and number of classes offered per start-time. As a result, the Oceanside Campus Hub is usually open for the entire eight-week intersession and the San Elijo Hub for the latter six weeks of the intersession.

Library and Information Hubs are open all class days indicated on the academic calendar. Hubs are closed on administrative and legal holidays and between the semesters; access is available for MCC faculty and staff functions during these time periods.

Currently, no physical library exists at the Community Learning Center (CLC) due to space restrictions. Librarians from both campus libraries have offered on-demand class orientations, workshops, and new faculty orientations for CLC faculty and the Small Business Development Center (SBDC).

The new full-time, tenure track Instruction and Outreach Librarian position was filled during the 2008-09 academic year. This provides the CLC with 10 regular hours of reference services per week, as well as workshops and in-class orientations and assignment integration. The Instruction and Outreach Librarian has a dedicated desk located adjacent to the Community Learning Lab, CLC room 130. With a laptop, access to the wireless network, a telephone utilizing Cisco Wi-Fi access, and a locking desk, the librarian is able to provide reference services in a stable and convenient location to students at the CLC. The librarian is also able to provide reference services and instruction in other locations at the CLC, such as in "Smart" classrooms and computer lab classrooms, when needed. The librarian provides information literacy workshops and research instruction adapted to individual classes in collaboration with class instructors.

Reference Services

Reference services are provided at Oceanside and San Elijo during all the hours the Library and Information Hubs are open. A reference librarian is always "on duty" at the reference desk, although one of the responsibilities when on the desk is conducting orientations [Ref. II.C-22, II.C-23, II.C-24, II.C-25, II.C-26, II.C-27, II.C-28].

Since Fall semester 2008, second-floor reference at the Oceanside Library is provided two mornings a week by a librarian intern, and two afternoons a week by a full-time librarian. Otherwise, a Student Navigator staffs the second-floor desk and refers patrons to the librarian at

the downstairs reference desk whenever needed**.** The CISCO IP telephones at the Reference Desk and Student Navigator desks are linked to Logitech Webcam/microphone devices attached to both desktop PCs. Users and staff at both desks are able to experience communication on a visual, as well as auditory level. The Reference Desk at the San Elijo Center is outfitted in the same manner.

Roving reference is provided regularly for one hour a week at San Elijo. The librarians have experimented with this service at both campuses, but do not have adequate staffing to provide the service on a regular basis. Links are also available on the library home page to connect to the following reference services:

- Telephone reference: librarians do a significant amount of telephone reference for students, faculty, and community members [Ref. II.C-29].
- AskALibrarian is an e-mail reference service offered to students through a link on the library home page. Librarians answer this e-mail during all hours the library is open. Hours are split between the campuses, with San Elijo librarians answering in the earlier half of the day, and Oceanside librarians in the later half [Ref. II.C-30].

Question Point is a 24/7-quick chat reference service in which MiraCosta is a participant. Our students may use this service 24 hours a day, seven days a week. MCC has a contractual obligation to provide a librarian on duty one to two hours a week; also, MiraCosta College librarians monitor the local queue several additional hours a week. A separate Question Point "AskUsNow" qwidget was added to the library web page on October 27, 2008 to provide one access point to all avenues of online inquiry [Ref. II.C-31, II.C-32].

Access to Digital Resources

Students at all three MCC sites have direct network computer access to all library digital resources: iLink online catalog, electronic databases, eBooks, and virtual reference books via institutional IP gateway addresses [Ref. II.C-33]. Students and community members have access from PCs and Macs in all Hub Open Computer Lab areas, library research labs, catalog kiosk PCs, and other public area computers. Students at the Oceanside and San Elijo sites also have access from classroom computers. CLC students have access from all lab and classroom network computers. Staff and faculty have access from their networked desktop computers.

When working from home or off-campus, users are granted access to all library digital resources and authenticated via EZProxy software: students use SURF ID and password login; staff and faculty use network user ID and password. All other remote users have access to the library iLink catalog [Ref. II.C-34].

Wireless access is available at all three MCC sites for students, staff, and faculty with personal laptops. User credentials are authenticated against institutional active directory accounts [Ref. II.C-35, II.C-36].

For students who experience difficulties with access, the campus-wide Student Help Desk is available Monday through Fridays from 8 a.m. to 4:30 p.m. by telephone, email, and online chat.

In March 2001 the Student HelpDesk was established to provide assistance for SURF online registration system; in September 2005 the Student HelpDesk broadened its functionality. Student Help Desk staff provide technical support to students having problems with campus online systems. Technicians receive, log, and resolve technical and instructional issues via telephone, email, and online support. Technical issues are escalated as needed to the appropriate department or staff/faculty. Staff members operate and troubleshoot both Windows and MAC operating systems to include their respective browsers; maintain technical working knowledge of online campus systems, e.g. SURF and Blackboard; and, maintain respective policies and procedures pertaining to resetting passwords, retrieving academic/students information, navigating assistance, login technical difficulties, etc. The Student Help Desk staff began logging calls on site in November 2006 and has served 11,014 students to date [Ref. II.C-37].

The Employee Help Desk is available Monday through Friday from 7:30 a.m. to 4:30 p.m. by telephone, email, and online request form. From its inception in 2002 to date, the Employee Help Desk has logged over 32,868 requests:

- From 5/2002 to 2/2007 Original Help Desk on Remedy software recorded 15,403 total service requests.
- From 2/2007 to the present, Current Help Desk runs HelpStar software. A total of 17,465 service requests have been recorded [Ref. II.C-38].

The Electronic Resources Librarian works with both the Coordinator of Open Learning and the institution's Access Specialist to ensure ADA compliance for the library online catalog, access to digital resources, and library web pages [Ref. II.C-39].

Access to Hard-Copy Resources

All registered student, staff, faculty, and community library patrons (those with library user records) at all three sites may request hard-copy circulating material available at either full-service library. Library staff members place electronic inter-campus loan and hold requests at both the Oceanside and San Elijo libraries [Ref. II.C-40].

Until Fall 2007, CLC users requested library materials using either a paper form, via telephone, or email. Since Fall Semester 2007, a Request a Library Item for delivery to the CLC form is available on the library web page [Ref. II.C-41, II.C-42].

Material is transported between and delivered to all three sites twice a day on weekdays via MCC inter-campus mail system. Available material is delivered within 24 hours and held for seven calendar days for pick-up. Users may request pick-up at any of the three MCC sites.

Material not available in the MCC library may be requested free-of-charge by student, staff and faculty via Interlibrary Loan (ILL). Library staff place interlibrary loan requests within 24 hours and turn-around time is based on the policies and procedures of the lending institution [Ref. II.C-43].

MiraCosta College belongs to the North County Higher Education Alliance (NCHEA) along with Palomar Community College and California State University, San Marcos. NCHEA offers reciprocal borrowing privileges to all current registered students, staff, and faculty members of those institutions.

Community members are welcome to use the library facilities at both full-service sites. The library also offers borrowing privileges for community members with the purchase of an MCC Community Patron ID card [Ref. II.C-44].

In compliance with the MiraCosta College Alternate Media Policy, the library began a joint project in 2002 with the director of the Disabled Students Programs and Services (DSPS) and the Access Specialist to ensure that all library-owned and academic reserve VHS videotapes are closed-captioned. This project is ongoing; library materials are not removed from the collection and sent for captioning in large numbers during the academic semesters [Ref. II.C-45].

Digital videodiscs (DVDs) are generally captioned and the Collection Development Librarian checks all new audio-visual format purchases to make sure they are in a captioned format [Ref. II.C-46].

In addition to physical reference, periodical, circulating book and audio-visual collections, the library offers access to over 50 digital resources, including electronic databases, virtual reference collections, and streaming video/audio collections, as well as over 25,000 ebooks in the current library catalog. A convenient 360 Search feature allows users to search across databases in one subject area or across several databases [Ref. II.C-47, II.C-48].

Librarians offer both on-ground and online research classes through on-ground workshops and an Online Research Help Center with tutorials and links to specific digital resources [Ref. II.C-49].

MCC web services are available 24/7 and the library provides online Question Point 24/7 reference services as well. Users can access library digital resources from any networked computer on all three MCC sites, from remote access sites, and from personal laptops via a wireless network on all three MCC sites.

In the academic year 2008/2009, the library department created the position of Emerging Technologies Librarian to take the library to the students by incorporating Web 2.0 technologies such as RSS, social networking, podcasts and wikis. The focus of this position is to enhance the library's virtual presence and create opportunities for students to interact with library resources and services and to contribute content to our online library [Ref. II.C-50].

Recognizing both the changing avenues of information delivery and the expectations of the current millennial generation, librarians have created and maintained social networking program profiles for the Library through Facebook and MySpace for additional "virtual" student outreach. Bulletins and updates are posted to both profiles to advertise library credit courses, workshops, and other services. The sites are maintained and monitored by the Emerging Technologies Librarian [Ref. II.C-51, II.C-52].

The library hours were extended in FY05. In the 2008 Accreditation Self Study Survey, Student Version 92% of the students agreed with the statement "The library is open an adequate number of hours" [Ref. II.C-17]. Seven out of the nine student comments addressed the need for additional library/Hub hours. However, the percentage of students who agreed in 2008 to the statement "Open computer labs are available an adequate number of hours and days each week" rose to 93% from 87% in 2002.

In the 2008 Accreditation Self Study Survey, Employee Version, 84% of the respondents agreed to the statement "The library at my primary work site is open an adequate number of hours" compared to 88% in 2002. When the responses are viewed as site-specific, it is the staff/faculty at the Community Learning Center who express the largest percentage (22%) of dissatisfaction. The addition of the new Instruction and Outlook Librarian and the establishment of regular library services to the CLC will continue to address the concerns of the CLC staff/faculty [Ref. II.C-16].

Tutoring and Academic Support Services (TASC)

One full-time Retention Services Secretary, one full-time Retention Services Specialist and one full-time faculty Director, Retention Services support the TASC. The Writing Center Secretary provides 13 hours of evening front desk coverage in the Oceanside Campus Hub per week [Ref. II.C-55].

The Oceanside Campus TASC is staffed 61 hours per week: Monday through Thursday from 8 a.m. to 8 p.m., Friday from 8 a.m. to 3 p.m. and Saturday from 10 a.m. to 4 p.m. At the San Elijo Center, the TASC is staffed 46 hours per week: two days from 8 a.m. to 7 p.m., two days from 8 a.m. to 4:30 p.m. and Friday from 8 a.m. to 3 p.m. [Ref. II.C-56, II.C-57]. At the Community Learning Center, drop-ins or appointments are available 40 hours each week: Monday through Thursday from 8 a.m. to 1 p.m. and from 4 p.m. to 9 p.m. [Ref II.C-58].

Students may make tutoring appointments in person or online using the Schedule Appointment link listed under TASC Services on the TASC web site.

TASC annually reviews data received from students that indicate a college success rate (pass with C, credit, or better) of 73% for students receiving tutoring and a rate of 65% for students not receiving tutoring. Persistence (semester to semester) is 22% higher among students who are tutored, and they withdraw at a 6% lower rate. Tutoring does make a positive difference for students who take advantage of the various academic support services offered. Students who attend Learning Communities have a 20-25% higher retention rate than those who do not attend (data consistent for the past four years) [Ref. II.C-21].

In the 2008 Accreditation Self Study, Student Version, over 92% of students agreed with the statement "Tutoring has helped me to better understand course material or improve my study skills" [Ref. II.C-17].

Over 98% of students surveyed by TASC indicated that the tutor who worked with them understood their learning needs, they were satisfied with the service they received, and would recommend this service to another student [Ref. II.C-18, II.C-17].

TASC/Writing Center (WC) at the Community Learning Center

The Tutoring and Academic Support Center and the Writing Center began providing the services of two peer mentors at the CLC in November 2004. For November through December 2004, they spent 10 hours holding "Conversation Café," a time students could come and practice their conversation skills, and 39 hours in the computer lab providing drop-in help.

In 2006, the first CLC Coordinator began providing drop-in tutoring to students enrolled in any course at the CLC. In 2007 tutors assigned to the CLC provided drop-in tutoring to students enrolled in any course at the CLC and a second CLC Coordinator was hired. All services at the CLC are provided cooperatively between TASC and the WC. Because of increased interest, during the school year 2008 six tutors were assigned to the CLC to provide drop-in tutoring to students enrolled in any course at the CLC. Pronunciation Workshops at the CLC began in the Fall Semester 2005 and continue to date [Ref. II.C-21].

The Writing Center

The Writing Center has two full-time staff members: the Faculty Director and the Secretary/Clerk III. In addition, the Writing Center (WC) has two Lead Writing Consultants, one at Oceanside and another at San Elijo, and a CLC Morning Coordinator. The number of writing consultants has grown considerably since inception.

The Writing Center opens each semester during week two of classes and provides on-going support through finals week, and during all terms at the Community Learning Center. Students have access to drop-in sessions (fifteen minutes) and appointments (fifty minutes) [Ref. II.C-59].

Beginning Fall Semester 2008, the Writing Center provided writing consultants for a Basic Skills Initiative (BSI) pilot that provided Supplemental Instruction in English and ESL classes. This pilot provides a writing consultant to act as a model student in all course hours and to provide a learning community outside of class. A second BSI pilot allowed the Writing Center to place writing consultants in four classes at the Community Learning Center in an effort to support writing instruction there. Following a variety of structures, this pilot has provided assistance in English, Grammar, ESL, World History, American Government, and Economics.

Tutoring and Academic Support Services have enhanced their range of services since the Self Study in 2002. The addition of regular Saturday hours at Oceanside, drop-in tutoring at the Writing Center, the establishment of the Learning Community program, additional tutors, expanded drop-in services and availability of scheduled appointments at the CLC, the addition of drop-in tutors to the MLC, coordination of functions with the WC and standardization of services at Oceanside and San Elijo, as well as online appointment scheduling have all played a part in the growth of this area.

In response to the statement "Adequate tutoring has been available when needed" in the 2008 Accreditation Self Study Survey, Student Version, agreement rose by 5% since the last Self Study Survey in 2002. Ninety-four percent of the students agreed with this statement in 2008. In 2002, 89% agreed [Ref. II.C- 17].

In response to the statement "Tutoring has helped me to better understand course material or improve my study skills", student agreement rose by 4% since the last Self Study Survey in 2002. Eighty-nine percent agreed in 2002, while 93% agreed in 2008 [Ref. II.C-17].

The Writing Center surveys all students receiving services, and each semester receives excellent evaluations of writing consultants and the Center's services. Ninety-eight percent of the students agreed with the statement "I have improved my paper by using the Writing Center" [Ref. II.C-18].

Open Computer Labs

All Library, TASC, and WC digital resources are available from the Open Computer Labs within the library and Information Hubs, as well as any MCC computer lab or Technology Enhanced Classroom. Each computer lab has 24 computers and each Technology Enhanced room has one computer [Ref. II.C-62]. From January 1, 2003 to date, there have been 552,224 logins and 482,715 hours of recorded computer lab use:

- Oceanside: 479,164 logins and 378,961 hours
- San Elijo: 32,554 logins and 23,230 hours
- CLC: 40,506 logins and 80,524 hours

Of the total number of hours tracked per site, 83% of the San Elijo Center usage was recorded in the San Elijo Library and Information Hub and 63% was recorded in the Oceanside Library and Information Hub; these hours include both the open computer labs and library research labs and library catalog kiosks [Ref. II.C-61].

In the 2008 Accreditation Self Study Survey, Student Version, 93% of the respondents agreed that the open computer labs are available an adequate number of hours and days each week, up from 87% in the 2002 student survey [Ref. II.C-17].

Math Learning Center

Students at MiraCosta can take math classes taught in a combination of face-to-face, computer-aided, and online instruction. Some classes are geared for people who are self-disciplined enough to work with minimal direction. These classes offer the flexibility to be completed faster or slower than a more traditional section.

In addition to the self-paced, flexible learning math classes student take through the Math Learning Center (MLC), the MLC is also designed to help students in any MiraCosta math class. Students are welcome to work on their homework in the MLC and ask questions when they get

stuck on a problem. Instructional aides and student tutors are available in the MLC [Ref. II.C-63].

One full-time Math Learning Center Coordinator and one full-time Math Learning Center Instructor staff the Center. The MLC is staffed with certificated math instructors for a combined total of 77 hours per week at the Oceanside Campus and at San Elijo. In addition, part-time instructional aides and student workers (tutors) work in the MLC [Ref. II.C-64].

The Math Learning Centers at Oceanside and San Elijo are open Monday through Thursday from 8 a.m. to 9 p.m., Friday from 8 a.m. to 3 p.m. and Saturday from 10 a.m. to 5 p.m., for a total of 132 hours per week; 66 hours per week per site [Ref. II.C-65]. Of the total number of open computer lab hours tracked per site, 7% of the Oceanside Campus usage was recorded in the MLC and 10% of the San Elijo Center usage was recorded in the MLC [Ref. II.C-62]. Moving into the Hub has doubled the size of the MLC facilities. Staffing of instructional aides was increased to handle the increased size of the facility [Ref. II.C-66].

Self Evaluation:

The college meets the Standard as evidenced by the number of hours various services are open, the number of appropriate personnel on duty, and the results of surveys that indicate satisfaction with access provided at the Library and Information Hubs.

Planning Agenda:

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Description:

Maintenance for Library and Information Hub resources: equipment, material, furniture, and data.

Both Library and Information Hubs are equipped with Checkpoint Radio Frequency Identification (RFID) Intelligent Library Systems (ILS). The Oceanside Campus Hub Checkpoint RFID ILS was installed during the construction of Building 1200 and went online when the building opened in January 2003. The Oceanside Campus security system ILS server and encoding software/hardware was upgraded in the Spring of 2006. The former San Elijo Center Hub Checkpoint radio frequency EAS security system was migrated to RFID ILS in December 2006.

The ILS server at the Oceanside Campus circulation desk, all RFID equipment, including interrogator gates, encoding stations, tag pad readers, and barcode scanners, as well as server software are covered by district purchased CheckPoint RFID ILS Checkserv maintenance agreements [Ref. II.C-67].

The library server is located in the Oceanside Campus Hub data center and an incremental back up of the SirsiDynix Unicorn software is scheduled to run daily. Full back up onto tape runs weekly; tapes are stored for thirty days and a copy of the tape is kept off-site. The district purchases maintenance agreements for the library server software/hardware and Checkpoint security server software/ hardware. Software agreements cover upgrades, diagnosis/repair, and technical support for the Library software SirsiDynix Unicorn GL3.1 and the online catalog iLink enhancement datastream [Ref. II.C-68].

The AIS Coordinator, Technical Services manages and monitors annual maintenance agreements for all district infrastructure hardware and software. AIS Client Support Specialists (CSS) and Instructional Technology Specialists (ITS) maintain all hardware and software for staff and students. All Hub computer hardware and software are on regular district replacement cycles. All Hub computers with adaptive technology are also on a regular district replacement schedule [Ref. II.C-69, II.C-70, II.C-71].

All new computer equipment ordered from Dell and Apple have service agreements built into the order to provide four years of maintenance for Dell equipment and three years for Apple equipment via AppleCare. Software titles used for instructional purposes are evaluated yearly by the faculty user and the AIS Coordinator of Instructional Computing. Versions are replaced on one-, two,- and four-year cycles based upon the departmental needs and availability of funds. Many software titles also have maintenance agreements of one to four years that allow future upgrades to the software to be sent automatically to MiraCosta at no additional charge [Ref. II.C-72, II.C-71, II.C-73].

Lab computer replacements are traditionally scheduled for the break between Summer Intersession and Fall Semester. Labs not scheduled for upgrade during the academic year are regularly maintained during scheduled semester breaks and other non-class days.
The Hub lab PC software is managed remotely by ITS staff and updated daily with Deep Freeze software to protect hard drive contents and settings and update Windows operating system patches. The Oceanside Campus Library and Information Hub Macs are also maintained with the version of Deep Freeze software for Macintosh computers.

All library audio-visual (AV) equipment is ordered, maintained, repaired and/or replaced by AIS Media Services staff. Direct requests for purchase of new equipment by faculty or staff are prioritized within existing equipment budget parameters. All equipment with adaptive technology is maintained in conjunction with the DSPS Access Specialist**.**

Hub Pay4Print copiers and printers are maintained jointly by ITS staff and part-time on-site Xerox technician.

Physical library collection material is repaired, conserved, and archived in-house in the centralized library Technical Services area located in the Oceanside Campus Hub. The librarians evaluate subject-area material for withdrawal from the collection at both library sites (aka weeding) on a regular basis. Most print reference material is on standing order and is updated

annually. The library staff schedules and processes the weekly withdrawal of out-of-date and/or damaged library material and holds these records for one year [Ref. II.C-74].

The Library is also a member of the San Diego County Libraries Disaster Response Network that shares disaster recovery supplies for physical library resources. The libraries also maintain some physical disaster recovery supplies on-site at both campus libraries [Ref. II.C-75]. Disaster preparedness measures are in place to protect district data and library resources as well as to provide security and safety for the college's students and employees. The Hub staff is trained in and participates in disaster preparedness drills. Several Hub staff members were oriented and trained Spring Semester 2009 in the use of the Automated External Defibrillator (AED) recently installed in Building 1200 [Ref. II.C-76, II.C-79].

All Library and Information Hub public space furniture is on district baseline replacement cycles approved by the Planning and Budgeting Committee (PBC) on February 1, 2006. The Facilities Department custodial and building maintenance staff maintain the physical Hub buildings. The two elevators in the Oceanside Campus Hub are also inspected on an annual basis.

Requests for repairs or other issues that fall outside the scope of regularly scheduled maintenance are entered into the Employee Help Desk. Employee requests for regular maintenance service for computer hardware/software, facilities, and media services are made to a centralized Employee Help Desk via telephone, email, or online request form.

Until the new collegial consultation and governance process became effective June 2009, proposals for building renovations and modifications were submitted to the Facilities Planning Advisory Committee (FPAC), a sub-committee of PBC. FPAC served as a forum for discussion of capital building priorities, the facilities master plan, and capital funding strategies, to allow continuity in planning for the district's facility needs, and to provide input to PBC for establishing priorities. Since June 2009, the Campus Committee has assumed responsibility for such proposals.

On the 2008 Accreditation Self Study Survey, Student Version, 98% of the students who responded agreed with the statement "Open computer labs provided for student use are adequately maintained" and 98% agreed the "The technology available at MiraCosta College is appropriate and up-to-date." In addition, 97% agreed the "The classrooms and facilities at MiraCosta College are well maintained." Also, the percentage of students who agreed with the statement "I am satisfied with the materials and services in the library at the campus that I attend most often" rose 6% from 91% in the 2002 Accreditation Self Study Survey, Student Version to 97% in the 2008 Accreditation Self Study Survey, Student Version [Ref. II.C-17].

Security for Library and Information Hub resources: Equipment, Material, and Data.

The institution's Enterprise Information Security Plan is a collection of policy statements and a description of the approach at MiraCosta College for information security. Together, they describe administrative, operational, and technical security safeguards that are implemented for systems that create, maintain, house, or otherwise use confidential or sensitive information. All users are required to be familiar with, and conform to these established guidelines [Ref. II.C-77].

All physical material in the library reference, circulating, and academic reserves collections is tagged with RFID smart chips encoded with item title and item ID. Writing Center (WC) books are also catalogued in the library collection and security tagged. Library RFID security systems are synchronous on both full-service campus libraries with Web monitoring access available for all staff PCs via Checkpoint web certificate authentication. Interrogator gate alarms are activated with light and sound whenever an unchecked out item passes through them. The Checkpoint remote monitor screen lists date, time, item ID, title, and location of the exit alarm. Exit alarm information is available for both library sites and reports may be generated listing exit alarm information.

Instructional Technology Specialists (ITS) and Client Support Specialists (CSS) schedule automated software security upgrades run on a regular basis on all district computers. The McAfee VIRUS SCAN program runs daily on boot up for all computers. A weekly MCC Backup is scheduled to back-up staff My Documents PC files from desktop to network home drive; it can also be run on a manual basis by individual users, as required.

The lab tracking software interface PCTrak is loaded on all Oceanside Hub library lab PCs, open computer lab PCs, and MLC PCs, as well as all San Elijo Hub open computer labs and MLC PCs. This tracking system requires a login and password for access. Students enter their SURF ID and password, community library patrons enter their library user ID, and temporary guest IDs are available for general public users**.**

Access to library digital resources is controlled by institutional gateway IP addresses for all MiraCosta College sites; remote access is authenticated via EZProxy software and requires SURF ID and password for students and active directory login and password (network credentials) for employees. Employees and students are required to change their passwords on a regular basis and are provided with adequate notice and assistance with accessing and/or changing their passwords.

Signed district compliance statements are on file for all MiraCosta College employees, both full-time and part-time, and student workers. Human Resources staff members confirm receipt of signed statements for all tracked district employees. The Student Employment Office monitors the statements for student workers. No active directory account is created for an employee in the absence of a signed compliance statement [Ref. II.C-71, II.C-78, II.C-79]. District compliance statement also displays on boot-up of shared library computers used by multiple staff members, e.g. PCs at Circulation Desk and in Technical Services area; users must click OK to agree and proceed.

Hub buildings are patrolled daily by Campus Police personnel. Either Campus Police Officers or Community Service Officers (CSO) are on-site weeknights and Saturdays when the buildings close. Campus Police offer faculty, staff, and students escort services from the building to car. All library staff telephones are equipped with Campus Emergency button with direct access to Campus Police.

Emergency evacuation plans are in place for both Hubs and campus evacuation area signs are posted at all exit doors. Hub staffs at both campus sites have participated in two institution-wide evacuation drills in 2005 and November 2008.

Hub faculty and staff access to the Oceanside Campus Hub is by district-issued building key and/or staff door access code; Hub faculty/staff access to the San Elijo Hub is by district-issued building key. Faculty and staff from other departments, Hub temporary employees and student workers are given separate access codes for the Oceanside Campus Hub staff door. Access codes are issued and changed by Facilities Department staff and are distributed by the secretary to Dean AIS. Employees needing building keys must have them authorized by the department head.

Sonitrol alarm systems are installed in both Hubs; only full-time Hub staff and selected associate librarians are issued alarm codes. The Facilities Department issues Sonitrol codes and monitors the keys.

All district information stored in the data center is backed up on a regular basis**.**

TASC

Textbooks are stored in cabinets located in tutoring centers at both sites. Confidential student information is stored on the campus network via SARS GRID. TASC also has Excel and Access files with tutor data located on the tutoring shared drive (campus network).

Self Evaluation:

College meets the standard as evidenced by the description of security measures and maintenance plans.

Planning Agenda:

None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangements.

Description:

Library

The library contracts with the Online Computer Library Center (OCLC) as its bibliographic utility and for PromptCat (now WorldCat Cataloging Partners) services. WorldCat Cataloging Partners is a collaborative effort with materials vendors to reduce the cost of cataloging for libraries. OCLC delivers MARC records that match the materials ordered through participating vendor partners and sets the library's holdings automatically in WorldCat [Ref. II.C-80]. The library initiated a subscription to PromptCat Services in 2002 and Midwest Library Services is the participating vendor providing the library with shelf-ready book service.

Since the implementation of OCLC PromptCat (World Cataloging Partners) services, the library has received approximately 78% of all new print titles ordered through Midwest Library Services in shelf-ready condition. While the number of titles matches from OCLC is higher at 98%, only those titles whose bibliographic records match our library's requirements arrived totally pre-processed; 21 % arrive partially processed. The records for these titles are evaluated, modified, and added to the library catalog by the library staff in Technical Services. The remaining 1% of titles that required original cataloging are reviewed and cataloged by the Technical Services Librarian [Ref. II.C-81, II.C-82, II.C-83].

All OCLC cataloging and interlibrary loan services are web-based and accessible to library staff via user ID and password login from any library work-station computer. The library purchases print and audio-visual materials through two other main vendors: Ambassador Books and Media and Baker and Taylor. There are no contractual agreements for these vendors; all material is ordered on a discretionary basis and new vendor purchase order numbers are requested annually [Ref. II.C-84]. Other print standing order titles are also purchased on a subscription basis from a variety of vendors [Ref. II.C-74]. No contracts are required for these purchases either.

The library leases popular best seller print titles and, in response to patron requests, audio book titles from McNaughton, a subsidiary of Brodart. These contracts may be renewed on an annual basis.

Separate circulation statistics are maintained for both the leased McNaughton best seller print and audio book titles. Due to the immediate popularity of the audio book collection, the plan size was doubled for academic year 2008. Title lists are circulated among both librarians and library staff and input is solicited form students, staff, and faculty for title orders [Ref. II.C-85, II.C-86]. The library subscribes to print periodicals through EBSCO subscription services; titles are reviewed for renewal by the by the librarians on an annual basis for each campus library [Ref. II.C-87, II.C-88].

The library purchases digital resources for the library collection including both access to online databases and library-owned e-content in the form of streaming videos, digital images, individual e-books and virtual reference collections. In the cases where e-content is remotely hosted, the hosting fees/simultaneous user fees are paid on an annual basis. The majority of these digital resources are purchased by MCC as a member of the cooperative Community College Library

Consortium (CCLC) [Ref. II.C-89]. All subscriptions and new purchases are documented annually. The library currently subscribes to over 30 e-databases collections through the CCLC [Ref. II.C-90, Ref. II.C-91, II.C-4].

In addition to offering access to digital resources, the library has purchased eight Netlibrary e-book collections through the CCLC and faculty-selected nursing titles from OVID Technologies and incorporated them into the library catalog [Ref. II.C-92, II.C-93, II.C-94].

Other non-consortia digital purchases include the ARTstor digital images database; the JSTOR archive of over 500 scholarly journals; Scientific American Online Archive; and OVID Custom 20 nursing journals [Ref. II.C-95, II.C-96, II.C-97, II.C-98].

Digital resources purchased via the CCLC are evaluated twice a year at Spring and Fall renewals. The Electronic Resources Librarian maintains usage statistics for all digital resources, including the 360 Search feature from Serials Solutions, and the use of netlibrary e-books. Access to net library e-books has risen from 158 retrievals and 107 titles to 7,124 retrievals and 3,051 titles from academic year 2001/2002 to academic year 2007/2008. Use of online databases and library-owned e-content has risen 271% from 128,759 to 477,679 in the same time period [Ref. II.C-10]. All MCC staff and faculty email users are notified of trial database offerings and informed of all new database purchases. Feedback is solicited from students, staff, and faculty [Ref. II.C-99, II.C-100, II.C-101, II.C-102]. As a result, the library online database collection supports instructional subject areas across the curriculum [Ref. II.C-4].

The library also offers limited subscriber password access to the California Education Code to MCC administrative users via Thomson West WestLawPro Plus online [Ref. II.C-103, II.C-104].

The library also subscribes to Serials Solutions, a division of ProQuest that provides e-resource access and management services. User services include the online Periodical Portal and the 360 Search Feature [Ref. II.C-105].

The overlap analysis function of the Serials Solutions product allows the librarians the ability to compare any of the online databases currently tracked plus library print holdings to discover where they overlap in title coverage. This tool is effective in determining title overlap when evaluating trial databases for addition to the collection [Ref. II.C-106].

Periodical articles and books not available from the MCC Library and Information Hub can be obtained free-of-charge via the OCLC World Resource Sharing interlibrary loan (ILL) service [Ref. II.C-80]. Librarians assist students, staff, and faculty with identifying and verifying the requested resources and library technical staff place requests within 24 hours of receipt [Ref. II.C-15].

MiraCosta College is a member of the North County Higher Education Alliance (NCHEA) along with California State University, San Marcos and Palomar College. A reciprocal borrowing agreement for students, staff, and faculty exists among the libraries at all three institutions [Ref. II.C-89, II.C-107].

The library also belongs to the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative (SDICCCLRC), a cooperative purchasing group via the Joint Powers Authority (JPA) for both media and Question Point 24/7 reference services [Ref. II.C-89, II.C-108, II.C-109, II.C-110, II.C-111].

Separate circulation statistics are maintained for interlibrary loan and NCHEA reciprocal borrowing. In the time period from academic 2001/2002 to academic year 2007/2008, reciprocal borrowers have checked out 2,485 items from the MiraCosta College Library [Ref. II.C-112].

All interlibrary loan requests from MCC as the borrower are retained until the end of the current academic year. The Collection Development Librarian reviews the titles and evaluates the corresponding MCC library collection subject areas for possible augmentation [Ref. II.C-113]. In the time period from academic year 2002/2003 to 2007/2008, interlibrary loan requests by MCC (as borrower) have decreased by 40% from 106 to 70, while requests from MCC (as lender) show a direct proportional increase of 40% from 340 to 477 [Ref. II.C-15, II.C-114].

While the San Diego and Imperial Counties Community Colleges Learning Resources Cooperative (SDICCCLRC) maintains and evaluates cooperative Question Point statistics, the MCC library maintains individual statistics to track usage at the institutional level [Ref. II.C-115]. Although this is a new service offered only since December 2007, two trends are noticeable in the MiraCosta College Library statistics collected to date. First, our librarians participating in this service are responding 56% of the time to questions asked by our own patrons versus 44% to questions asked by patrons of other libraries. Secondly, the use of this service by our patrons to MCC librarians increased dramatically after the implementation of the online Qwidget; usage rose 315% among our own patrons from October to November 2008 while remaining flat among users from other libraries [Ref. II.C-32]. The librarians will continue to monitor and evaluate the effectiveness of 24/7 reference as delivered via Question Point.

Annual use statistics and financial statements are provided to each participating institution by the education media services cooperative arm of SDICCCLRC [Ref. II.C-115, II.C-109]. While MiraCosta College's financial participation in this consortium has remained constant, institutional use of material from the media services collection has dropped 81% in the last few years, going from 135 in academic year 2005/2006 to 25 in 2007/2008.

The library currently purchases and maintains the institutional Academic Copyright License with Copyright Clearance Center, Inc. [Ref. II.C-116, II.C-117]. The library also has memberships with the Council of Chief Librarians, Library Orientation Exchange (LOEX): Clearinghouse for Library Instruction, and the Unicorn Users International Group (UUGI) [Ref. II.C-89].

In addition, the library Technical Services Librarian has served for five years as the representative for the San Diego region on CCL-EAR, the Electronic Access & Resources Committee, a standing committee of the Council of Chief Librarians, California Community Colleges (CCL). CCL-EAR is charged to explore ways in which the resources of community college libraries can be maximized through cooperative ventures for electronic resources, databases and information. The Committee evaluates information from the members of the

community college libraries and provides input to the Executive Committee of CCL, and the Community College League of California, who acts as the fiscal agent for the community colleges [Ref. II.C-118].

Self Evaluation:

The institution meets the Standard as evidenced by the lists of subscriptions, the licenses and agreements for these subscriptions and various methods of evaluating these subscriptions.

Planning Agenda:

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description:

The library and learning support services at MiraCosta College utilize a number of methods for evaluation of services and ensuring support of student learning outcomes. Institution and department surveys and assessments, and the collegial consultation and governance process, including planning and advisory committees, provide important feedback and avenues for facilitating improvement.

Library

The library department surveys and feedback from institutional surveys provide data that allow the library to improve services. Faculty librarians represent the department on a variety of district and Academic Senate committees. This broad-based involvement ensures that the library department is aware of the rapidly changing needs of our students and faculty and can respond to input from colleagues in academic departments and student services.

The library provides achievement and progress reports to the Dean of Academic Information Services (AIS), for inclusion in the Instructional Services Division annual report to the college president.

The Library Advisory Committee (LAC) advises library faculty and staff on issues of broad faculty concern, including student information competency, collections development, academic-related programs and exhibitions, and basic library operations. Members of the committee also propose ways in which the library can better serve faculty, students, and the community. The Library Advisory Committee is comprised of a diverse group of faculty, one or more librarians, including the current library department chair, and the Dean of AIS. Other faculty and librarians are invited to participate in committee discussions as needed.

The Library Advisory Committee has been instrumental in the advancement of a number of library and learning resource issues, including copyright and fair use issues for academics. From LAC committee work, librarians and AIS staff collaborated with classroom faculty to host an annual flex workshop on fair use for MiraCosta College faculty and staff. The Library Advisory Committee has worked with the library on developing a successful and engaging Library and Information Hub Display program.

Additionally, on the 2008 Accreditation Self Study Survey, Employee Version, 94% of the college's employees agreed that the librarians provide adequate opportunities for collaboration with their departments. Survey results, including comments, are carefully reviewed and discussed by library faculty and staff at department meetings to address any areas for improvement or possible policy changes [Ref. II.C-16].

Tutoring & Academic Support Center (TASC)

In addition to internal and institutional surveys of students and faculty and staff, the Tutoring and Academic Support Center (TASC) uses feedback from a number of committees in evaluating and making improvements to its services.

TASC and the Writing Center publish a joint annual report of their services and student evaluations available on the TASC website. The Faculty Director of Tutoring and Academic Support chairs the Retention Advisory Committee (RAC) that seeks to meet diverse student needs at all district sites in order to maximize student success. Through consultation with Instruction, Student Services, and relevant committees, RAC provides recommendations to the Academic Senate regarding policies that impact student retention.

Some of the RAC accomplishments from recent years include:

- Developed and implemented regular student focus groups to identify student needs.
- Developed student textbook proposal "Reducing the Cost of Textbooks" with recommended action items.
- Hosted student panel discussions on developmental math and high school-to-college transition issues.
- Made recommendations on retention issues as they pertain to specific student populations, i.e. African American and Latino males.
- Developed and led a series of faculty workshops "Building a Culture of Prevention" which included such topics as Counseling Services, and Early Intervention.

Writing Center (WC)

The Writing Center evaluates and improves its services to students through collaboration with faculty, and training and assessing writing consultants. In August 2004, the newly hired Writing Center Faculty Director created the Writing Center Advisory Committee (WCAC), an Academic Senate ad hoc committee. The committee composition was multidisciplinary; the focus of its work was to design Writing Center programs and services for students, and also make recommendations on services to faculty and staff. In 2006, the committee advised the Senate it

had accomplished its initial goals after two academic years, and requested the ad hoc committee be retired. The Writing Center Faculty Director requested the Writing Center be permitted to seek advice from the Retention Advisory Committee when needed.

The Writing Center hiring process for student writing consultants includes faculty recommendations, an interview, and a sample paper. The Writing Center hiring process is conducted in conjunction with TASC. New writing consultants get one full day of training in conjunction with tutor training. Advanced writing consultants receive a conference-style day that includes multiple writing-centered and tutor topics. Writing consultants are required to attend a one-hour training meeting each month to learn new techniques and share expertise. The Writing Center periodically brings faculty in from various disciplines to explore writing in various genres. The WC also ensures writing consultants continue to develop skills for working with non-native speakers by having sessions with ESL faculty. As part of an ongoing training assignment, advanced writing consultants are developing a collection of discipline-specific handouts that will provide students tips on writing in the disciplines.

Each semester, students who visit the Writing Center evaluate the writing consultants using a Consultant Evaluation Form. Consultants are also required to have a consultation with the Writing Center Faculty Director each semester. The Writing Center Faculty Director and staff use these data to help employees improve their tutoring with students. Further, these evaluations and consultations are used to help revise training activities to target specific areas that need improvement among Writing Center staff. In the Spring 2009, the Writing Center revised its Consultant Evaluation Form to refine the data received about what consultants are prioritizing, to align with student learning outcomes in various courses and disciplines.

The Writing Center Advisory Committee's main accomplishments were a faculty survey about services presented to Senate in January 2005 and the Grand Opening Events for the Writing Center that occurred in February 2005. After accomplishing its initial charge in two years, the committee was folded into Retention Advisory Committee and benefited from faculty input through the RAC.

Instructional Computing Services

The library and learning support services are dependent on technology in various ways. Support through integrated technology services is critical for the success of the learning support programs. Feedback from faculty and other staff on committees ensures that Instructional Computing Services is able to respond to needs for change or improvement from a number of service areas in the Library and Information Hubs, and in other computing centers at all three locations.

The Technology and Pedagogy (TAP) committee was an Academic Senate advisory committee, responsible for providing advice and recommendations to the Academic Senate on issues involving the use, support, and curricular development of technology, with an emphasis on using this technology effectively. TAP, comprised of a diverse group of faculty, the Dean of AIS, and a number of AIS staff members served as resources for the committee.

Until June 2009, TAP advised Strategic Planning for Information Technology (SPIT), which then sets standards for the open computer labs in the Library and Information Hubs and computer labs and classrooms elsewhere on campus. The open computer labs are important for supporting the achievement of student learning outcomes. The Campus Committee now provides direction for technology standards, labs, replacement cycles, and budgets.

Self Evaluation:

The college meets the Standard as evidenced by the descriptions of various methods used to evaluate the services provided by the library and learning support services.

Planning Agenda:

None.

Standard IIC References:

II.C-1: Suggest an Item for Library Purchase Website: http://library.miracosta.edu/content.php?mode=preview&pid=45109&sid=333448

II.C-2: Collection Development Practices and Policy website: http://library.miracosta.edu/content.php?mode=preview&pid=45109&sid=333448

II.C-3: Library Collections website: http://library.miracosta.edu/content.php?pid=29300&sid=333495

II.C-4: Online Databases: http://library.miracosta.edu/content.php?pid=29300&sid=229974

II.C-5: Trial Databases: http://library.miracosta.edu/content.php?pid=29300&sid=332914

II.C-6: Sample Emails

II.C-7: Circulation statistics: Electronic database usage

II.C-8: Library Database Access from Off-Campus Website: http://library.miracosta.edu/content.php?pid=29300&sid=326597

II.C-9: 360Search: capture of secure main page

II.C-10: Library Collection Statistics

II.C-11: Library Reserve Items

II.C-12: Electronic Course Reserves Website: http://library.miracosta.edu/content.php?pid=29300&sid=301316

II.C-13: Oceanside Campus Computer Labs & Centers Website: https://www.miracosta.edu/Instruction/AIS/InstructionalComputing/OCN_ComputerLabs.htm

II.C-14: Media Services Website: http://www.miracosta.edu/Instruction/AIS/MediaServices/index.htm

II.C-15: ILL Borrower Stats

II.C-16: 2008 Accreditation Self Study Survey, Employee Version

II.C-17: 2008 Accreditation Self Study Survey, Student Version

II.C-18: Program Review: TASC & Writing Center 2006-2007

II.C-19: Library Reference Assistance Survey, Fall 2008

II.C-20: Library Circulation Services Survey, Fall 2008

II.C-21: Retention Services Tutoring and Academic Support Center Annual Report, 2007-2008

II.C-22: Reference Schedule Fall 2006

II.C-23: Reference Schedule Spring 2007

II.C-24: Reference Schedule Summer 2007

II.C-25: Reference Schedule Fall 2007

II.C-26: Reference Schedule Spring 2008

II.C-27: Reference Schedule Summer 2008

II.C-28: Reference Schedule Fall 2008

II.C-29: Reference Stats

II.C-30: Library Reference Services

II.C-31: Question Point Website: http://www.oclc.org/questionpoint/default.htm

II.C-32: Question Point Stats

II.C-33: MiraCosta Library Website: http://library.miracosta.edu/homepage

II.C-34: Library Digital Resources Remote Access Website: http://library.miracosta.edu/content.php?pid=29300&sid=326597

II.C-35: AIS Technical Services Using Wireless Website: https://www.miracosta.edu/Instruction/AIS/TechnicalServices/UsingWireless.htm

II.C-36: AIS Technical Services Wireless Policies Website: https://www.miracosta.edu/Instruction/AIS/TechnicalServices/WirelessPolicies.htm

II.C-37: Student Help Desk Website: http://www.miracosta.edu/apps/studenthelp/

II.C-38: Stats for Employee Helpdesk Email

II.C-39: Interview with Brad Hinson

II.C-40: Hold Placed by Campus Report

II.C-41: Request a Library Item for Delivery to the CLC Website: http://library.miracosta.edu/content.php?pid=29300&sid=301376

II.C-42: CLC Holds Filled Report

II.C-43: ILL Website: http://library.miracosta.edu/content.php?pid=45109&sid=333460

II.C-44: Borrowing and Circulations Policies Website: http://library.miracosta.edu/content.php?pid=45109&sid=333729#1026616

II.C-45: Alternate Media Policy and Library Procedures Document

II.C-46: Interview with Janet Megill, Collection Development Librarian

II.C-47: Library Articles/Databases Website: http://library.miracosta.edu/content.php?pid=29300&sid=229974

II.C-48: Library eBooks Website: http://library.miracosta.edu/content.php?pid=29300&sid=334458

II.C-49: Library Ask Us Website: http://library.miracosta.edu/AskUs

II.C-50: Interview with Pamela Perry

II.C-51: MCC Library Myspace: http://www.myspace.com/miracostalibrary

II.C-52: MCC Library Facebook: http://www.facebook.com/pages/Oceanside-CA/Miracosta-Library-Information-Hub/6086508814?ref=ts

II.C-53: Library Orientation Statistics

II.C-54: CRLA, Tutor Training Certification Website: http://www.crla.net/itpc/current_certifications.htm

II.C-55: TASC Job Descriptions

II.C-56: TASC Schedules

II.C-57: TASC Website: https://www.miracosta.edu/StudentServices/Tutoring/index.htm

II.C-58: TASC: Community Learning Center Website: https://www.miracosta.edu/StudentServices/Tutoring/CLC.htm

II.C-59: Writing Center Website: https://www.miracosta.edu/StudentServices/WritingCenter/index.htm

II.C-60: Writing Center Self Study Evidence

II.C-61: Open Computer Labs Information

II.C-62: Student Lab Tracking History and Stats

II.C-63: Math Learning Center Website: http://hub.miracosta.edu/mlc/

II.C-64: Math Learning Center Schedules

II.C-65: Information from Beth Powell, MLC Coordinator

II.C-66: Information from MLC Director

II.C-67: Checkpoint Checkserv Maintenance Agreements OCN & SEC

II.C-68: SD Software Maintenance Agreements

II.C-69: SPIT: Procedures and Guidelines Website: https://www.miracosta.edu/Governance/SPIT/ProceduresAndGuidelines.htm

II.C-70: SPIT Hardware Replacement Policy 2009

II.C-71: Technology Master Plan

II.C-72: Interview with Fred Steffy

II.C-73: Authorized SPIT software upgrades Website: https://www.miracosta.edu/Instruction/AIS/InstructionalComputing/ICSComputerLabsCentersSoftware.htm

II.C-74: Standing Order Titles

II.C-75: SLDRN

II.C-76: AED Orientation by Vendor

II.C-77: EISP Overview

II.C-78: Compliance Statement Acknowledgement

II.C-79: Board of Trustees Administrative Procedure 3505, Emergency Response Plan

II.C-80: OCLC Renewals

II.C-81: PromptCat Stats

II.C-82: PromptCat Subscriber Letter

II.C-83: Midwest Processing Website: http://www.midwestls.com/Brochure/processing.htm

II.C-84: Annual PO Records

II.C-85: AudioBound Plan Increase Document

II.C-86: McNaughton Book Lease and AudioBound Plan

II.C-87: EBSCO OCN

II.C-88: EBSCO SEC

II.C-89: Institutional Memberships

II.C-90: CCLC e-resources

II.C-91: CCLC renewals

II.C-92: Netlibrary 4th Collection example

II.C-93: Ovid license

II.C-94: Ovid e-book search results

II.C-95: ARTstor license agreement

II.C-96: JSTOR Collections and Rider Agreement

II.C-97: OVID Custom 20

II.C-98: Scientific American Online Archive

II.C-99: New Library Database Email

II.C-100: New LexisNexis Email

II.C-101: Spring Trial Database Email

II.C-102: Fall Trial Database Email

II.C-103: Westlaw Agreement

II.C-104: Westlaw ProPlus Renewal & Authorized User Email

II.C-105: Serials Solutions

II.C-106: Overlap Analysis Example

II.C-107: NCHEA Agreement

II.C-108: JPA Media Purchasing Consortium

II.C-109: JPA Media Budget Example

II.C-110: Question Point Terms

II.C-111: Question Point Renewal

II.C-112: Reciprocal Borrowing Stats

II.C-113: Interview with OCN Library Technician II, Public Services

II.C-114: ILL Lender Stats

II.C-115: Usage by School

II.C-116: Academic Copyright License

II.C-117: AACL Service Terms

II.C-118: CCL-EAR membership list

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III. A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

***Description*:**

MiraCosta College employs qualified certificated and classified employees utilizing an extensive hiring policy and for faculty, staff, and administrators described in the MiraCosta Community College District Board of Trustees Policy 7120 and Administrative Procedure 7120. As positions become vacant or duties change significantly, job descriptions and announcements are updated. Representative duties and minimum and desirable qualifications are clearly stated in job announcements and job descriptions. Faculty members are assigned to all faculty-hiring committees [Ref. III.A-1, III.A-2].

When a full-time faculty member is being hired, the chairs or lead instructors of departments hiring are assigned as chairs of hiring committees. As a result faculty has the primary voice in hiring of all faculty.

Job descriptions exist for all classified positions. These descriptions are currently in the process of being updated. The Human Resources Office projects having a total review of classified job

descriptions completed by the end of the Fall 2009 semester. New procedures for hiring associate faculty members are being discussed with the Human Resources Office staff, department chairs and a representative of the collective bargaining unit.

The Human Resources Office confirms that all degrees listed as earned by certificated and classified applicants have been earned at accredited institutions. The Human Resources Office engages the services of outside agencies to evaluate all foreign degrees earned by applicants for all positions [Ref. III.A-3, III.A-1].

MiraCosta College's extensive employment screening process includes requiring all candidates meet the State of California's minimum faculty and administrator qualifications. Procedures for hiring academic administrators and full-time faculty are the same. All teaching-faculty hiring committees require teaching demonstrations as part of the screening process to ensure a candidate's knowledge of subject matter and ability to teach.

MiraCosta generates broad and diverse candidate pools through extensive advertising campaigns including *The Chronicle of Higher Education*, websites, listservs, trade publications, and attending job fairs identified by faculty participating in hiring committees. To ensure individuals considering employment opportunities at MiraCosta College have a clear understanding of the college's mission, the mission statement is included in all job announcements.

Hiring of associate faculty members follows a different process. When departments indicate they need additional associate faculty, staff in the Human Resources Office forward applications to the department chairs, screening them first to ensure the applicants meet the minimum qualifications. Two full-time faculty members (it is recommended that one of them be the department chair) conduct the interviews and recommend candidates to the appropriate dean, who makes all class assignments in consultation with the department chairs. Staff members in the Human Resources Office then complete the employment hiring process.

The 2008 Accreditation Self Study Survey, Employee Version, showed 80% of MiraCosta College employees agreed faculty members are current in their field of expertise. Eighty-one percent of employees agreed that job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Seventy-nine percent of employees agreed that the current college hiring process ensures the recruitment of qualified faculty and staff [Ref. III.A-4].

Self Evaluation:

The college partially meets the Standard. The associate faculty hiring process and procedure is practiced, but is not codified.

Planning Agenda:

The appropriate parties will work to codify an associate faculty hiring process and procedure. Board Policy 7120 and Administrative Procedure 7120 that address this Planning Agenda are

expected to be reviewed and approved by the Board of Trustees in Spring 2010.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

The quality of instruction at MiraCosta College is determined through faculty hiring and evaluation processes that follow the mandates of AB 1725. MiraCosta College ensures a high quality of instruction through the efforts of the Professional Growth and Evaluation (PG&E) committee that oversees the evaluation process of tenured and tenure-track faculty. Tenure-track faculty members, referred to as Tenure Candidates, undergo four years of full evaluation documented in evaluation packets and kept on file in the Office of Instruction. A Tenure Candidate's recommendation for tenure is based on information contained in these evaluation packets. These packets include student evaluations, observation/discussion reports, and the candidate's self-study. During this four-year evaluation period, Tenure Candidates work with their Tenure Review Committees (committees consisting of their dean, department chair, tenure coordinator, department peer and candidate peer) to formulate Tenure Plans that outline the criteria Tenure Candidates must address in their evaluation packets. Under extraordinary circumstances, Tenure Candidates, who are in their second year of evaluation and have earned tenure at another college, may be awarded early tenure with the support of their Tenure Review Committee [Ref. III.A-7].

Tenured faculty members (TFM) may undergo recertification every two years and a full evaluation every four years. A TFM undergoing full evaluation is evaluated by a Peer Review Committee, which consists of the dean, department chair and a tenured faculty member of his or her choosing. A TFM applying for recertification must gain the unanimous approval of the department chair, dean, and vice president. If a TFM is not approved for recertification then he or she must undergo a full evaluation in the Fall semester following the denial of recertification [Ref. III.A-8].

Administrators must go through a full evaluation for their first two years and then alternate every two years between re-certification and full evaluation. The evaluation processes for Tenure Candidates, tenured faculty members, and administrators are documented the following handbooks: MiraCosta College Tenure Candidate Handbook, MiraCosta College Tenured Faculty Professional Growth and Evaluation Handbook, and the Administrative Growth and Evaluation Handbook. All three handbooks are available to full-time faculty and administrators as a hard copy and electronically on PG&E's website [Ref. III.A-5].

In April 2009 the Academic Senate, Classified Senate, and Associated Student Government approved a new collegial consultation and governance process that was implemented in June 2009. One of the major changes in the new process has resulted in academic administrators no longer being a part of the Academic Senate. The academic administrators had been members of the Academic Senate since its inception in 1963. As a result, the process for evaluating

academic administrators is now part of a meet and confer handbook agreed upon between the academic administrators and the MiraCosta Community College District. The meet and confer handbook includes the process for annual evaluation of academic administrators. Formerly, academic administrators were evaluated by a committee of individuals approved by their supervisor and the Academic Senate President with final approval of annual evaluations coming from the academic administrator's supervisor and Academic Senate President. Classified Administrators meet and confer with the district on salary, benefits, and working conditions [Ref. III.A-6].

Classified employees have one-year probationary periods during which they should be evaluated by their supervisor at the completion of five, nine, and twelve months of employment. After the one-year time period has passed and no problems have arisen, the classified employee assumes permanent status in accordance with California Education Code. Supervisors then complete annual job appraisals to assess the quality of classified staff performance for the next two years of employment. Thereafter, supervisors complete a performance appraisal every two years as long as performance remains satisfactory.

Evaluation of associate faculty members is prescribed by their collective bargaining agreement with the MiraCosta Community College District. A new associate faculty member must also be evaluated in his/her first semester through a classroom visitation by a full-time member of the department. Associate faculty members are also evaluated through student surveys during their first semester at MiraCosta College. Thereafter, they are evaluated every two years. The MiraCosta College Credit Associate Faculty Handbook contains examples of the student surveys and the classroom visitation report form [Ref. III.A-19].

Self Evaluation:

The college meets the Standard as evidenced by the processes in place that ensure the college evaluates all personnel to assure the effectiveness of its human resources.

Planning Agenda:

None.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Description:

In response to the Planning Agenda from the 2002 Accreditation Self Study, college faculty and administrators studied the possibilities for including achieving student learning outcomes as a component of faculty evaluations. Though achieving student learning outcomes is not a direct component of faculty evaluations for faculty, the development and assessment of student learning outcomes and assessment are required in the review of tenure candidates and tenured

faculty evaluation. All disciplines are required to have student learning outcomes and assessments in place, with continuous improvement expected.

Since 2005, full-time credit and noncredit faculty have participated in the development and assessment of student learning outcomes and have participated in assessment and dialogue related to using results to improve and further align results with institution-wide practices. Over the past five years the Outcomes and Assessment Committee (a subcommittee of the Academic Senate Council) has offered training workshops designed to orient faculty to the best practices in the development and assessment of student learning outcomes. Approximately twelve workshops were held during 2008 and 2009. Associate credit and noncredit faculty have also participated in the development and assessment of student learning outcomes. Associate faculty members have been compensated for their efforts in development and assessment of student learning outcomes in Fall 2008 and Spring 2009 [Ref.III.A-10].

In the survey conducted as part of this Self Study, 81% of employees surveyed agreed they have had the opportunity to provide input to MiraCosta College's development of student learning outcomes as compared to 77% who agreed with the same statement in the 2002 Accreditation Self Study Survey, Employee Version. In the 2008 survey, 88% of employees agreed that faculty are adequately prepared to document specific student learning outcomes and abilities within their specific disciplines as compared to 76% who agreed in the survey conducted for the 2002 Self Study [Ref. III.A-4, III.A-9].

Self Evaluation:

The college meets the Standard by requiring that all disciplines have student learning outcomes and assessments in place for the purpose of improvement and further alignment of institution-wide practices. The efforts are supported through professional development that is required of tenure candidates and tenured faculty members.

Planning Agenda:

None.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Description:

Board of Trustees Policy 3050 mandates "a professional code of ethics specifying the responsibilities of all employees to their colleagues, their profession, and all students shall be formulated, reviewed periodically, and published through the cooperative efforts of the faculty, classified employees, administrators, and the Board of Trustees" [Ref. III.A-11]. Administrative Procedure 3050 defines the code of ethics for all employees of MiraCosta College and the MiraCosta Community College District [Ref. III.A-12].

The Ethical Culture of MiraCosta including definitions, standards of practice and resources is described in Board Policy [Ref. III.A-25]. The Human Resources Office provides a review of the district's ethics policy during new-hire orientations.

The results of the survey conducted as part of this Self Study showed that 68% of respondents agreed that the college promotes high ethical standards for faculty, staff and students. This is compared to 91% who agreed in the survey conducted for the 2002 Self Study. The decline is significant, however, not surprising considering the administrative turmoil in 2006-2007 that included investigations and some faculty and administrators who were unexpectedly relieved of their duties and placed on paid administrative leave. The decline in the percentage of agreement may be related to the perceptions regarding treatment of faculty, staff, and administrators during the tumultuous times. The responses to Standard IV address major steps the college and the community have taken to make the changes necessary for the college to move forward on this and other aspects of college governance. In the 2008 Accreditation Self Study Survey, Employee Version conducted as part of this Self Study, 80% of individuals agreed or strongly agreed that personnel are treated equitably with fairness and respect. As such, it appears respondents showed a much greater concern about the ethical standards promoted by the college, than the equitable treatment of personnel [Ref. III.A-4].

Self Evaluation:

The college partially meets the Standard.

Planning Agenda:

The Human Resources Offices will facilitate Ethics workshops beginning in Fall 2009. Workshops are 90 minutes in length and are mandatory for all administrators, faculty, regular classified employees and new employees. The workshops consist of viewing real life scenarios portrayed on video with facilitators guiding attendees through a discussion of MiraCosta College-specific scenarios including protecting privacy of student records, theft, falsifying data etc. for the purpose of reviewing best practices related to ethics and ethical standards to be applied to the scenarios.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Description:

In response to the Planning Agenda from the last Self Study, it should be noted that the hiring freeze referred to lasted only a couple of months so there were no long-term effects. The pattern of retirements from the district changed dramatically after the elimination of an early retirement incentive program in FY 2004-2005. The number of retirees spiked (2003-04 had 11 retirements and 2004-05 had 21) during the last two years this program was offered and has not been unusually high since then; the average per year is six.

On June 2005, the Total Cost of Ownership (TCO) process was created and was in place for Fall 2006. All new classified positions were requested through this process. Once the Office of Business and Administrative Services had determined the amount of funds available, the college president determined how many additional faculty members were to be hired [Ref. III.A-14, III.A-15]. Under the new collegial consultation and governance process new faculty positions are requested through the program review process.

The following chart compares the percentage of employee increase from Spring 2003 to Spring 2008 [Ref. III.A-13]:

	Number of Employees 2008	**Number of Employees 2003**	**Percent of growth**
Administrator	13	12	8%
Classified Administrator	14	13	8%
Classified staff	244	221	10%
Full-time faculty (classroom)	130	106	23%
Full-time faculty (non-classroom)	31	27	15%
Part-time faculty (classroom and non-classroom)	527	413	28%
TOTAL	**959**	**792**	**21%**

A new Program Review process was developed in 2008/09 in the Business and Administrative Services (BAS) division, similar to the one in place for years in the Instructional and Student Services divisions. A component of this process is to identify both a profile of current staffing and projected staffing needs. This will feed into the budgeting and strategic planning processes [Ref. III.A-17].

In response to the 2008 Accreditation Employee Self Study Survey, Employee Version, 96% of the respondents believed the administration provides leadership and encouragement to faculty in improving instruction. This compares to 89% who responded in the same way to the same question in the 2002 survey.

Ninety-five percent of respondents in the 2008 survey believed staffing needs are adequately evaluated in the planning and development of new facilities, programs, and services. Only 46% agreed with this response in the 2002 survey.

Forty percent of the respondents in the 2008 survey believed that the current ratio of full-time to part-time faculty provides for optimum student learning; in the 2002 survey, 30% believed this was so.

Sixty-nine percent of the respondents in the 2008 survey believed there is sufficient number of staff to serve the needs of the college. This is up from 53% who believed this in the 2002 survey [Ref. III.A-4, III.A-9].

Self Evaluation:

The college meets the Standard. Through Program Review, budgeting, and planning, constituent groups are better able to plan and hire a sufficient number of staff to serve the needs of the district.

Planning Agenda:

None.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description:

The MiraCosta College Board of Trustees Policy 7120 states "The Board shall appoint the candidates for each position without discriminating on the basis of race, color, creed, national origin, sex or sexual orientation, age, or disability and in compliance with federal regulations" [Ref. III.A-16].

Selection procedures for any position within the district ensure employment of the best qualified individual, not based on gender, age, cultural diversity, race, color, creed, national origin, sexual orientation, or disability and in compliance with federal regulations.

The Human Resource Office implements the district's Equal Employment Opportunity program and oversees adherence to federal and state regulations. Full-time faculty, credit associate faculty, and classified staff handbooks are available online [Ref. III.A-18, III.A-19, III.A-20]. These are updated frequently and approved by the Board of Trustees.

Two programs exist to help newcomers to MiraCosta adapt more quickly to the culture and logistics of the college. "Lodestar" is the program for new full-time faculty, "Welcome Wagon" is the program for new classified employees. The goals of both programs are to help new MiraCostans increase their understanding of district policies and procedures, as well as how procedures work within their own departments. Generally, the mentor faculty or staff member is someone outside the newcomer's department or division. Orientations for new associate faculty are provided each semester to help them learn what is expected of them as faculty members and how to navigate the various systems in place.

Board policies are developed and revised in the collegial consultation process. Drafts or revisions are annually submitted to the President's Cabinet, disseminated to various constituent groups for input, and then submitted to the Board of Trustees. Administrative procedures are submitted to and approved by the President's Cabinet. Policies and Procedures are available to employees from the college's website as well as in various handbooks (i.e. faculty and classified). Policies relating to credit associate faculty are covered in the collective bargaining agreement and are adhered to [Ref. III.A-24].

MiraCosta has grievance counselors and mediators available for possible disputes. The Human Resources Office coordinates mediation training with outside mediation training providers [Ref. III.A-21, III.A-22].

The grievance policy assures every employee the right to be heard and to receive fair evaluation of both parties in trying to resolve a problem. Clearing up misunderstandings and promoting collegiality assures a good working environment and content employees. No grievances have been filed since the last Self Study [Ref. III.A-22].

The investigative process establishes guidelines and procedures to conduct the investigation of complaints and wrong doings involving MiraCosta employees while also protecting their rights [Ref. III.A-23].

When associate faculty members are asked to complete work beyond the class preparation time for which they are paid, the college remunerates them. For example, the Office of Instructional Services budgeted for associate faculty to participate in developing and drafting student learning outcomes. Credit associate faculty members are also paid for holding office hours per the terms of the collective bargaining agreement.

Seventy-five percent of the respondents in the 2008 Accreditation Self Study Survey, Employee Version, responded they were satisfied with the procedures available to resolve problems they may have within the college. Only 58% responded to the same question in the same way on the 2002 survey, an increase of 17% in satisfaction [Ref. III.A-4].

Self Evaluation:

The college meets the Standard. The institution consistently and continuously evaluates current policies in order to ensure fairness of all employment procedures for all MCC employees.

Planning Agenda:

None.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description:

MiraCosta makes provision for the security and confidentiality of personnel records. The records are located in lockable file cabinets in a separate room behind the counter in the Human Resources Office. During the day only the staff in Human Resources and Payroll have access to the records. At night, the file cabinets are locked, as is the room. The Payroll staff, Human Resources staff and the Accounts Payable supervisor are the only ones with access to payroll records. To minimize the chances of identity theft, Payroll Identification Numbers were assigned for employees and introduced in April 2007. Pay warrants are now mailed to employees rather than distributed to them at their work stations.

In accordance with the law and Board of Trustees policy, all employees have the right to access their personnel records. Employees must make an appointment before accessing their records; they do not lose pay when accessing their records. An employee may authorize another person to have access to his or her records; the request for authorization must be made in writing [Ref. III.A-20].

Self Evaluation:

The descriptive summary provides evidence that the college meets the Standard.

Planning Agenda:

None

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Description:

A number of campus committees seek to provide programs and services that both support diverse personnel as well as increase general diversity awareness. The first is MiraCosta's district-wide Equal Employment Opportunity Advisory Committee comprised of faculty, staff, student, and community representatives. This committee developed a new Equal Employment Opportunity plan adopted by the Board in July 2008. The EEO plan is reviewed every three years [Ref. III.A-25, III.A-26]. The EEO Plan is evidence that MiraCosta College fosters an appreciation for diversity above and beyond compliance with equal employment regulations.

The following components of the EEO plan address the recruitment processes that seek to ensure diverse applicant pools and the hiring of diverse personnel:

- Component VIII of EEO plan (p. 9) states that any person involved in the recruitment and screening/selection of personnel must receive appropriate training on equal

employment. The training will be received within the 12 months prior to beginning of service on a committee. The Director of Human Resources ensures that all persons serving on hiring committees or otherwise involved in recruitment receives this training.

- Component XII. A. (pp. 17, 18) states that "Efforts will be undertaken on a regular basis to develop a program of verifiable recruitment that is inclusive and open to all individuals." Human Resources develops a comprehensive recruitment advertising campaign, including publications, online resources and organizations which target diverse populations [Ref. III.A-41].

The Diversity and Equity Committee (DEqC), a subcommittee of Academic Senate, was created to focus on campus climate and other academic issues related to diversity and the retention and success of diverse students.

The 2008 Accreditation Self Study Survey, Employee Version, asked employees whether they agreed that "MiraCosta College demonstrates through its policies and practices an appropriate understanding of and concern for issues of equity and diversity." This same question was asked on the 2002 Survey. In both cases, 92% of the employees responded they agreed with this statement [Ref. III.A-4].

Self Evaluation:

The college meets the Standard through the committees and procedures it has created and maintained, ensuring its commitment to and concern for issues of equity and diversity and its support of its personnel.

Planning Agenda:

None.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description:

Each year the college assesses it record in employment equity and diversity. These data are collected, and then published in the Equal Employment Opportunity Plan by the staff in Human Resources. The following data are provided for Spring 2008, as an example of the data collected annually [Ref. III.A-25, III.A-28, III.A-29].

Ethnicity breakdown of **full-time classroom faculty** – Spring 2008:

Ethnic Group	Number of Faculty	Percent of all Faculty	Percent of all Credit Students
African American	4	3.2%	4%
American Indian/ Alaskan Native	2	1.6%	1%
Asian / Pacific Islander	9	7.1%	10%
Hispanic	20	15.9%	21%
Other/ unknown	1	0.8%	10%
Caucasian	90	71.4%	54%
Total	**126**	**100%**	**100%**

Ethnicity breakdown of all **full-time faculty** (includes counselors, librarians, coordinators) – Spring 2008:

Ethnic Group	Number of Faculty	Percent of all Faculty	Percent of all Credit Students
African American	8	5.2%	4%
American Indian/ Alaskan Native	2	1.3%	1%
Asian / Pacific Islander	10	6.5%	10%
Hispanic	26	16.9%	21%
Other/ unknown	1	0.6%	10%
Caucasian	107	69.5%	54%
Total	**154**	**100%**	**100%**

Ethnicity breakdown of **credit associate faculty** – Spring 2008

Ethnic Group	Number of Faculty	Percent of all Faculty	Percent of all Credit Students
African American	14	3.7%	4%
American Indian/ Alaskan Native	4	1%	1%
Asian / Pacific Islander	17	4.5%	10%
Hispanic	33	8.7%	21%
Other/ unknown	8	2.1%	10%
Caucasian	305	80.1%	54%
Total	**381**	**100%**	**100%**

Ethnicity breakdown of all **classified** – Spring 2008

Ethnic Group	Number	Percent of all Faculty	Percent of all Credit Students
African American	13	5.0%	4%
American Indian/ Alaskan Native	6	2.3%	1%
Asian / Pacific Islander	25	9.5%	10%
African American	13	5.0%	4%
Hispanic	48	18.3%	21%
Other/ unknown	1	0.4%	10%
Caucasian	169	64.5%	54%
Total	**262**	**100%**	**100%**

From 2004 through 2008 more than 39% of the full-time faculty hires were of ethnic diversity.

Year	# Faculty Hired	# of Diversity
2004	21	7
2005	16	6
2006	13	3
2007	8	5
2008	14	4
2009	18	10
Total	**90**	**35**

Another measure of diversity is gender. From 2004 through 2008 approximately 60% of the full-time faculty hires were female.

Year	# Faculty Hired	# Females
2004	21	15
2005	16	10
2006	13	7
2007	8	5
2008	14	6
2009	18	10
Total	**90**	**53**

Self Evaluation:

The college meets the Standard and annually collects and publishes these data.

Planning Agenda:

None.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

District staff development budget provides funds for any employee who wishes to have mediation training. Over the past several years, many staff members have completed such training.

In 2007-08, an ad hoc committee was established (Faculty Due Process Committee) to formulate a policy that directly deals with issues involving employees who are faced with a negative action and to address concerns that due process rights for employees were not spelled out. The committee addressed employee concerns and perceptions and worked together to create a policy that established the rights of employees including due process rights in investigation and disciplinary procedures for employees including the right to representation, fair notice, response to adverse comments in the personnel file, etc.

MiraCosta College complies with mandatory sexual harassment training for all supervisors. The Director of Human Resources coordinates training for employees to increase their awareness of issues involving sexual harassment. No formal grievances have been filed against the district since the last Self Study.

The 2008 Accreditation Self Study Survey, Employee Version, has several statements regarding integrity and fairness. Ninety-two percent of employees responding to this survey agreed with the statement "MiraCosta demonstrates through policies and practices an appropriate understanding and concern for issues of equity and diversity." In response to the statement "MiraCosta personnel are treated equitably with fairness and respect," 80% of the respondents agreed. Seventy-five percent of respondents agreed with the statement "I am satisfied with the procedures available to resolve problems I may have within the college." These responses provide further evidence the institution demonstrates integrity in the treatment of its administration, faculty, staff and students.

One statement received fewer positive responses from employees in the 2008 Accreditation Self Study Survey, Employee Version, than it did in the 2002 Survey. Sixty-eight percent of the 2008 respondents agreed that "MiraCosta promotes high ethical standards for faculty, staff, and students." In the earlier 2002 Survey, 91% of employees believed this to be true. From the comments employees wrote in response to this statement, it seems the dissatisfaction rested with the Board, not necessarily with campus administrators [Ref. III.A-9].

Self Evaluation:

The evidence provided shows that the college meets the Standard.

Planning Agenda:

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Description:

The college provides ample opportunities for professional growth and development for the academic employees through the Professional Development Program (PDP) and for the classified employees through the Classified Staff Development program. All staff may attend PDP or classified staff development programs.

Prior to Spring 2009, the Staff Development Committee was a MiraCosta College District standing committee and as such was governed pursuant to Administrative Procedure No. II.B-01. The Professional Standards Committees will assume the responsibilities for staff development for the constituents they represent [Ref III.A-31].

The Professional Standards Committees will request staff development budgets through the College Steering Committee. The committees may appoint or arrange for appointment of subcommittees to plan specific staff development activities.

MiraCosta offers a variety of programs for personal and professional growth for employees throughout the year. Workshop development, reflective of the vision of the faculty, is responsive to the needs of the college--faculty, administration, staff, and students--and of the community at large.

In an effort to meet the need for growth and leadership training for classified staff, the Classified Staff Development Committee was formed as a subcommittee of the Classified Senate Council. The committee coordinates the annual Classified Staff Development Days and 4th Monday Workshop Series. Staff Development Days was reinstated in 2005. The week-long event offers opportunities for classified staff to explore a variety of staff development workshops including everything from how to deal with difficult people to yoga for stress reduction. Staff Development Days has typically been offered during Spring Break week [Ref III.A-32].
The 4th Monday Workshop Series is intended to provide a variety of development opportunities for classified employees throughout the year. On the 4th Monday of each month, one hour is dedicated to different workshops for personal and professional growth for classified employees. For the 2008-09 fiscal year, $25,000 was available for classified staff members who require funds to travel for staff development purposes such as seminars, conferences and workshops. Classified staff members are eligible to receive funds of up to $400 per employee, per fiscal year. The Associate Faculty Professional Growth and Evaluation Handbook is available online and explains in detail the Professional Growth opportunities available to associate faculty. These opportunities include participation in the PDP (Professional Development Program) at MiraCosta College, and also completing a self-study analysis or observing a classroom of a tenured faculty in the same or a related discipline [Ref. III.A-33]. According to the terms of the collective

bargaining agreement, credit associate faculty can be paid for participating in some flex activities.

Three questions on the 2008 Accreditation Self Study Survey, Employee Version, asked respondents to state their satisfaction with issues of professional development. One question asked whether staff believe the administration provides leadership and encouragement to staff in improving job effectiveness. Ninety-six percent of the respondents agreed with this statement on this survey. The same question on the 2002 survey found 77% of respondents agreed. The positive responses increased by 20% in the 2008 survey.

A second question asked whether respondents believe the professional development programs offered to employees reflect work-related needs and interests. In the 2002 survey, 83% respondents agreed; in 2008, 91% agreed, an increase of 9% in satisfaction.

A third question asked whether respondents agree that faculty have a substantial voice in matters relating to other areas of responsibilities: professional growth, flex credit, committee assignments. In 2008, 91% of the respondents agreed; in 2002, 59% agreed [Ref. III.A-4].

Self Evaluation:

The college meets the Standard. The college has greatly increased the professional development opportunities since the 2002 Self Study. The institution is committed to continue to offer numerous opportunities of workshops, conferences and activities for all faculty and staff.

Planning Agenda:

None.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description:

All workshops, staff development activities and conferences are evaluated and all comments and suggestions are considered for future activities. The consistent and on-going evaluation assures that informative and successful training and workshops are offered to all staff and faculty throughout the academic year.

For faculty: The PDP/Flex workshops have workshop evaluations that are submitted to the PDP Office at the completion of a workshop. Additionally, an annual PDP survey solicits input on the program and what works, what should be offered and/or what needs improvement. Information from both the evaluations and the survey help PDP steer the direction of the program and address needs of the faculty. Workshops are evaluated after completion. PDP reviews and analyzes the evaluations and uses the results to plan future workshops. During the Spring semester, PDP

prepares annual surveys required by Title 5 and submits annual reports to CCC Chancellor's office [Ref. III.A-30, III.A-34, III.A-35].

For classified: The Classified Staff Development Committee meets as needed, brainstorming ideas for upcoming workshops, and reviewing surveys completed by classified employees. In 2008, they surveyed all classified employees about needs for staff training. From the survey results and workshop evaluations, the committee determines the need for workshops, taking all comments/suggestions into consideration when planning future activities [Ref. III.A-36].

Self Evaluation:

The college meets the Standard as evidenced by the work of the Professional Development Program for the faculty and the Classified Staff Development Committee for classified employees.

Planning Agenda:

None.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Description:

According to the MiraCosta College academic master plan Action Plans, the college has pledged a 2% annual growth in the hiring of full-time faculty in order to make strides toward the state-mandated 75:25 ration of full-time to part-time faculty. Since the last accreditation visit we have met or exceeded the 2% goal [Ref. III.A-37].

For faculty hiring, the college president authorizes a specific number of slots for new faculty hires each year based primarily on the assessment of the Office of Business and Administrative Services' analysis of what the college can afford. Currently, departments/disciplines request growth positions for full-time faculty through the Program Review process [Ref. III.A-38, III.A-39, III.A-14].

Through Spring 2009, classified supervisors requested temporary classified positions through the strategic planning process by submitting an Enhancement, New Initiative, Innovation Request to the Budget and Planning Committee. Requests for permanent staff were made through a Total Cost of Ownership proposal to the Planning and Budget Council. The Office of the Business and Administrative Services indicated specific dollar amounts for funding the requests, based on what the college can afford. The committee members employed a rubric to make an initial evaluation of all of the funding requests, based on what the college can afford, and engage in dialogue to decide on the final recommendations to be made to the superintendent/president [Ref. III.A-14, III.A-40].

Self Evaluation:

The college partially meets the Standard. The descriptive summary above reflects processes in place as of the 2008-2009 school year. The collegial consultation and governance process, along with Program Review revisions will significantly change the assessment or Planning Agenda by the time of completion of the Self Study.

Planning Agenda:

As a result of the new collegial consultation and governance process, classified administrators will work through a task force of the Budget and Planning Committee to develop hiring procedures for classified staff and administrators.

Standard IIIA References:

III.A-1: Board of Trustees Policy 7120, Recruitment and Selection

III.A-2: Board of Trustees Administrative Procedure 7120, Recruitment and Selection

III.A-3: Sample Job Announcement & Instructions for Equivalency Requests

III.A-4: 2008 Accreditation Self Study Survey, Employee Version

III.A-5: Professional Growth & Evaluation Committee (PG&E) Website: http://www.miracosta.edu/Instruction/pge.htm

III.A-6: Administrators Meet and Confer Handbook

III.A-7: Tenure Candidate Handbook

III.A-8: Tenured Faculty Professional Growth and Evaluation Handbook

III.A-9: 2002 Accreditation Self Study Survey, Employee Version

III.A-10: Interview with Bob Turner, Chair, Outcomes & Assessment Committee (OAC)

III.A-11: Board of Trustees Policy 3050, Institutional Code of Ethics

III.A-12: Board of Trustees Administrative Procedure 3050, Institutional Code of Ethics

III.A-13: HR Employee Data, Available in HR Office

III.A-14: TCO Website: http://www.miracosta.edu/Governance/TCO/index.htm

III.A-15: TCO Meeting Agendas and Minutes (2005/06)

III.A-16: Faculty Hiring Handbook: Hiring Committee Procedures

III.A-17: PERCY Website: http://www.members.cox.net/pmorrison/percy/bas/home.htm

III.A-18: Fulltime Faculty Handbook

III.A-19: Credit Associate Faculty Handbook, Section VI, page 23

III.A-20: Classified Employee Handbook

III.A-21: Human Resources: Trained Mediator Pool Website: https://www.miracosta.edu/Administrative/HR/mediatorpool.htm

III.A-22: Board of Trustees Policies 3410, Nondiscrimination, and 3430, Prohibition of Harassment

III.A-23: Board of Trustees Administrative Procedure 3435, Discrimination and Harassment Investigations

III.A-24: Collective Bargaining Agreement Between The Board Of Trustees & The Academic Associate Faculty

III.A-25: MiraCosta College Equal Employment Opportunity Plan (EEO plan)

III.A-26: Minutes: Board Meeting. July 15, 2008

III.A-27: EEO recruitments stats (back to 2003) for faculty

III.A-28: Records of EEO Advisory Committee Website: http://www.miracosta.edu/Administrative/HR/EEOAC.htm

III.A-29: PDP Handbook, pg. 2

III.A-30: Board of Trustees Administrative Procedure 7160: Professional Development

III.A-31: Classified Senate: Classified Staff Development Website: http://www.miracosta.edu/Governance/ClassifiedSenate/ClassifiedStaffDevelopment.htm

III.A-32: Associate Faculty Professional Growth & Evaluation Handbook

III.A-33: CA Code of Regulations, Title 5, Sections 55726, 55728, 55730

III.A-34: California Community College Council for Staff & Organizational Development (4C/SD) Website: http://www.4csd.org

III.A-35: Classified Staff Development Committee: Workshop Evaluation Form

III.A-36: AMPC Action Plans 1.6.1 and 1.6.2

III.A-37: Request for Growth/Replacement for Full-time Faculty Form

III.A-38: Hiring Committee Procedures Website: http://www.miracosta.edu/Governance/PBC/s-plan/StrategicPlanningOverview.htm

III.A-39: PBC Rubrics 2008-09

III.A-40: Ad Placement for F/T Faculty Positions (2008)

Standard III.B: Physical Resources

Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

The MiraCosta College District maintains three physical sites to serve the community: the Oceanside Campus on Barnard Drive, the San Elijo Center on Manchester Avenue in Cardiff-by-the Sea, and the Community Learning Center on Mission Avenue in Oceanside.

Oceanside Campus

The Oceanside Campus opened in 1964. It is located on a 121-acre site, and has 52 buildings, housing 83 classrooms and labs. It also houses a comprehensive library and all the district offices [Ref. III.B-1]. The buildings vary in age, type, and construction. For example, 42 of the buildings are permanently constructed. In addition to the permanent facilities on the Oceanside Campus, 10 of the buildings are classified as temporary or re-locatable modular buildings, with type-4 construction. For the most part, these buildings house administrative and support services, classrooms, and faculty and associate faculty offices.

With the completion of the Art and Music Building, the Art and Music programs moved from their temporary re-locatable modular buildings into the new, permanent 21,574 square foot Art and Music building in 2008 [Ref. III.B-2].

Health care technology has advanced rapidly over the past decade, influencing the educational needs of those in the field. Nursing Clinical Simulation Laboratories (CSLs) are at the forefront of nursing education. CSLs are designed to simulate clinical settings, providing students the opportunity to learn and enhance their skills. With the addition of the RN curricula, it has also been identified that expansion of the CSL is necessary.

Early plans to meet these demands include converting building 4401 from a classroom/lab to a dedicated lab space, for both basic nursing and clinical simulation, to allow extended hours and meeting the needs of all nursing and surgical technology curricula within the department. Building 4407 is a dedicated lab for the surgical technology program and will be utilized by a second program, Peri-operative RN (Operating Room), once that specialty nursing curricula is added in Fall 2011. Re-configuration of the 4400 building will serve as temporary solution to the overcrowding conditions resulting from expanding Nursing and Allied Health Department

programs, but the need exists to add more instructional space to accommodate both the current and future growth.

The 2006 facilities master plan proposed a new, high tech building to provide modern and expanded facilities to support the Allied Health and other instructional programs [Ref. III.B-3]. The building will include flexible, interdisciplinary instructional space in the central core of the campus. This building will respond to the need for laboratory, lecture and office space, and will enhance the center of the campus.

San Elijo Center

The San Elijo Center opened in 1988 on a site with very limited usable land area. The total available area is 48 acres, with nine permanent buildings constructed between 1986 and 1992, housing 32 classrooms and labs. The site also houses a Library and Information Hub, offices, and other facilities of reduced scale relative to the Oceanside Campus.

No new construction has taken place on this site; however, renovations have been made as needed. In 1999, the Learning Resources Center at the San Elijo Center underwent a significant renovation and expansion to integrate the following services into one building: Library, Math Learning Center, Tutoring and Academic Support Center, Teachers' Learning Center, Media Services and Multimedia Viewing Room. It is now called the Library and Information Hub to better reflect the services it provides.

In 2001, the Student Lounge underwent renovations. The food prep area was demolished to house vending machines and the existing kitchen was remodeled to create the Student Activities Office, centralizing these services on campus. In 2001 chemistry/biology lab stations were installed in building 400. In 2002, office space and a computer-networking lab were added in building 300.

In 2002, the California Coastal Commission lifted its previous restriction limiting class start times to 9 a.m. or later, increasing the site's ability to serve students without adding new facilities.

According to State cap load ratios, instructional space at the San Elijo Center is currently adequate. However, with regard to lab facilities, instructors from multiple science disciplines are currently sharing lab space. The 2006 education master plan, which consists of the 2006 facilities master plan, the 2005-2006 academic master plan, and the 2007-2010 Technology Master Plan, recommends the addition of a new interdisciplinary building to address projected needs for instructional programs, office and library space. This facility will also include a new Wellness Center for the center [Ref. III.B-3, III.B-4, III.B-5].

Since the last accreditation report, the San Elijo Center has undergone an expansion of the Student Center, complete with a new food service facility and a new Student Affairs office, which made room for additional classrooms [Ref. III.B-6].

Community Learning Center

In 1998, the district purchased 7.6 acres at 1831 Mission Avenue, Oceanside for the construction of a permanent facility to house the noncredit programs previously located in a leased facility. The Community Learning Center (CLC) opened in Fall 2000, in a newly remodeled building located in downtown Oceanside. The main facility contains 29 general use classrooms, six labs (five computer and one science), and one multipurpose assembly room, as well as a student lounge, a bookstore, a staff workroom, and offices.

Additional buildings on the property include the Small Business Development Center (SBDC), a 2,500 square foot building at the front of the property. The SBDC space includes a reception area, offices, and a Business Resource Center. The Oceanside Unified School District (OUSD) had placed a modular building on the site to house offices for the administration, faculty, and staff of the (High School) School of Business and Technology. However, this program was discontinued, and MiraCosta has since utilized this building (Building C) for one faculty office and two classrooms. This site has the available land space to construct additional buildings, which could house many additional courses needed by the community.

On February 4, 2003, the CLC received center status from The California Post Secondary Commission (CPEC). Gaining center status provides the district with state monies for the maintenance of buildings on this site. Additionally, the district is eligible to compete for new funding in the future to construct additional buildings, as needed.

Off-Site Locations

While most noncredit courses are housed at the Community Learning Center, several courses, notably in interior design, health and safety, parenting and courses for senior citizens, take place in outlying areas of Carlsbad and Oceanside. This is primarily due to space limitation on the existing property, but also to serve students who cannot commute to the CLC. As of 2008, the district offered courses, programs, and services at 26 off site locations [Ref. III.B-7].

Since the last accreditation visit in 2004, MiraCosta has completed many construction projects [Ref. III.B-6]; many have been described in the preceding paragraphs. The following table lists all the projects, by date completed:

Completed	Project
Jun-03	MiraCosta College Conduit Infrastructure
Jan-04	Remodel of 1000 to an Administration Building
Sep-04	Demolition Of Building 5300
Apr-05	Theatre Chiller Project
Apr-05	Safety Project to install a Metal Beam Guardrail at the Child Development Center
Jul-05	Fire Main Extension/Fire Hydrant Project
Dec-05	Remodel of 4000 for a new Biotechnology Training Facility
Jan-06	Student Center Restroom Remodel, Building 3400
Nov-06	Theatre House Renovation to the existing Theatre, Building 2000

Nov-06	Remodeled 4000 Biotechnology Facility ADA Ramp Upgrade by Building
Feb-07	New 11,193 GSF New Horticulture Building that houses classrooms, labs and offices
Feb-07	Theatre Site & Lobby Addition to the existing Theatre, Building 2000 and outside area
Apr-07	Purchasing Warehouse Expansion and Electronic Gate was done
Jun-07	Building 3500 Sidewalk Replacement Project
Jun-07	San Elijo Building 300 Re-Roof Project
Sep-07	Auto Tech Remodel was done to Building 4000
Sep-07	Phase 1A Siemens Energy Efficiency Project
Oct-07	New 6,083 GSF, New Career / Transfer / Counseling Building
Oct-07	New 21,574 GSF Creative Arts Replacement Project Music and Art Classrooms
Feb-08	Addition of 6,600 GSF SEC Student Center Expansion to the existing Building 900
Apr-08	San Elijo Water Line Privatization
Aug-08	Remodel existing Temporary Buildings T300 and T310 to Classrooms and Office space
Aug-08	Remodel existing Temporary Buildings T100 and T110 for Admissions & Records while 3300 Building is Remodeled
Aug-08	Phase 2 Siemens Energy Efficiency Project
Aug-08	SEC Building 400 Re-roof project
Oct-08	Warehouse Office Expansion
Jan-09	Asphalt overlay and striping project at CLC
Jan-09	Phase III Energy Efficiency Project
Jan-09	New Art Sculpture Installation at SEC
Jan-09	Replacement of Collapsed storm drain line at Pedley Park
Jan-09	Addition of 53 new permanent parking spaces to Barnard Drive track perimeter road
Jan-09	Student Center grease interceptor tank project
Jan-09	Remodel of Upper gym B5000 (paint, lights, doors and new locks)
Jan-09	Re-carpet of T420
Jan-09	Re-carpet of Building 5106
Jan-09	Re-carpet and painting of Building 4532
Jan-09	Re-carpet and painting of office at Building 4300
Jan-09	Removal of dead eucalyptus grove behind the central chiller plant
Jan-09	Replacement of floor tile in Building 4100
Jan-09	Replacement of driveway at entrance to Lot 5A
Jan-09	Installation of new channel drains at Horticulture Building 7000
Jan-09	Phase 3 Siemens Energy Efficiency Project
Jan-09	Oceanside Student Center Grease Interceptor and Kitchen Upgrades
Jan-09	San Elijo Student Center Acoustics Soundproofing
Jan-09	San Elijo Asphalt Overlay and Restriping

In addition to planning, building, and maintaining the three primary sites, MiraCosta College has been committed to environmental sustainability for many years. In February 2009, a major presentation was made to the Board of Trustees titled "MiraCosta College and the Environment" [Ref. III.B-8]. It demonstrated the district's efforts in terms of physical plant efficiencies, energy conservation, water conservation, storm water pollution prevention, recycling and sustainable design and construction of new and modernized buildings.

MiraCosta College recognizes the need for teaching professionals to have office space to perform their duties, to meet in private with students and colleagues, to prep for classes, to grade papers, etc. Because the college has hired a large number of new faculty members (19 in Spring 2009), it is expected that by Fall 2009 there will be little or no permanent faculty office space left on the Oceanside Campus [Ref. III.B-9].

The district's demographic trends and master planning activities are documented and can be found in the revised 2006 facilities master plan [Ref. III.B-3]. Additionally, the district is working on a comprehensive education master plan that will include demographic research, environmental scans, and revisions to the 2005-2006 academic master plan, 2007-2010 Technology Master Plan, and 2006 facilities master plan [Ref. III.B-3, III.B-4, III.B-5]. Respondents to both the Employee and Student Versions of the 2008 Accreditation Self Study Surveys were asked if physical resources such as facilities and equipment adequately support student learning programs and services. Ninety-seven percent of the students responding strongly agreed or agreed with the statement [Ref. III.B-11]. Eighty-nine percent of staff who responded to the same question also strongly agreed or agreed [Ref. III.B-10].

Self Evaluation:

The college meets the Standard through the building, maintaining, and upgrading of its physical resources that assumes the continuous quality necessary to support its programs and services.

Planning Agenda:

None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description:

Personnel from the Maintenance, Custodial and Grounds Departments perform general routine maintenance at all three sites. Of primary concern is the maintenance of a quality learning environment, an environment achieved through the effective use of department personnel, existing physical plant, capital improvements, and maintenance procedures.

The operation of the physical facilities functions seven days a week and 24 hours per day. Through the use of computerized energy management systems, lighting and other aspects of the

physical environment are monitored and controlled to provide an optimum distraction-free environment during facilities' use.

Custodial service is provided six days per week, with additional support provided as required. Custodial support is also provided to outside groups using district facilities under the Civic Center Act.

Grounds maintenance is performed five days per week. Shrubs are planted and pruned with safety considerations in mind and high priority is given to the athletic fields and parking lots. Maintenance activities are scheduled to support school-related activities. Grounds personnel also provide services for many athletic, district, and community activities. Wash Stations used at the Oceanside Campus and San Elijo Center recycle waste water and reduce sewage contaminates. In the future, AB 75 will require expanded recycling requirements. This will require expansion of the program to campus-wide involvement as recycling diversion and reduction requirements increase for the district.

Building maintenance personnel perform routine maintenance six days per week. They are also on call seven days per week in the event of facilities emergencies. Preventive, scheduled, and deferred maintenance is planned, scheduled, and tracked by the Director of Facilities and facility supervisors; maintenance is performed either by district personnel or by private contractors [Ref. III.B-12]. All projects, remodeling, upgrades, and modernization of facilities are undertaken to meet the needs of the college. To increase efficiency of the work-request process for the campus community two new online lines systems have been implemented: the Help Star and work-request system. The Help Star system is used to request maintenance and repairs and the online work-request form is used to request building upgrades and changes. In the future, a new "State of the Facility" software program will be implemented and used to track the history of building maintenance and repair.

The operation and maintenance of the facilities are conducted so as not to interfere with instruction. Building maintenance is performed on Saturdays, holidays, and other non-class days. The bulk of custodial work is done at night when no classes are in session. Major projects are planned, if at all possible, during semester breaks. The maintenance staff is sensitive about not disturbing students, faculty, and staff, providing an environment conducive to a quality learning experience.

MiraCosta College has made a commitment to fund the on-going physical plant needs at all three sites. District-funded local deferred maintenance budget was funded at $100,000 in 2003, raised to $200,000 in 2004. As a result of a district-wide baseline evaluation of operating budgets, the facilities operating maintenance budget was increased an additional $288,000 over a three-year period, so that by July 2007, the annual facilities district-funded local deferred maintenance budget reached and has been maintained at $488,000 [Ref. III.B-13, III.B-14].

Quality within the Maintenance Department is maintained through the use of regular inspections of the facilities, as well as energy conservation surveys. Prompt attention is given to reports and complaints of deficiencies as related to the physical plant, with health and safety issues given highest priority. A well-trained, well-managed, and dedicated maintenance staff sustains quality.

If an emergency arises, the Director of Facilities and the reporting facility supervisors are on call and are readily accessible through the use of department-provided cell phones.

The Director of Facilities actively participates in the framework of total cost of ownership, ensuring that staff, equipment, and vehicle needs will be met for the department. However, unfunded State mandated building and recycling requirements may become a challenge for the district to fund in the future.

All campus buildings have been designed and constructed in accordance with Title 24 California Code Regulations, also known as the Field Act. As remodels and on-going maintenance occur, ADA (Americans with Disabilities Act) barrier removal issues are being addressed. Nineteen projects completed since 1993 include, but are not limited to, the projects listed in the list of completed projects [Ref. III.B-15].

All new buildings are constructed to meet the California Building Standards Code (Title 24), including Building Energy Efficiency Standards, and to ensure that the district meets all ADA guidelines. At times ADA barrier removal and ADA inspections are out-sourced and completed as required by the State. Additionally, all future new buildings and modernization projects will meet the LEED (Leadership in Energy and Environmental Design) Silver Green Building Certification Rating [Ref. III B-8].

The district's Benefits/Risk Manager has been designated as the ADA compliance coordinator and is responsible for coordinating all ADA compliance efforts including responding to any violations complaints, as well as attending to accommodation requests from employees and members of the public.

All three district sites use the same fire alarm control panels and enunciators; the exceptions are the track and field building and storage units. All three sites have fire extinguishers located throughout the facilities and each year the district contracts with a service to have all the fire extinguishers tested, recharged, and/or replaced.

MiraCosta College's security system, built into all new buildings, has added safety and efficiency to the management of building security. A new key card system allows instructor access to classrooms as well as remote lockdown of buildings as needed. As funding becomes available, older buildings will be retrofitted to include the key card system. The rooms in some buildings use keypads and custodians set all building alarms. At the end of each semester, instructors who will not be teaching the following semester turn in their key cards and keys. Emergency phones with an emergency red button and speaker system have been added to all classrooms and offices.

Questions on the 2008 Accreditation Self Study Survey, for both the Employee and Student Versions addressed facilities [Ref. III.B-10, III.B-11]. Eighty-nine percent of the staff agreed that the physical resources such as facilities and equipment adequately support student learning programs and services. Ninety-four percent of the staff agreed that the facilities at their primary work site are well maintained. The student survey contained three questions addressing facilities. Ninety-seven percent of the students agreed that the classrooms and facilities at the

college are well maintained. Ninety-eight percent agreed that the buildings at MiraCosta are accessible to students, including those with disabilities, and 98% responded that the classrooms and facilities at MiraCosta adequately support student learning programs and services.

The MiraCosta District Police and Safety Department is a P.O.S.T.-certified department, armed, with peace officer authority pursuant to the California Penal Code section 830.32(a) and Education Code 72330 [Ref. III.B-16]. As such, MiraCosta officers have powers to make arrests. All sworn officers have completed Peace Officers Standards and Training (P.O.S.T.) requirements and comply with government code section 1031 requirements. College police officers receive reports on violations occurring on campus and are responsible for investigating crime. Local law enforcement officials are summoned when necessary. MiraCosta College has formal Memoranda of Understanding with local law enforcement agencies that detail specific crimes the college police officers will handle. Campus Police works closely with local, state, and federal police agencies and has direct radio communication with local law enforcement agencies via a regional radio network. MiraCosta College does not have any off-campus student organizations and does not monitor off-campus student criminal activity [Ref. III.B-17].

The college also employs students with training specific to general security, and they provide security patrols, parking enforcement, and escorts to those requesting the service. District Police and Safety employs Community Service Assistants (C.S.A.s) who provide security services on district property outside of regular operating hours [Ref. III.B-18].

Annually, the MiraCosta College District Police and Safety Department prepares a report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act [Ref. III.B-19]. The report details various security policies, crime statistics, and other information pertaining to safety on campus and is prepared in cooperation with health services, counseling services, student activities, and law enforcement agencies having jurisdiction in the areas surrounding our campus and non-campus locations.

This Safety and Security report is available at any District Police and Safety office, Human Resources, Admissions and Records, and the Information and Learning Hubs. It is also located on the website [Ref. III.B-20].

Each year, all enrolled students are mailed a postcard notification containing a brief description of this report, the website address to access this report online, and a statement detailing the locations where they may pick up a copy of this report. A similar notification is sent to faculty and staff via email. Prospective students and employees are notified of the availability of this report in district applications [Ref. III.B-17].

As part of the department's community-oriented policing philosophy, District Police and Safety offers crime prevention presentations each semester and presents to classrooms, campus clubs, and student groups as requested. Topics of these presentations include personal safety awareness, Rape Aggression Defense (R.A.D.), and property protection strategies. The department also hosts an annual safety fair and bi-annual child fingerprinting events [Ref. III.B-17].

The Campus Police Department is responsible for the District Emergency Preparedness program, based on Federal and State laws. The department is required to maintain the district's disaster plan and seventy staff members have been trained using the National Incident Management System protocol. In addition, the district has installed and implemented a district-wide mass communication reverse 911 phone system. Phones for emergency use have been installed in campus classrooms and have campus-wide notification speaker capability.

Emergency call boxes are located on the Oceanside Campus in parking lots 3A, 3C, 4C, and 5A and within campus at buildings 3200, 3600, and 4800. At the San Elijo Center they are located in parking lot 2 and at the 300 and 500 buildings. Call box hours are 7 a. m. through 11 p.m. Monday through Friday and 7 a.m. through 5 a.m. on Saturday. Calls roll over to 911 after hours [Ref. III.B-17]. In order to determine whether lighting needs to be adjusted as a result of new construction projects, a group of faculty and staff under the direction of the department survey each site biannually.

In addition, in case of a medical emergency the college has adopted the use of Automatic External Defibrillators (AEDs). Sixteen AED units are available: one in each patrol car and one at each of the three sites.

Two questions on the 2008 Accreditation Self Study Survey, Student Version addressed safety: 97% of the students strongly agreed or agreed with the question, "When I'm on campus, I feel personally safe." Ninety-one percent strongly agreed or agreed that "When I'm on campus, I feel that my belongings are safe" [Ref. III.B-11].

In response to a question on the 2008 Accreditation Self Study Survey, Student Version, that asked student respondents whether parking facilities adequately meet their needs, 29% said they disagreed or strongly disagreed. This percentage is slightly higher than when 26% of the students responded they agreed or strongly agreed to the same question on the 2002 Accreditation Self Study Survey, Student Version. The district has worked to meet this area of concern. On the Oceanside Campus an additional 105 spaces have been added since 2003. Currently, there are 1,757 (1,441 student) parking spaces for the Oceanside Campus, an increase from 1,652 spaces in 2003. In addition, during the first three weeks of the semester the open space adjoining lot 5C is open and holds an additional 120 overflow parking spaces not included in the total. At the Community Learning Center there are 294 (263 student) spaces. The San Elijo Center currently has 1,003 (949 student) parking spaces. At the San Elijo Center, a car pool plan has continued to be in place. All students are encouraged to use the local bus system with reduced rate vouchers through the Associate Student Government Office and encouraged to use the Sprinter which is located on Rancho Del Oro Drive [Ref. III.B-21].

Self Evaluation:

The college meets the Standard as evidenced by the descriptions of the Standard.

Planning Agenda:

None.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional effectiveness, the institution plans and evaluates its facilitates and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capitals plans support institutional improvement goals and consider projections of the total cost of ownership of new facilities and equipment.

Description:

Beginning in January 2003, MiraCosta implemented a broader Total Cost of Ownership (TCO) system to ensure that long-range capitals plans support institutional improvement goals and consider projections of the total cost of ownership of new facilities and equipment, or any program or initiative requiring additional financial resources [Ref. III.B-22]. A TCO concept was designed to make certain that such easily overlooked expenses as printing services, landscape maintenance, and security costs were fully considered at all levels of planning and implementation. The total cost of ownership worksheet had to be completed before new facilities or equipment were prioritized by the Budget and Planning Committee (BPC) to ensure that in addition to the costs of construction, the following expense categories were fully considered [Ref. III.B-23]:

- staff and support services (examples include accounting, custodial care, and security);
- equipment and supplies (examples include capital equipment and support, software licenses, and internet costs); and
- basic overhead (examples include building maintenances, building security, and utilities).

The total cost of ownership (TCO) concept was an integral part of the long-range planning philosophy for facilities planning [Ref. III.B-23, III.B-24]. After review by the Budget and Planning Committee it was determined that the TCO process would no longer be a part of the college's strategic planning.

The district evaluates its facilities requests for vacant, additional or new space to determine whether or not space is available and/or adequate by utilizing the form, Management of Vacated Space [Ref. III.B-25, III.B-26]. When newly constructed facilities are completed resulting in vacated space in temporary buildings, and when, during the normal course of business, space becomes available in permanent buildings, the following guidelines and procedures are set forth to assist in the management of vacated space.

- As soon as it is known that a program, department or function will need additional space, that need must be communicated to the Director of Facilities.
- If it appears space will be vacated, this must also be communicated to the Director of Facilities.
- If the request pertains to a space previously dedicated as a faculty office, then the request goes through the existing Academic Senate procedure for the assignment of faculty offices. If the Academic Senate cannot satisfy the request using the existing

inventory of faculty offices, then the Academic Senate president submits the request on the standardized form described below.

- Any program or department can initiate a request for use of a vacant space. The Director of Facilities maintains a standardized form to be used to request the use of vacant space [Ref. III.B-26].

A new district process was developed in 2008 to implement a procedure for requesting and evaluating the Space Renovation and Modification Proposals [Ref. III.B-27]. The process defines how proposals for renovation and modification projects are to be prepared and submitted for evaluation, recommended prioritization and consideration for funding in the district's annual strategic planning process.

Self Evaluation:

The college meets the Standard as evidenced by the college's commitment to ensuring that physical resources are constructed and maintained so that access, safety, and security create a healthful learning and working environment.

Planning Agenda:

None.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Description:

The district's education master plan (EMP) consists of the 2005-2006 academic master plan, the 2006 facilities master plan, and the 2007-2010 Technology Master Plan. The facilities master plan and the 2007-2010 Technology Master Plan base a majority of their project goals on the objectives of the academic master plan [Ref. III.B-3, III.B-4, III.B-5]. Under the new collegial consultation and governance process, the responsibilities of the Facilities Planning Advisory Committee (FPAC), a subcommittee of Planning and Budgeting Council, will be subsumed by the Campus Committee [Ref. III.B-28]. An EMP task force of the Budget and Planning Committee is charged with ensuring a new EMP is developed.

When members of the Board of Trustees approve construction of new buildings, a procedure is in place to ensure they approve downstream costs for facilities personnel, operational and maintenance expenditures at the same time they approve construction of the new facility.
The college has implemented an electronic data base system, TracDat, for continuous monitoring of student learning outcomes. This facilitates the integration and consideration of student learning outcomes into overall institutional planning, including physical resources and facilities considerations.

The Physical Resources Department has undergone extensive review and action from 2006 to present. It is understood a shortage of facilities personnel exists and plans are in progress to address this issue. The current shortage of facilities personnel has occurred as a result of downsizing in 1995, increased growth of the district's cleanable and maintainable space during the period from 1995 to present, and the resulting lack of adequate staffing to meet these growing needs [Ref. III.B-29].

Downsizing in 1995 resulted in the elimination of one custodial supervisor position and three groundskeeper positions at the Oceanside Campus; these positions have not been refilled. With the completion of the Art and Music Building, Career/Transfer/Counseling Center and SEC Student Center, the district has a total of 489,048 gross square feet (gsf) of cleanable and maintainable building spaces. Since 1995, the district has added 160,055 gsf of cleanable and maintainable space. The addition of the second Art and Music building (16,100 gsf) in September 2009 has brought the district's space inventory total to 514,104 gsf [Ref. III.B-29]. The 2002 Association of Physical Plant Administrators (APPA) staffing guidelines and resulting recommendations made by the MAAS Company demonstrate the quantity of staffing needs as follows, based on the total cost of ownership framework: [Ref. III.B-29].

- Custodial/Utility – 1 FTE for each 28,000 gsf equals 24 FTE
- Maintenance Mechanic – 1 FTE for each 57,600 gsf equals 6 FTE
- HVAC Mechanic – 1 FTE for each 300,000 gsf equals 2FTE
- Gardner/Groundskeeper – 1 FTE for each 6 developed acres equals 6 FTE
- Facilities Assistant – 2 FTE for each10-15,000 gsf equals 2 FTES

Based on these standards the facilities staffing shortfall has been identified and a five-year staffing plan was requested by the superintendent/president in 2006 to be established over a five-year period beginning FY2007. However, this calculation did not include the Creative Arts expansion buildings. The FY2010 plan accounts for the opening of the new Creative Arts Expansion building, thereby adding three more positions. However, Facilities was only able to hire 1/3 staff in FY 2009 (2008/09) in order keep the five-year staffing plan on track. As a result, the net total hire based on the five-year staffing plan would need to be a total of five facilities employees.

The Facilities Department was unsuccessful in FY 2007 and 2008 in hiring according to the plan. The Facilities Department was able to fill only one out of three positions for FY09. This position was for a utility worker at San Elijo, resulting in a misstep in keeping the departmental staffing in line with the staffing metrics benchmarked in 2006.

From 1995 to 2008, the overall facilities department has had a net increase of 1.5 FTE. The plan for 2010 is to reinstate the working Custodial Supervisor for the Oceanside and Community Learning sites so that the supervisor of maintenance for the Oceanside and CLC sites can relinquish the tremendous workload managing both maintenance and custodial services. This supervisor position has been part of a departmental reorganization. The position of Supervisor of Custodial Services was eliminated in 1996 when the maintenance and the custodial supervisors retired and the college decided to combine the two supervisorial positions into one and not backfill the custodial supervisor position.

The current Maintenance Supervisor for the Oceanside Campus then assumed the additional responsibility for both Maintenance and Custodial Services for the Oceanside and CLC sites. This position manages the combined maintenance and custodial staff totaling 20 employees. In comparison, the Supervisor of Maintenance at the San Elijo Center supervises a combined maintenance, custodial and grounds department of five employees. The combined square footage of OC and CLC is 430,691 gsf. SEC has 67,313 gsf. This is apparent imbalance that will be re-evaluated during the job classification study of classified employees.

Maintenance and custodial staff members have had to reduce their services as a result of limited staffing while at the same time, the campus facility space has increased. In addition, some of the building spaces (e.g. Biotech Lab, Administration Building, Hub, Horticulture, SEC Student Center and Creative Arts) have become more complex requiring a higher degree of cleaning/maintenance. These buildings are also major focal point buildings on the campus and therefore the Facilities Department tries to ensure these buildings are given the maintenance and cleaning consideration required to keep them operating at a high level [Ref. III.B-29].

The summary of total staffing requested for the district's Facilities Department is the result of the staffing comparison data and current staffing of the various disciplines. Attempts have been made to outsource these services and other general maintenance needs; however, SB1419 prohibits the use of contracted service if the district has staff performing any of the same services [Ref. III.B-29].

In addition to their normal custodial duties, these employees are also responsible for special event set-up and tear-down for all of the events that occur throughout the district on a weekly basis. The Custodial Department spends approximately 15-25% of its weekly cleaning time preparing set-ups and tear-downs of daily activities and events. The time taken to perform set ups limits the time custodians have remaining to perform the nightly required cleaning [Ref. III.B-29].

Self Evaluation:

The college meets the Standard as evidenced by the 2006 facilities master plan that maintains capital plans and considers projections of total cost of management for current and new facilities in support of institutional improvement [Ref. III.B-3].

Planning Agenda:

None.

Standard III.B References:

III.B-1: MiraCosta CCD Report 17 Certification

III.B-2: MiraCosta CCD 2008 Five Year Construction Plan

III.B-3: 2006 Facilities Master Plan

III.B-4: 2005-2006 Academic Master Plan

III.B-5: 2007-2010 Technology Master Plan

III.B-6: Major Construction Projects Completed 2003-2009

III.B-7: MiraCosta College Community Education Bulletin Spring 2009

III.B-8: MiraCosta College and the Environment PowerPoint, February 17, 2009

III.B-9: Faculty Office Inventory 2008-2009

III.B-10: 2008 Accreditation Self Study Survey, Employee Version

III.B-11: 2008 Accreditation Self Study Survey, Student Version

III.B-12: Facilities Project Tracking 2004-2008

III.B-13: Baseline Summary of Requests December 8, 2004

III.B-14: 2005-06 Baseline Gap Approvals

III.B-15: MiraCosta ADA Projects 2000-2008

III.B-16: MiraCosta College Police Department Website: http://www.miracosta.edu/StudentServices/CampusPolice/index.htm

III.B-17: MiraCosta College Safety and Security Report 2007

III.B-18: MiraCosta College Campus Police: Community Service Assistants Website: http://www.miracosta.edu/StudentServices/CampusPolice/csa.htm

III.B-19: MiraCosta College Campus Police: The Clery Act: http://www.miracosta.edu/StudentServices/CampusPolice/righttoknowinfo.htm

III.B-20: MiraCosta College Campus Police: Crime Statistics: http://www.miracosta.edu/StudentServices/CampusPolice/crimestatistics.htm

III.B-21: 2002 Accreditation Self Study Survey, Student Version

III.B-22: MiraCosta College Total Cost of Ownership Website: http://www.miracosta.edu/governance/tco/

III.B-23: MiraCosta College Planning/Budgeting Council Website: https://www.miracosta.edu/Governance/PBC/index.htm

III.B-24: MiraCosta College Orientation to Strategic Planning Website: http://www.miracosta.edu/Governance/PBC/s-plan/StrategicPlanningOverview.htm

III.B-25: Board Policy 6500

III.B-26: Facilities Planning Advisory Committee Request for Space Form

III.B-27: FPAC Procedure: Space Renovation and Modification Proposals 8/14/08

III.B-28: MiraCosta College Facilities Planning Advisory Committee Website: http://www.miracosta.edu/governance/fpac/

III.B-29: Facilities Staffing TCO Proposal Coversheet

Standard III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

***Description**:*

Academic Information Systems (AIS), in collaboration with the Academic Senate Technology and Pedagogy Committee (TAP), the district committee for Strategic Planning and Information Technology (SPIT) and the Integrated Computer Enhancements Committee (ICEcubes), was responsible for planning, acquisition, and support of technology for the college. In the new collegial consultation and governance process, AIS will continue to fulfill its role in the same capacity as before, but the Campus Committee will assume the role of providing guidance and direction to AIS in the following key areas:

- Continual assessment of faculty technology needs (see III.C.2 for details).
- Coordinate on planning, vision, and maintenance of the district's technology infrastructure (see III.C.2 for details).
- Functional guidance on all PeopleSoft implementations, upgrades, and planning (see III.C.2 for detail).

AIS personnel and procedures play a principal role in analyzing needs described by departments and programs, specifying hardware, software and services to meet those needs, implementing and providing training in use of new technology, and providing ongoing technical and operational support.

AIS is housed within the Instructional Services Division, but serves all divisions and sites of the district. AIS provides user and system support for hardware, software, and equipment within all facilities, including computer labs, classrooms, offices, conference rooms, and large group venues. In addition to the physical infrastructure, AIS is responsible for administrative systems, network and telecommunications, servers and web applications, library operations, and training and user support services. AIS personnel work at each district site with the majority of staff using the Oceanside Campus as the principal place of operation [Ref. III.C-1, III.C-2].

AIS is organized into six service areas or workgroups:

- Administrative Systems: PeopleSoft modules, systems and data integration

- Instructional Computing: computer labs, employee help desk, technology purchasing and inventory
- Library Operations: technical and logistical aspects of library services
- Media Services: equipment check-out, technology-enhanced classrooms, multimedia production
- Open Learning: web services/applications, faculty training, student help desk, assistive technologies
- Technical Services: infrastructure administration, user accounts, data security, employee desktops

Technology-enhanced facilities span all areas of the district, including 24 computer labs and 97 technology-enhanced classrooms. A total of 33 facilities, all technology-enhanced, have been constructed or reconstructed since 2004 (see III.C.1.d. for details). The district maintains a one computer per employee ratio for all faculty and with very few exceptions all staff (see III.C.1.c. for details). A number of web-based systems provide centralized service to constituent groups regardless of location or facility (see III.C.1.d. for details).

Of the employees who responded to the 2008 Accreditation Self Study Survey, Employee Version, 95% indicated they strongly agreed or agreed with the statement, "The computer hardware and software available at MiraCosta College help me to effectively perform my required duties." Ninety-three percent strongly agreed or agreed with the statement, "The technology support personnel at MiraCosta College help me to effectively perform my required duties" [Ref. III.C-3].

On the same survey, Student Version, 96% of the students agreed or strongly agreed with the statement, "Sufficient staff assistance is available in the open computer labs." Ninety-eight percent agreed or strongly agreed with the statement, "Open computer labs provided for student use are adequately maintained." When asked whether they agreed with the statement "The technology support personnel at MiraCosta College support my learning," 98% of the students agreed or strongly agreed. Ninety-seven percent of the students agreed or strongly agreed with the statement, "When the use of technology is required for a course, it is available at appropriate times and places (on campus and/or on the web)" [Ref. III.C-4].

Self Evaluation:

The college meets the Standard as evidenced by the organization of and services provided by Academic Information Services.

Planning Agenda:

None.

III.C.1.b.The institution provides quality training in the effective application of its information technology to students and personnel.

Description:

Technology training is available to faculty and staff for most hardware and software maintained by the district. Training is provided in a variety of modes including workshops, one-on-one training, drop-in labs, multimedia tutorials and self-help materials on the web. Training is available throughout the academic year with a concentration of offerings during flex week prior to the first day of each semester. Technical training opportunities are offered by various colleagues through POT, Academic Information Services, and third-party partnerships such as the @One Institute, hosted annually at MiraCosta.

MiraCosta employs a full-time Faculty Technology Specialist within Academic Information Services (AIS) dedicated to faculty training and instructional technologies. Other technology training duties are distributed throughout the AIS department based on staff areas of expertise [Ref. III.C-5].

Since 2006/2007 the Professional Development Program has offered 118 technology-oriented workshops with a focus on pedagogy and technology, technology tools, or emerging technologies. Lists of workshops offered in past years are available on MyFlex with a MCC log-in and password [Ref. III.C-8].

In Spring 2006, the Classified Senate Council (CSC) began offering annual professional development activities for classified employees. CSC evaluates constituent interests, recruits presenters, and offers a variety of workshops throughout the academic year. Out of the 50 workshops offered since 2006, nine have focused specifically on technology training [Ref. III.C-7].

Training workshops are generally distributed over the three district locations based on demand and staffing, with the majority taking place at the Oceanside Campus, followed by the San Elijo Center, and, finally, the Community Learning Center. Training workshops are advertised to the campus community via the web and e-mail [Ref. III.C-11].

The Program for Online Teaching (POT), founded in 2005, is an in-house program staffed by over a dozen volunteer faculty with experience teaching online. POT sessions are the heart of professional development offerings focused on pedagogy for online classes. POT offers mini-conferences during staff development weeds, each featuring a large selection of workshops for faculty through MiraCosta College's Professional Development Program. Extensive resources and forums for online instructors are offered through POT. MiraCosta benefits from an informal partnership with the @One Institute in which statewide professional development activities are hosted at the Oceanside Campus. MiraCosta has hosted three @One conferences since June 2006, with a total offering of 15 technical workshops; 72 participants have been from MiraCosta, and 262 participants have come from around the state [Ref. III.C-6].

MiraCosta College also hosted a statewide Online Teaching Conference in June 2008, with a total of 108 different workshops/seminars faculty could attend. Thirty-five participants from MiraCosta College attended among the 520 overall participants from around the state.

Significant portions of technology training occur outside the structured workshop environment on an ad-hoc basis. Staff and faculty regularly contact technical staff on an as-needed, informal basis for just in time training and support.

Workrooms are available in the hubs at both the Oceanside and San Elijo sites where faculty and staff members may pursue activities using technology not commonly found in offices and benefit from ad-hoc training and support from AIS staff.

The Technology Innovation Center (TIC) and Instructional Development Lab co-exist within the Oceanside hub. The Instructional Development Lab includes PC and Macintosh computers, flatbed scanners, digital video editing facilities, and the office of the Faculty Technology Specialist. The TIC is a technology-enhanced classroom (TEC) with a data projector and other media equipment. The TIC also provides various items available for check-out, including laptops, iPods, and publications on technology and teaching. The TIC serves as the host for scheduled training as well as drop-in training windows [Ref. III.C-10].

At the San Elijo hub, the Teacher Learning Center (TLC) offers PC and Macintosh computers, a flatbed scanner, and training staff available by appointment.

In January 2009, the college launched a campus portal for employees that includes an online knowledge base. The knowledge base is a self-help and self-publishing center for employees to exchange technical know-how and experience. The site contains a wiki (a "wiki" is a Website that allows users to add and update content on the site using their own Web browser. This is made possible by Wiki software that runs on the Web server) for employees to publish articles and guides, a multimedia library of how-to videos, a document library of manuals, guides and tutorials, and a series of training-sites dedicated to specific technologies [Ref. III.C-11].

Manuals, guides, and multi-media tutorials are currently published throughout the MiraCosta website, and are being consolidated in the portal knowledge base.

Every open lab is staffed with an Instructional Assistant as well as one to five trained student workers whose responsibilities include answering questions about the use of available hardware and software and enforcing appropriate use policies. Open labs and walk-up assistance are generally available from 8 a.m. to 9:30 p.m. Monday through Thursday, 8 a.m. to 3 p.m. on Friday and 10 a.m. to 5 p.m. on Saturday, for a total of 68 hours per week of availability at each of the three district locations.

Just-in-time training and support is provided for MiraCosta's online application and enrollment system, SURF. For students enrolling on-campus, SURF-Assistants are provided at the Oceanside and SEC Admissions & Records Offices during peak enrollment periods. Students who register on-campus are encouraged to use the SURF assistants for guidance and orientation with the online system. This just-in-time training enables students to establish familiarity with a new system and empowers them to use SURF confidently and independently as returning students. For students enrolling off-campus, the student helpdesk provides support via phone, email, and web chat Monday to Friday from 8 a.m. to 4:30 p.m. – and extended hours during peak enrollment periods.

The SURF Helpdesk was established in 2001 to assist students with MiraCosta's online enrollment and information system, SURF. In 2005, this service was renamed the Student Technology Helpdesk, and the mission expanded to support students using all district technologies, including Blackboard, wireless networks, library resources, user accounts, browser configurations, SURF, etc. [Ref. III.C-9].

Of the employees who responded to the 2008 Accreditation Self Study Survey, Employee Version, 93% agreed with the statement, "The technology support personnel at MiraCosta College help me to effectively perform my required duties." Of the students who responded to the 2008 Accreditation Self Study Survey, Student Version, 96% responded they agreed or strongly agreed with the statement, "Sufficient staff assistance is available in the open computer labs." Of the students responding, 98% agreed or strongly agreed with the statement, "The technology support personnel at MiraCosta College support my learning" [Ref. III.C-3, III.C-4].

Self Evaluation:

Because of the quality and quantity of training available to students, faculty, staff and administrators throughout the year, as evidenced by the description of the Standard, the college meets the Standard.

Planning Agenda:

None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Description:

Prior to Spring 2009, the Planning and Budget Council approved the planning for and acquisition of technology, based on the recommendations of Academic Information Services (AIS). Under the new collegial consultation and governance process, the Campus Committee has responsibility for managing campus technology, based on the recommendations of Academic Information Services. AIS coordinates the evaluation of technology growth, upgrade, replacement, and sustainability using a total cost of ownership framework. In this way, the college systematically plans, acquires, maintains, upgrades, and replaces technology infrastructure to meet the needs of students and employees as explained in detail in the following paragraphs.
Planning and budgeting for hardware includes the cost of acquisitions and support and replacement on a standard cycle, using requests for technology acquisitions and by reviewing respective replacement cycles. The committee employs an "Add to the Plant" process in which users submit requests for new technology acquisitions. The BPC evaluates funding, staff impact, maintenance, sustainability, security, and policy [Ref. III.C-13, III.C-1].

Prior to the change in the college governance structure, the campus-wide Strategic Planning for Information Technology Committee served as the custodian of the district budget for technology

replacement. The college has determined specific allocations for different types of hardware and software. Hardware replacement cycles:

- Employee computers - 4 year
- Classroom and lab computers - 4 year
- Printers - 5 year
- Servers - 3 to 5 year
- Storage - 5 year
- Network infrastructure - 5 to 6 year
- Security infrastructure - 3 to 5 year
- Technology Enhanced Classroom (TEC) equipment - 4 to 5 year

Under the new collegial consultation and governance process, the Campus Committee will serve as the custodian of the district budget for technology replacement.

Computers: As of October 2008, 1904 personal computers were available for use by students, faculty and staff, including 1200 lab computers, 466 staff computers and 238 faculty computers. A one person/one computer level of availability is maintained for all faculty and, with very few exceptions, all staff. Computers and related hardware are available for use by associate faculty members in shared offices at each of the three district locations.

Technology-Enhanced Classrooms: In 2004/2005 the Academic Master Planning Committee (AMPC) and Academic Information Services (AIS) launched a Technology-Enhanced Classroom (TEC) initiative designed to equip all classrooms with a baseline of instructional technology. The plan includes annual funding for achieving a classroom technology baseline and resources for sustaining it on a four-year replacement cycle thereafter. The baseline includes a data projector, computer, and miscellaneous media equipment. Since 2004/2005 the Technology and Pedagogy (TAP) committee has worked with Media Services and Department Chairs to prioritize rooms for installation of this equipment. Media Services has installed 97 TEC rooms across the three sites since the plan began; we have completed 93% of the total rooms, with approximately 10 classrooms still needing the baseline technology to be installed. As of 2009/2010 all classrooms will be installed with baseline instructional technology and the plan will enter a maintenance stage in which each room is evaluated and upgraded every four years.

Instructional Equipment: Instructional equipment must be relevant and reasonably up-to-date in order to be effective in the education and training of our students. In 2004/2005 MiraCosta developed a Total Cost of Ownership (TCO) model for instructional equipment replacement similar to the successful program in place for the replacement of computers and instructional technology. The college did not have an inventory control procedure in place, so the first step was to ask for an inventory of what equipment was on campus, what its expected life cycle was, when it was purchased, and what the cost of replacement would be. It should be noted that there were multiple requests for information with some early responders and others reporting over two years into the project. With a reasonably accurate inventory and cost estimation, a matrix was developed that projected out 10 years which equipment would be scheduled for replacement and what the cost would be for that particular year. The college budgeted about $600,000 per year to

address this replacement. Departments are notified that the year's allocation is ready to be spent and they are directed to submit purchase pre-requisition forms to the Office of Instruction for processing. When the new equipment arrives, the old equipment is replaced and removed from inventory. Currently, the college is reviewing the sustainability of this process and how to address new equipment coming from the state in the form of Instructional, Equipment, Library, and Materials (IELM) grant and other grants. The college recognizes the need to have a systematic method to keep instructional equipment refreshed on a regular basis and works to manually maintain an inventory.

PeopleSoft: MiraCosta has adopted the PeopleSoft platform for Human Resources Administration (1999), Student Records Administration (2002), and Finance and Budget Administration (2003). Each of these modules is independently maintained and upgraded in concert with their functional areas and vested parties throughout the district.

- In June 1999, PeopleSoft Human Resources went into production enabling management of recruitment activities, salary plans, job codes, disability detail, affirmative action information, and benefit plan details. Records are maintained on both regular employees and associate faculty.
- In April 2002, the PeopleSoft Student Administration modules went into production. The modules included Student Records, Financial Aid, Catalog, and Student Financials. The PeopleSoft web-based registration system (SURF) was introduced at this time, replacing the existing telephone registration system.
- In July 2003, the PeopleSoft Financials modules went into production. These modules include General Ledger, Accounts Payable, Purchasing, Accounts Receivable, and Asset Management. The Budgets module went into production in November of 2003.
- The PeopleSoft Human Resources and Student Administration modules were updated in March 2008 to PeopleSoft Campus Solutions 9.0. The update took a collaborative effort between Academic Information Services (AIS) programmers, several functional users within the campus community, and Cyber Enterprise Solutions consultants. The upgrade took approximately 13 months to complete, with quarterly patches and bundles applied as they become available.
- PeopleSoft Financials upgrade to version 9.0 began in 2008/2009 under the same collaborative model of Academic Information Services (AIS) programmers, functional users from the campus community, and Cyber Enterprise Solutions consultants. The upgrade was completed in March 2009.

Campus Portal: In Spring 2009, the college launched an employee web portal that provides a suite of online tools for committees and collaboration and serves as a platform for creating custom online solutions for the college. For example, the portal provides a standardized agenda and minutes management system, a knowledge base, a centralized document library for formal district documents, and mechanisms for committees and project teams to conduct business online. Planning and vision have been facilitated by AIS with on-going feedback from faculty, staff, and students via committee, focus group, and survey. In 2007/2008, in response to feedback, AIS determined two portals would be developed to better serve the unique needs of two distinct user groups: employees and students. Subsequently, two informal committees were

formed to facilitate planning – the Portal Advisory Committee – Employees (PACE), and the Portal Advisory Committee – Student (PACS). Initial programming efforts focused on the aforementioned employee portal with the student portal scheduled to launch by Fall 2009.

Digital Signage: In 2006/2007 the college began implementation of a digital signage network to enhance student communication and outreach. As of 2008/2009 the network includes nine large-screen monitors and respective computer-players, installed in various public venues of the district: six on the Oceanside Campus, two at the San Elijo center and one at the Community Learning Center (CLC). Multimedia regarding special events, campus life, enrollment deadlines, or scheduling updates comprise the sign content. Members of the campus community submit the content to the Media Services Department who publish it.

EDDI: In 2008/2009 the college worked with Dr. Peter Morrison to customize and implement an enrollment management system named EDDI (Enrollment Data-Driven Interface). EDDI provides detailed analysis of enrollment trends, student demand, scheduling patterns. This tool allows what-if scenario building and the ability to project the number of full-time-equivalent students (FTES) and faculty (FTEF) associated with a planned (future) schedule. By looking at the archived data, deans and chairs are able to set reasonably accurate projections for the upcoming term which assists in the development of the schedule. It also serves as a repository of data from the previous semester, currently one year back and is projected to hold four years of information. Used in the development of the Spring 2009 Schedule of Classes, this software package has provided easy access to data and trends influencing the scheduling process. Though the college is currently a basic-aid funded institution, EDDI assists in developing schedules that are comprehensive and efficient should the funding ever change.

EDDI also measures both projected and assigned faculty workloads in contact hours, and therefore serves as a mechanism to automate the development of assignment letters to faculty in the form of load cards. Using an automated system such as this allows the faculty members to easily see their contractual obligation and the Office of Instruction to confirm assignments. It facilitates the transfer of assignment information to payroll. The system is being beta-tested Spring 2009 and is anticipated to be used in the Fall 2009.

Emergency Phones: Under the district's Emergency Preparedness program, phones were purchased for every classroom at all three district sites. Until now there has been no way to communicate effectively with any classroom should a campus emergency occur or a need arise to receive or send an emergency message. Having phones installed now provides immediate access to all classrooms. The system has been upgraded to include all offices, as well. This improvement will be critical for any situation when we need to evacuate or inform students, staff, and faculty of a critical emergency. The message is a broadcast message. This was a planned purchase at the request of the Emergency Preparedness Advisory Group.

PeopleAdmin: In 2008/2009 the Human Resources Office implemented an online recruitment and management system called PeopleAdmin (not related to PeopleSoft). The system is hosted off-site and provides a streamlined process for receiving, reviewing, and processing employment applications and recruitment efforts.

TracDat: In May 2008, an ad hoc committee made up of representatives from the Outcomes and Assessment Committee, Academic Information Services, and Institutional Research identified an institutional need for tracking and assessing student learning outcomes as well as administrative unit objectives. The committee selected the Nuventive TracDat system to serve as a district-wide inventory system for student learning outcomes and administrative unit objectives. The system plays a key role in maintaining compliance with new requirements by the national Accrediting Commission for Community and Junior Colleges and the regional accreditation agency, the Western Association of Schools and Colleges (ACCJC/WASC).

TracDat deployment began in 2008 and implementation is expected to continue throughout 2009 as the system is populated with outcomes and unit objectives. Assessment results, as well as the analysis and resulting recommendations, will continue to be recorded and analyzed within TracDat.

When employees were asked to respond to the 2008 Accreditation Self Study Survey, Employee Version, statement, "The technology planning process is clearly connected to teaching and learning outcomes," 70% agreed or strongly agreed. Ninety-one percent agreed or strongly agreed with the statement, "I am satisfied with the systematic maintenance, upgrade and replacement of the technical resources I utilize," and 93% agreed or strongly agreed with the statement, "When technology is required for me to perform my duties, it is available at appropriate times and places (on campus and/or remotely)" [Ref. III.C-3].
Of the students who responded to the statement, "The technology available at MiraCosta College is appropriate and up-to-date," 98% agreed or strongly agreed. Ninety-seven percent agreed or strongly agreed with the statement, "When the use of technology is required for a course, it is available at appropriate times and places (on the campus and/or on the web)" [Ref. III.C-4].

Self Evaluation:

The college meets the Standard as evidenced by the implementation of the Technology Master Plan and ongoing review and replacement cycles.

Planning Agenda:

None.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Description:

Technology spans all areas of the district including classrooms, computer labs, offices, conference rooms, departments, divisions, and workgroups. Until Spring 2009, information technology infrastructure, growth, and distribution were guided through the Strategic Planning for Information Technology (SPIT) committee that made recommendations to the Planning and Budget Council and to Academic Information Services (AIS) [Ref. III.C-15]. Under the new

collegial consultation and governance process, the Campus Committee will guide these aspects of technology.

As of October 2008, 1904 personal computers were available for use by students, faculty and staff; including 1200 lab computers, 466 staff computers and 238 faculty computers. A one person/one computer level of availability is maintained for all faculty and, with very few exceptions, all staff. Computers and related hardware are available for use by associate faculty members in shared offices at each of the three district locations.

Myriad multi-media technologies are available for check-out by faculty and staff at all district sites through the Media Services department, including 14 data projectors and 14 laptops of various platforms and capacity.

At the end of the school year 2008/2009, 93% of all district classrooms are considered Technology-Enhanced Classrooms; approximately 10 classrooms still need to have the baseline instructional technology installed. During the 2009/2010 school year, the remaining classrooms will have the technology installed and the plan will enter a maintenance stage in which each room is evaluated and upgraded every four years.

In addition to facility enhancements through the Technology-Enhanced Classroom (TEC) initiative, a variety of technology-enhanced conference rooms and computer labs have been established since 2004. Thirty-three facilities have had the baseline instructional technology installed. Of these, 21 of the installations can be attributed to reconstruction or new construction projects, including the Administration Building (1000) complete in 2004, the Horticulture Building (7000) complete in 2006, the Music/Art Building complete in 2007, and the SEC Student Center complete in 2007. The completion of the Music/Art Expansion will bring three additional technology enhanced classrooms and one large-venue, as well.

A typical TEC room includes a built-in data projector, computer/monitor, both hard-wired mouse and keyboard, remote mouse and keyboard, projection screen, VHS player/recorder, AV switcher, DVD player, audio/ speakers, and Internet connection. TEC rooms in buildings wired for cable also have the ability to project programs broadcast on the cable stations.
The district maintains a total of 24 computer labs available for student use, with a combination of PC and Macintosh computers: 15 labs at the Oceanside Campus, six labs at the San Elijo Center and four labs, including a CISCO Academy Lab, at the Community Learning Center.

Computer labs available for student walk-in services (open labs) are generally open 8 a.m. to 9:30 p.m. Monday through Thursday, 8 a.m. to 3 p.m. on Friday and 10 a.m. to 5 p.m. on Saturday, for a total of 68 hours per week of availability at each of the three district locations. Wired and wireless network access is available at all district sites and facilities. The wireless network provides total coverage on all campuses in all places (except the athletic track on the Oceanside Campus) and is available to students as well as employees. Encrypted tunnel network access is available to faculty and staff as well.

Web-based applications and services are not associated with specific locations, and are distributed ubiquitously. Applications vary by audience, technology, and purpose; most include customization and integration components. Examples of such applications include:

- Class Climate: survey deployment, management, and reporting
- Course Management Systems: Blackboard, Moodle, and ETUDES NG provide instructional tools
- Enrollment Data-Driven Interface (EDDI): enrollment management and analysis
- HelpSTAR (HelpDesk): technical and facilities service requests
- Job Trak: student employee/internship recruitments, tracking, and processing
- PERCY for Program Review
- P-Synch: password reset and retrieval
- PeopleSoft Financials: budget and fiscal management
- PeopleSoft Student Administration (SURF): enrollment and information management
- PeopleAdmin: employee recruitments, tracking, and processing
- Portal (Intranet): document sharing, group collaboration, and paperless workflow
- RoboRegistrar: transcript ordering and processing
- Strategic Planning Online (SPOL): strategic planning and proposal management
- Streaming Media: audio and video presentations
- TracDat: tracking and assessment of student learning outcomes and administrative unit objectives
- Training Transcripts (myPDP): professional development registration and tracking
- WebCMS: curriculum maintenance and review

When asked to respond to the statement on the 2008 Accreditation Self Study Survey, Employee Version, "I am satisfied with the systematic maintenance, upgrade, and replacement of the technical resources I utilize," 91% of the employees agreed or strongly agreed. Ninety-three percent strongly agreed or agreed with the statement, "When technology is required for me to perform my duties, it is available at appropriate times and places (on campus and/or remotely)" [Ref. III.C-3].

When students responded to the Student Version of the same survey,

- 93% agreed or strongly agreed with the statement, "Open computer labs are available an adequate number of hours and days each week."
- 98% agreed or strongly agreed with the statement, "Open computer labs provided for student use are adequately maintained."
- 98% agreed or strongly agreed with the statement, "The technology available at MiraCosta College is appropriate and up-to-date."
- 98% agreed or strongly agreed with the statement, "The computer hardware and software at MiraCosta College support my learning."
- 97% agreed or strongly agreed with the statement, "When the use of technology is required for a course, it is available at appropriate times and places (on campus and/or on the web)" [Ref. III.C-4].

Self Evaluation:

The college meets the Standard by distributing, maintaining, and enhancing technology resources at all three sites, throughout all facilities, and within all programs.

Planning Agenda:

None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Description:

Planning for acquisition and support of technology has been guided by the Technology Master Plan (TMP), a collaborative authorship led by the Strategic Planning for Technology Committee (SPIT). The technology plan is part of the MiraCosta education master lan (EMP) that also includes the academic master plan (AMP) and the facilities master plan (FMP). Beginning in Fall 2009, the Campus Committee has assumed responsibility for technology planning; such planning will continue to be integrated with institutional planning. The description in this section follows the process used prior to the new collegial consultation and governance process.

Although responsibility for the technology has changed, the functions will continue and the result of planning will be continued effective use of technology resources that are evaluated systematically. The Technology Master Plan (TMP) is drafted with an open-door invitation to constituents for input, with specific participation requested from the Technology and Pedagogy (TAP) committee as well as the respective constituent groups. Initial drafts, concepts, goals, and objectives are identified in part from an inclusive planning retreat with participants from major functional areas of the college.

During the 2007-2010 Technology Master Plan (TMP) retreat, participants decided the college may be better served by a plan shorter in scope and updated annually. Whereas previous Technology Master Plans (TMP) were designed with three-year life cycles and specific goals and objectives, the new format focuses more on vision than on specific technologies. The new plan is designed to function as a framework for constituents to identify their own goals and objectives for leveraging technology. The inspiration behind this re-engineered format is to provide a higher degree of adaptability and responsiveness to keep pace with modern technology.

The Technology Master Plan (TMP) framework provides five primary areas of emphasis [Ref. III.C-12]:

- Environment – Analysis of the existing infrastructure, resources, and distribution of technology across the institution.

- Technology Standards – Dedication to technology standards to maintain compliance with issues of security, accessibility, compatibility, return-on-investment, scalability, and sustainability.
- Development –Encouragement and support of technology innovation, experimentation, and creation.
- Resources –Evaluation and maintenance of appropriate levels of human, capital and financial resources for technology.
- Integration –Continual development of an environment that promotes technology and business process integration.

Until Spring 2009, the Strategic Planning for Information Technology (SPIT) committee evaluated the Technology Master Plan (TMP) annually, coordinated revisions with the Academic Master Planning Committee (AMPC) and Budget and Planning Committee, and had planned to revisit the overall format and plan again in 2010. However, the Campus Committee will now make decisions concerning the Technology Master Plan.

The Campus Committee monitors technology infrastructure, growth, and distribution and makes recommendations to the Budget and Planning Committee and to Academic Information Services (AIS) to ensure that the college:

- maintains basic hardware and software infrastructure for computer and network-based communications and software tools for teaching, learning and administration.
- establishes and revises policies and procedures for coordinating the hardware and software replacement cycle and prioritizing the acquisition and distribution of hardware and software, weighted heavily in favor of putting the latest equipment in student labs.
- provides to BPC recommendations on multi-year equipment and software replacement schedules to aid in resource allocation.

The Campus Committee reviews requests for technology acquisitions and respective replacement cycles. Members of the committee evaluate funding, staff impact, maintenance, sustainability, security, and policy before making final recommendations to the Budget and Planning Committee for approval [Ref. III.C-13, III.C-14].

As a subcommittee of the Academic Senate, the Technology and Pedagogy Committee (TAP) engages in a continual assessment of faculty needs in technology. Membership includes voting faculty as well as permanent resources from Academic Information Services (AIS). TAP provides recommendations to various committees and departments on technology planning, vision, and need – including AIS, PBC, SPIT, and the Academic Senate. For example, in 2007/2008 TAP initiated a pilot study to evaluate course management systems (CMS). The study measures CMS adoption, usability, cost, pedagogy, and technology. The goal of the study is to evaluate multiple CMS platforms and identify which two will receive on-going resources and support from the college. The study is scheduled to conclude in 2009/2010, at which time TAP is expected to report outcomes and make recommendations [Ref. III.C-16, III.C-17].

TAP also assists with Technology-Enhanced Classrooms (TEC) planning and prioritization. TAP surveys faculty and evaluates the existing inventory of TECs each year determine which facilities and disciplines will receive a new installation. The implementation stage of Technology-Enhanced Classroom (TEC) plan will conclude in 2010/2011 when all classrooms will be installed with baseline technology. In 2007/2008 TAP initiated faculty discussions and planning for a TEC 2.0 series of classroom upgrades to be proposed.

The Integrated Computer Enhancements Committee (ICECubes)-an informal committee-coordinates and facilitates the implementation, modification, setup and maintenance of all PeopleSoft modules employed by the district. Due to the integrated nature of PeopleSoft, it is critical that all proposed upgrades, modifications or implementations be planned in a broad forum of stakeholders and constituent representatives. With this mission, ICECubes membership includes the AIS Dean, four PeopleSoft Functional Specialists (representing Student Services, Instructional Services, Business Services and Financial Aid), end users and programming staff. On the 2008 Accreditation Self Study Survey, Employee Version, 70% of the employees responded they strongly agreed or agreed with the statement, "The technology planning process is clearly connected to teaching and learning outcomes." Of the students who responded to the Student Version of the survey, 96% agreed or strongly agreed with the statement, "Sufficient staff assistance is available in the open computer labs" [Ref. III.C-3, III.C-4].

Self Evaluation:

The college meets the Standard by integrating the assessment and effectiveness of the use of technology resources with institutional planning in a variety of ways as described in the description of this Standard.

Planning Agenda:

None.

Standard III.C References:

III.C-1: Academic Information Services Website: http://www.miracosta.edu/Instruction/AIS/

III.C-2: Academic Information Services- Org Chart

III.C-3: 2008 Accreditation Employee Survey, Employee Version

III.C-4: 2008 Accreditation Self Study Survey, Student Version

III.C-5: Academic Information Services - Training Resources Website: https://www.miracosta.edu/Instruction/AIS/Training.htm

III.C-6: AIS/@One Summary Reports (Summer 2007, Winter 2007, and Summer 2008)

III.C-7: Classified Senate: Staff Development Website: http://www.miracosta.edu/Governance/ClassifiedSenate/ClassifiedStaffDevelopment.htm

III.C-8: Professional Development Program Website: http://www.miracosta.edu/Instruction/PDP/index.htm

III.C-9: Student Help Desk Website: http://www.miracosta.edu/apps/studenthelp/

III.C-10: Technology Innovation Center Website: http://www.miracosta.edu/Instruction/AIS/TIC/

III.C-11: MiraCosta Portal: Knowledge Center Website: https://portal.miracosta.edu/Resources/knowledgebase/default.aspx

III.C-12: Technology Master Plan

III.C-13: Strategic Planning for Information Technology Website: http://www.miracosta.edu/governance/spit/

III.C-14: Planning/Budgeting Council Website: http://www.miracosta.edu/governance/PBC/index.htm

III.C-15: Facilities Master Plan

III.C-16: Technology and Pedagogy Committee Website: http://www.miracosta.edu/governance/tap/

III.C-17: TAP Report 2005-2006

Standard III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Description:

Until June 2009, the Planning/Budgeting Council (PBC), an advisory body to the college superintendent/president, consisted of 17 cross-divisional members who represented the various constituent groups at MiraCosta [Ref. III.D-1]. This council reviewed budget priorities based on Strategic Policy Goals and the education master plan [Ref. III.D-2]. With the new collegial consultation and governance process in place, PBC has become the Budget and Planning Committee (BPC). Some of the processes may change with this new structure, but BPC will retain the responsibility for setting budget and planning priorities.

The process for the past several years has been: first, members of MiraCosta's Board of Trustees met in the Spring prior to the beginning of each academic year to review prior year's planning processes and develop a limited number of broad, overarching Strategic Policy Goals [Ref. III.D-3]. PBC then developed Annual Implementation Priorities (AIPs) to assist the college in budgeting funds for the identified areas of emphasis based on the strategic goals developed by the Board of Trustees.

Funds available for the 2009-2010 year were divided into four strategic planning categories: Enhancements, New Initiatives, Innovations and total cost of ownership [Ref. III.D-3]. Enhancements and Innovations are one-year funding proposals to enhance existing programs/services or for an innovative proposal in ways that satisfy one or more of the AIPs. New Initiatives are two-year funding proposals to expand an existing program or service and to gather evidence to support a subsequent-year proposal of total cost of ownership. Total cost of ownership has been used to institutionalize a program/service/new building and to add or increase hours of permanent classified positions to reflect on-going costs related to those efforts and that tie to the AIPs. The total cost of ownership concept will be reviewed by the Budget and Planning Committee during the 2009-2010 budget year to determine whether it fits the charge of this new committee and in relation to the new collegial consultation and governance process.

Until the end of Spring 2009, regular employees of the college had access to the Strategic Planning Online software to formulate and submit strategic planning proposals [Ref. III.D-4]. Proposals that satisfied one or more AIPs, education master plan goals, the mission, Program Review, or ACCJC accreditation standards were typically ranked higher in the evaluation for funding. All proposals were submitted through the Strategic Planning Office and then forwarded to the appropriate division head or appropriate committee for prioritizing before being sent to PBC. Use of the Strategic Planning Online Software (SPOL) was discontinued at the end of the Spring 2009 semester.

PBC established guidelines for evaluating funding proposals that typically included factors related to support of the AIPs, effect on the 50% law, and/or evidence of need, Program Review, success or merit of proposals aligned with the college mission and divisional priorities. After much dialogue, PBC voted on the strategic planning proposals based on the above guidelines, discussion of the proposals, divisional priorities, and available funds, and recommended funding to the Superintendent/President. Currently, a planning and budgeting calendar is adopted annually by the new Budget and Planning Committee (BPC) to reflect the strategic planning process and Program Review timelines and deadlines [Ref. III.D-5].

The Office of Institutional Research evaluates the results of the previous year's funded proposals against education master plan goals and AIPs and reports the results to BPC and the Board [Ref. III.D-6].

The college continually refines and seeks to improve its financial planning and strategic planning processes to address any identified weaknesses in the process and to better serve the educational mission of our college. Beginning in December 2008, the Academic Senate, under the auspices of AB1725, began a process to modify MiraCosta's planning and Program Review processes. One of the goals of this revision is to more directly link the student learning outcomes and assessment process to the college's system of planning and budgeting, and to promote a more systematic and on-going improvement in educational programs and student learning. The college has adopted a new collegial consultation and governance process and refined its Program Review process to more adequately address the direct link of evaluation, assessment and resource allocation. Upon completion, the college expects to have assessments and processes that result in improvements to student learning outcomes and assessment and institutional effectiveness.

The 2008 Accreditation Self Study Survey, Employee Version shows that 85% of responding employees agreed or strongly agreed that financial planning reflects the philosophy, mission, and goals of the institution [Ref. III.D-7].

Self Evaluation:

The college meets the Standard as evidenced by the strategic planning process that incorporates institutional planning with the budgeting and financial planning process and the adoption of the new governance model to incorporate Program Review within the budget and planning process.

Planning Agenda:

None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description:

Since 1987-88 MiraCosta has been a basic-aid district. Basic-aid districts receive local property tax revenue in excess of the state formula and therefore receive no state general apportionment. Basic-aid districts are entitled to retain all tax revenue received above the general apportionment formula. Because of the high property values of the coastal communities and inland areas of the district, MiraCosta's tax revenue in excess of general apportionment has continued to grow and accounts for over 80% of total general fund revenue [Ref. III.D-8]. As a result of this additional revenue, MiraCosta has been able to provide services and programs that otherwise would not be possible. Additionally, MiraCosta has locally funded much of the construction of new buildings and provided funds to supplement state capital construction funds. Despite the housing market crisis, MiraCosta has not seen any reduction in property tax revenues, although the rate of increase has slowed substantially.

A Five-Year Budget plan is presented to the Budget and Planning Committee and the Board three times annually reflecting assumed growth rates, property tax revenues, salary and benefit increases [Ref. III.D-8]. The Five-Year Plan also reflects funding for strategic planning and payment of the annual OPEB (Other Post Employment Benefits) cost as defined by the Governmental Accounting and Standards Board. The Five-Year Plan and total cost of ownership concept assist the college in assessing the longer-term effects of funding decisions and preparing for increases or reductions in expected revenue sources and expenditure planning.

BPC and the Board receive information about fiscal planning on a routine, regular and systematic basis including a Preliminary Budget workshop in February, a Tentative Budget workshop in June, and a Final Budget workshop in September.

The current budgeting process includes the prior year's budget amounts augmented by anticipated growth for associate faculty wages and benefits, growth of operating budgets based on prior year's FTES growth, and strategic planning approvals, including the Enhancements, New Initiatives, Innovations and total cost of ownership funded proposals. Salaries and benefits, along with contract obligations, are budgeted to reflect known increases or decreases at the time of review or adoption. Changes to this process are under development within the new governance model to incorporate the results of Program Review and institutional effectiveness with resource allocation.

All employees have the ability to access real-time budget information with the PeopleSoft financial system [Ref. III.D-9]. After adoption of MiraCosta's Final Budget, budget managers

and support staff are provided with standardized computer generated reports (nVision) on a monthly basis for easier access to reports and for improved readability [Ref. III.D-10].

In 2008 the college purchased TracDat, a software program for the purpose of reviewing and assessing student learning outcomes, student services learning outcomes, and administrative unit outcomes. TracDat facilitates the collection, management, and evaluation of outcomes and assessments and provides consistency in reporting for program review [Ref. III.D-11].

Self Evaluation:

The college meets the Standard as evidenced by the Final Budget process, Five Year Plan, and budget information provided in the PeopleSoft financial system and through monthly nVision reports to budget managers and staff.

Planning Agenda:

None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Description:

Although MiraCosta's Board of Trustees has set a 5% minimum general reserve requirement and a 3% emergency reserve, the college maintains a reserve well in excess of that minimum [Ref. III.D-8, III.D-12]. The college has very little long term debt, holding a certificate of participation issued on January 1, 1999 used to 1) refund the 1998 certificate of participation and 2) to fund the construction of the Community Learning Center. The balance on the certificate of participation is now $4.5million [Ref. III.D-13]. Additionally, in 2007, the college entered in to a Lease Agreement in the amount of $2,234,383 for the payment of campus energy retrofit projects [Ref. III.D-14]. Payments towards this agreement come primarily from savings on energy consumption.

In 2005, the college had its first actuarial study, completed for purposes of compliance with the requirements of the Governmental Accounting Standards Board (GASB) 45 [Ref. III.D-15]. In 2006-2007 the college earmarked funds for the Annual Required Contribution (ARC). In 2007-2008 the college entered in to an agreement with the Community College League of California (CCLC) Joint Powers Agreement for setting up an irrevocable trust and set aside funds for the ARC to be transferred to the trust [Ref. III.D-16]. The college is required to implement GASB 45 in 2008-2009. In 2007 the college completed a second actuarial study. The college transferred funds to an irrevocable trust in the 2008-2009 fiscal year and budgets for additional transfers in subsequent years [Ref. III.D-17].

In 2005-2006 MiraCosta conducted a baseline study to determine unfunded needs of the college's departments and to analyze equipment replacement needs. Since that time, funds have

been budgeted annually for equipment replacement needs [Ref. III.D-18]. Since the 1990s, MiraCosta has also budgeted annually for college technology replacement based on a replacement cycle established by the Strategic Planning for Information Technology Committee. Long-term financial impacts also include the total cost of ownership framework where on-going costs for buildings, programs, services, classified positions and equipment replacement needs are analyzed by BPC and funding is awarded based on factors identified in Standard III.D.1.a. BPC maintains a yearly $100,000 emergency fund for unbudgeted repairs or replacements that require immediate funding. Requests for emergency funds come to BPC for approval.

Self Evaluation:

The college meets the Standard as evidenced by the annual audit, funding of the medical retiree benefit, equipment replacement process, and total cost of ownership framework.

Planning Agenda:

None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Description:

The Budget and Planning Committee (BPC) is the advisory body to the college superintendent/president and consists of representatives from all constituent groups of the college. BPC is the primary collegial governance body for strategic planning and budget preparation. Its decisions and recommendations are ultimately presented to the Board of Trustees. Beginning in December 2008, the Academic Senate, under the auspices of AB1725, began a process to modify MiraCosta's planning and Program Review processes. One of the goals of this revision is to more directly link the student learning outcomes and assessment process to the college's system of planning and budgeting, and to promote a more systematic and on-going improvement in educational programs and student learning.

Until Spring 2009, the Strategic Planning Office coordinated the annual strategic planning process and trained staff in the use of the Strategic Planning On-line software that supported the development and measurement of objectives [Ref. III.D-19]. Under the new collegial consultation and governance process, the Budget and Planning Committee (BPC) approves the budget/planning calendar early in the fiscal year, identifying the budget and strategic planning cycle and shares this with the college at large, along with information about current planning activities, timelines and proposals [Ref. III.D-5].

In November 2008 BPC approved a *Statement of Budget Model and Budget Management for the General Fund* in order to provide clarity and better document the process for the development of the college budget [Ref. III.D-20]. The new governance process is expected to modify the prior

process and more adequately address the direct link of evaluation, assessment and resource allocation.

California Education Code Section 58305 requires community college districts to approve a tentative budget by July 1 and adopt a final budget by September 15. The September 15 deadline is extended when adoption of the State Budget is delayed. Board of Trustees Administrative Procedure 6200 defines MiraCosta's budget deadlines [Ref. III.D-21].

Self Evaluation:

The college meets the Standard as evidenced by the prior strategic planning process and by the adoption of a new governance structure that will modify the planning and Program Review process linking Program Review with resource allocations.

Planning Agenda:

None.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description:

The Board of Trustees approves the selection of an independent auditing firm for a contracted period of time that may be extended according to the terms of the contract [Ref. III.D-22]. An audit is performed annually per California Education Code Section 84040 to examine all financial records of the college including all college funds, student financial aid, ancillary organizations, and Associated Students accounts and trust funds. The annual audit is presented to the Board of Trustees in both written and oral format. Audit findings, recommendations and responses to current and prior year audit findings are included in the annual audit [Ref. III.D-36, III.D-37, III.D-38, III.D-39, III.D-40, III.D-41, III.D-42].

In 2006 PBC approved an enhancement for a review of internal operations in order to address proactively and to ensure that adequate procedures and internal controls and reduce risk associated with operational areas were in place. In 2007, PBC approved such funds on an on-going basis. The funds are used to contract with an outside auditing agency to assess different areas throughout the college as defined by the Vice President of Business and Administrative Services and to provide recommendations to strengthen and/or revise control processes and procedures.

The 2008 Accreditation Self Study Survey, Employee Version, reports that 77% of responding faculty and 75% of responding staff feel they have an equitable role in governing, planning, budgeting, and policy-making bodies [Ref. III.D-7].

Self Evaluation:

The college meets the Standard as evidenced by the annual audit, assessment of student learning outcomes and Accreditation Self Study Survey.

Planning Agenda:

None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Description:

MiraCosta's collegial governance allows for college-wide representation on standing committees to ensure input to the planning and budgeting process. Academic Senate and Classified Senate representatives provide additional information to their constituent groups [Ref. III.D-23, III.D-24]. Teams in the Business and Administrative Services present preliminary, tentative, and final budget presentations to BPC and the Board of Trustees; these are available as standalone documents and in the Board Agendas online [Ref. III.D-25]. BPC meets twice a month during most of the fiscal year; members are kept informed on issues related to the state and college budget, along with any other pertinent financial information.

Staff from the Business and Administrative Services division provide financial reports to the Board of Trustees on a quarterly basis reflecting budget transfers and revenues and expenses to date along with the required quarterly financial information submitted to the Chancellor's Office (CCFS 311Q). While the college's quarterly financial and budget report is presented to the Board as an information item, the Final Budget report is submitted to the Board for adoption.

Annual audits from 2002 to the most recent audit are available on the Business and Administrative Services website along with the current adopted Final Budget [Ref. III.D-8, III.D-26, III.D-36, III.D-37, III.D-38, III.D-39, III.D-40, III.D-41, III.D-42]. The annual audit is presented to the Board of Trustees.

Budget managers are responsible for monitoring and approving expenses for departmental operating budgets, categorical programs and grant awards. Financial information is also provided within the PeopleSoft financial system and with nVision reports which were developed to provide easier access and clarity of information. Reports are available for all budgets to all employees with access to the system. Proficiency in the use of PeopleSoft continues to present difficulties for many employees. Training in reporting functionality and budgets by department is provided for faculty and staff upon request.

Self Evaluation:

The college meets the Standard based on evidence that college-wide representation on standing committees ensures that appropriate financial information is provided throughout the institution.

Planning Agenda:

None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Description:

The college's basic-aid status provides more revenue to the college than would be received through apportionment and also helps to mitigate the impact of state budget cuts, especially in the categorical programs areas. The large reserve the college holds currently provides sufficient cash flow to avoid the issuance of Tax Revenue Anticipation Notes (TRANS) or borrowing from the San Diego County Treasury. A resolution is filed annually with the San Diego County Office of Education for short-term borrowing from the County Treasurer from anticipated property tax revenues in the event the college's cash flow is not sufficient [Ref. III.D-27].

The annual CCFS 311 report shows an unrestricted balance substantially exceeding the Board's required reserve amount and substantially higher than the prudent 5% reserve recommended by the Chancellor's Office [Ref. III.D-28].

The college's Self Insurance Fund is maintained for payment on deductible and self-insurance retention (SIR) types of insurance policies, losses or payment arising from self-insurance programs or noninsured losses. Administrative Procedure 6300 requires a minimum balance after payment of budgeted current expenses of $100,000 [Ref. III.D-18].

The college's property, liability and workers' compensation are covered under the San Diego and Imperial County Schools Risk Management Joint Powers Authority (JPA). The Schedule of Insurance lists policy limits, JPA SIR, deductibles and annual contributions [Ref. III.D-29]. The college's Health and Safety Committee is charged with identifying and reducing risks and hazards through heightened awareness among faculty, staff, and students. The Director of Risk Management chairs this committee.

In 2007 the college undertook a major revision to the emergency preparedness plan. Implementation of the plan included Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) training for all emergency responders. The Campus Police Chief updates the plan biannually per Board Policy 3505 [Ref. III.D-30]. The plan includes a schedule for practice and drills and also includes training for more specific recurring incidents. The college also took part in the November 2008 statewide Golden

Guardian disaster drill which included activities at all three sites. An appropriation for disaster preparedness supplies and equipment is included in the annual budget.

Self Evaluation:

The college meets the Standard as evidenced by the substantial reserves, insurance policies and emergency preparedness plan.

Planning Agenda:

None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description:

The outside auditing firm tests fiscal management and internal control processes and procedures as part of the annual audit they perform. They include in their audits findings and/or recommendations along with the college response for prior years. Beginning in 2008-09 the college has included the completion of the Fiscal Health Checklist self-evaluation in its budget process as recommended and developed by the Chancellor's Office [Ref. III.D-31].

The college contracts for annual operational reviews to further reduce risk associated with internal control, processes and procedures and conducts internal operational reviews according to Board of Trustees Administrative Procedure 6400 [Ref. III.D-32].

The Fiscal Services Department of Business and Administrative Services records and monitors all funds of the college. Program budget managers approve and monitor expenses including unrestricted operating budgets, financial aid, categorical programs and grant awards. All funds are identified through the use of funding sources specific to individual restricted funds as required by law or unrestricted college resources and practices.

Federal regulations require that Financial Aid program expenditures be monitored closely and reported accurately. The college uses the PeopleSoft system for awarding and disbursing funds and to reconcile expenditures monthly with the Fiscal Services Office which retains account expenditure information for the Financial Aid programs. Financial aid students are required to attend an in-person loan entrance counseling session once per academic year. Students requesting to borrow in excess of a college policy limit of $12,500 must meet with the Director of Financial Aid to justify their need for additional loan amounts. The Financial Aid Office follows the Recordkeeping, Accounting, Disclosure, and Record Retention requirements as outlined in the Financial Aid Handbook and Blue Book [Ref. III.D-33].

The bookstore and food service operations are outsourced and the staff members employed by those operations are not employees of the college. The contract for the bookstore operations

requires commission payments to the college bookstore fund. The bookstore fund reimburses the college for rent, utilities, insurance and certain other costs as reflected in the Final Budget for the Bookstore Fund. The remaining net profit is then transferred to the college Foundation for leveraging future fundraising activities for the benefit of students. The contract for the food service operations includes a percentage of vending machine sales. In 2008 the college opened a newly remodeled Student Center at the San Elijo Center that includes a cafeteria. The college provides a subsidy for the operations at the San Elijo Center that covers the operating loss of the vendor for the next five years pursuant to a resolution approved by the Board on July 15, 2008 [Ref III.D-34].

The college Foundation is incorporated as a non-profit tax-exempt organization. The Foundation is independently audited and is governed by a volunteer Board of Directors. The Board is responsible for approving its own budget and accounting and finance-related activities. The Fiscal Services staff of the college processes payments on behalf of the Foundation and records all revenues through a separate PeopleSoft module.

The college has conservatively retained its cash in the San Diego County investment pool. The only other investment currently held by the district is the investment within the irrevocable trust for the payment of the liability for retiree health benefits. This trust is held with the Community College League Joint Powers Agency that invests the funds deposited for the medical retirement liability. Members of the college Board of Trustees approved a resolution in June 2007 to establish a Retirement Board consisting of four members: A MiraCosta JPA representative, a MiraCosta alternate JPA member, and the Academic and Classified Senate Presidents [Ref. III.D-35]. Their task is to review the portfolio and make recommendations to the Board of Trustees. The preservation of assets is the primary strategy and generating and maintaining liquidity are secondary strategies.

Fixed assets are received and entered into the PeopleSoft Asset Management module of the financial system. A physical inventory of equipment and furniture and having a unit cost of greater than $1,000 is completed annually.

The college has received unqualified audits during the last six years and the 2008 audit included no management comments [Ref. III.D-36, III.D-37, III.D-38, III.D-39, III.D-40, III.D-41].

Self Evaluation:

The college meets the Standard as evidenced by the Fiscal Health Checklist, internal operational reviews and the unqualified annual audits.

Planning Agenda:

None.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Description:

The bookstore and food service operations are contracted out and revenue from those activities are recorded and monitored by the Fiscal Services department. Student Affairs Committee makes recommendations to the governance Councils regarding issues related to the activities of the bookstore and food services. The committee includes faculty, classified staff, administrative, and student representation [Ref. III.D-43]. The annual audit includes a review and assessment of these activities.

The Spartan Bookstore is operated by Follett, Inc., which pays commissions to the bookstore fund in excess of $300,000 each year. The bookstore fund reimburses the college for accounting costs, rent, utilities, insurance and makes a contribution to the Associated Student Government. The remaining net profit is paid to the Foundation according to a Memorandum of Understanding entered into in 2005 for the purpose of leveraging future fundraising activities for the benefit of students [Ref. III.D-44].

The college contracts with Premier Food Services for food service operations at the Oceanside and San Elijo sites. The food service fund receives commissions from vending machine operations. Funds are used for maintenance and upkeep of food service equipment and facilities. In 2008 the college entered in to an agreement with Premier for food services at the San Elijo Center. The agreement requires the college to subsidize any monthly operating deficit at the San Elijo Center.

The MiraCosta College Foundation is a separate tax-exempt 501(c)3 corporation established in 1966 to receive private gifts and bequests on behalf of the college. The Foundation is audited separately from the college [Ref. III.D-45]. The Fiscal Services department records revenues and expenses, prepares checks and prepares quarterly financial statements for review by the Foundation Finance Committee. The Vice President of Business and Administrative Services serves as a member of the Board of Directors. The Foundation supports the interest of the college's educational programs and student success through the promotion of gifts, scholarships and community interest.

Employees of the college who apply for grants other than on-going state and federal entitlement programs must seek institutional approval according to Board of Trustees Administrative Procedure 3280 [Ref. III.D-46]. The Budget and Planning Committee evaluates the fiscal impact and any on-going costs to the college. Appropriate divisional approval along with notification to departments impacted by the award is sought prior to submission to BPC. Divisional approval substantiates consistency with institutional missions and goals. Signatures of the appropriate vice presidents and the superintendent/president signify institutional approval to proceed with the grant application. Expenses and revenues are recorded and monitored by the Fiscal Services department and the appropriate budget manager must approve expenses.

Self Evaluation:

The college meets the Standard as evidenced by the established procedures, outside audit and grant approval process.

Planning Agenda:

None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Description:

The Purchasing and Material Management Department is responsible for contracting on behalf of the college. The Superintendent/President, Director of Purchasing and Material Management and the Vice President of Business and Administrative Services are the sole authorities for executing contract agreements for purchases of goods and services. Board policies define bidding requirements and conflict of interest procedures, and all contracts are submitted to the Board of Trustees for ratification or approval per Board Policy 6340 [Ref. III.D-47]. The Purchasing and Material Management Department reviews contracts for compliance with IRS rules and regulations and other public codes.

The college's general terms and conditions for vendors are listed on the Purchasing Department's website and define limitations of payments, variation in quality or quantity, and certification compliance [Ref. III.D-48]. The district has appropriate control over these contracts and can change or terminate those contracts that do not meet its required standards of quality.

The college participates in the North County Educational Purchasing consortium that allows all K-14 districts within the county to share in cost savings achieved by pooled purchasing and contracting efforts.

Internal control for purchasing activities is included as part of the annual audit process.

Self Evaluation:

The college meets the Standard as evidenced by public code along with college policies and procedures and audit compliance testing.

Planning Agenda:

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Description:

For the required annual audit, the college contracts with an independent auditing firm that assesses the adequacy of the systems, procedures, internal control and compliance with federal, state and other agency rules and regulations. All audit findings are responded to adequately and in a timely manner and such responses are included in the audit report.

Internal operational reviews are conducted annually by an outside auditing agency to review and assess specified areas of the college ensuring compliance of adequate procedures and internal controls and to reduce risk associated with those areas.

BPC reviews program development requests based on Program Review and the Resource Allocation Formula identified by BPC.

Self Evaluation:

The college meets the Standard as evidenced by the annual audit, internal operational reviews and the review by BPC of the program development requests arising from Program Review.

Planning Agenda:

None.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Description:

In 2008 the college purchased assessment management software (TracDat) to facilitate the collection, management, and evaluation of student learning outcomes and assessments along with assistance in the Program Review processes for other non-instructional divisions. The Program Review documents are to be updated annually utilizing the TracDat software. The Program Review self-study is one of the key drivers of the strategic planning process through its alignment of program goals with the Board's Strategic Policy Goals and BPC's Annual Implementation Priorities. TracDat allows the college to collect and analyze data on administrative unit outcomes, program activities and accomplishments in order to document the effectiveness of student support and administrative services as a basis for improvement [Ref. III.D-11].

The Office of Institutional Research provides qualitative and quantitative research on student success, enrollment, transfer rates and other key performance indicators to both BPC and the Board of Trustees on an annual basis. Campus surveys, demographics, cohort studies, Program Review, performance, and MIS data provide information for evaluating results. This information is used as the basis for improvement [Ref. III.D-6].

Beginning in December 2008, the Academic Senate, under the auspices of AB1725, began a process to modify MiraCosta's planning and Program Review processes. One of the goals of this revision is to more directly link the student learning outcomes and assessment process to the college's system of planning and budgeting and to promote more systematic and on-going improvement in educational programs and student learning [Ref. III.D-49].

Self Evaluation:

The college meets the Standard as evidenced by the collection and analysis of student learning outcomes, student services learning outcomes and administrative learning outcomes, Program Review and Office of Institutional Research reports. The revision of the Program Review process for instructional programs will provide a more direct link to the assessment and results of evaluation to the use of financial resources.

Planning Agenda:

None.

Standard III.D References:

III.D-1: Planning/Budgeting Council Website: http://www.miracosta.edu/Governance/PBC/index.htm

III.D-2: Education Master Plan

III.D-3: Strategic Planning Overview Website: http://www.miracosta.edu/Governance/PBC/strategicplanning.htm

III.D-4: SPOL User Manual

III.D-5: PBC Calendar FY2009-10

III.D-6: Office of Institutional Research Website: https://www.miracosta.edu/Governance/RAP/index.htm

III.D-7: 2008 Accreditation Self Study Survey, Employee Version

III.D-8: FY2009 Final Budget

III.D-9: PeopleSoft Financial System Log On Website: https://fs90prd.miracosta.edu/psp/FS90PRD/?cmd=login&languageCd=ENG&

III.D-10: nVision reports on the shared drive (S:\nVision)

III.D-11: TracDat Website: https://tracdat.miracosta.edu/tracdat

III.D-12: Board of Trustees Administrative Procedure 6305, Reserves

III.D-13: MiraCosta Community College District Annual Financial Report: June 30, 2008

III.D-14: Board of Trustees Meeting January 16, 2007

III.D-15: MiraCosta Community College District 2005 Actuarial Study

III.D-16: Board of Trustees Meeting April 24, 2007

III.D-17: MiraCosta Community College District 2007 Actuarial Study

III.D-18: Board of Trustees Administrative Procedure 6300, Fiscal Management

III.D-19: Strategic Planning Office Website: http://www.miracosta.edu/Governance/PBC/s-plan/StrategicPlanningOverview.htm

III.D-20: PBC Meeting Minutes November 19, 2008 & Statement of Budget Model and Budget Management

III.D-21: Board of Trustees Policy 6200, Budget Preparation

III.D-22: Board of Trustees Meeting February 19, 2008

III.D-23: Academic Senate Website: https://www.miracosta.edu/Governance/AcademicSenate/index.htm

III.D-24: Classified Senate Website: https://www.miracosta.edu/Governance/ClassifiedSenate/index.htm

III.D-25: Board of Trustees Meeting Agendas Website: http://www.miracosta.edu/OfficeOfThePresident/GoverningBoard/Agendas.htm

III.D-26: FY2010 Tentative Budget

III.D-27: Board of Trustees Meeting Agenda May 19th 2009

III.D-28: Annual Financial and Budget Report (Financial Budget for Fiscal Year 2007-08) (Budget report for Fiscal Year 2008-09)

III.D-29: 2008-2009 Insurance Coverage Schedule

III.D-30: Board of Trustees Policy 3505, Emergency Response Plan

III.D-31: 2008 Fiscal Health checklist

III.D-32: Board of Trustees Administrative Procedure 6400, Audits

III.D-33: Federal Student Aid Blue Book Website: http://www.ifap.ed.gov/bbooks/102005BlueBook.html

III.D-34: Board of Trustees Meeting Minutes July 15th, 2008

III.D-35: Board of Trustees Meeting Minutes June 19th, 2007

III.D-36: FY08 Annual Audit

III.D-37: FY07 Annual Audit

III.D-38: FY06 Annual Audit

III.D-39: FY05 Annual Audit

III.D-40: FY04 Annual Audit

III.D-41: FY03 Annual Audit

III.D-42: FY02 Annual Audit

III.D-43: Board of Trustees Policy and Administrative Procedure 3600, Auxiliary Organizations, and 6900, Bookstores

III.D-44: MOU with Foundation

III.D-45: MiraCosta College Foundation Annual Financial Report 2008

III.D-46: Board of Trustees Administrative Procedure 3280, Grants

III.D-47: Board of Trustees Policy 6340, Contracts

III.D-48: MiraCosta Purchasing Terms and Conditions

III.D-49: PBC Minutes November 5, 2008

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.

***Description**:*

MiraCosta College's long tradition of collegial governance has evolved over its seventy-five year history. During the past ten years, MiraCosta College has transformed from being a relatively small to a mid-size institution with very little turnover among its faculty, staff, and, until recently, administration. As the college has grown dramatically in both student count and number of full-time faculty, however, all constituent groups have recognized a need for a governance reorganization that better meets the needs of a larger institution by establishing and formalizing systematic processes while maintaining an atmosphere of inclusion and collegiality.

Current Board of Trustees Policy 2510 defines the Academic Senate and Classified Senate roles in collegial governance as well as the parameters of student participation within this structure. New administrative procedure 2410 sets forth a process whereby any employee may initiate a review of any Board of Trustees policy or administrative procedure [Ref IV-1]. The Oceanside Campus, the San Elijo Center, and the Community Learning Center comprise an integrated college with unified governance bodies. In the 2008 Accreditation Self Study Survey, Employee Version, 83.4% of respondents said they felt empowered to participate in innovation at the college [Ref. IV-2].

In response to growing recognition of the need to establish a governance reorganization that better meets the needs and demands of a rapidly growing institution, and to concerns of the Accrediting Commission for Community and Junior Colleges (ACCJC) that the existing governance structure might not adequately meet the standards established by ACCJC in this regard, MiraCosta College faculty, staff, administrators, and students approved a new collegial consultation and governance process in Spring 2009. The new process was implemented June 1, 2009, and was guided by twelve goals established by the Governance Organization (GO) Committee - a temporary committee formed in late Fall 2008 to meet the challenge of establishing a new collegial consultation and governance process. The GO Committee included membership from the Academic Senate Council, Classified Senate Council, and administration.

The twelve goals that guided the resulting process change were as follows:

1. Formally encourage collegiality and broad, constructive participation by all constituencies of the governance process.

2. Preserve core values and enhance those practices and procedures that have proven effective in the past.

3. Clarify and simplify the consultation and governance structure. Make explicit and coherent the scope, charge, authority, reporting relationships, membership, and methods of each group assigned a role within the process.

4. Distinguish and articulate the specific roles and responsibilities of college administrators relative to those of other governance groups.

5. Eliminate unnecessary redundancy and/or the superimposition of unnecessary layers within the decision-making processes. "Flatten" the structure to the extent possible, consistent with other goals.

6. Seek a reasonable, realistic, and balanced distribution of workloads imposed by the governance processes.

7. Ensure those with expertise in specific disciplines are assigned a necessary and central role in the formulation of recommendations concerning those disciplines while encouraging broad participation in the decision-making process.

8. Eliminate bottlenecks and provide multiple points of effective entry into the process for anyone seeking to introduce recommendations for consideration.

9. Devise a governance structure that is easy to understand and to convey throughout the institution.

10. Ensure that college governance practices, processes, and structures are in line with prevailing statute, regulation, policy, and procedure.

11. Clearly distinguish advisory from decision-making roles within the governance processes.

12. Devise a system that is sufficiently flexible and yet sufficiently stable to allow for alteration in the face of experience and in light of changing circumstances [Ref. IV-3].

The new collegial consultation and governance process provides a clear and effective means for participation and innovation by all college constituent groups. It is incumbent upon all members of the college community to ensure the process is successful in meeting the needs of a growing and changing institution.

A rewriting of Board of Trustees Policies and Administrative Procedures also began in Spring 2009 with a full-time faculty member receiving 100% reassigned time to revise board policies and administrative procedures at the direction of the Board of Trustees and college president. The structure of the new policies and procedures is based on the model provided by the Community College League of California's Policy and Procedures Service. The rewriting of Board of Trustees policies will be completed in Spring 2010.

Self Evaluation:

The college meets the Standard as evidenced by a quick response to rapid growth and to concerns raised by the ACCJC. Further, the college's faculty, staff, students, and administration initiated and approved a new collegial consultation and governance process in five months (December 2008 through April 2009). It may be too early in the new process to make its impact on the institution; however, based on the goals of the process and the support of the faculty, staff, students, and administration, the college should continue to meet or exceed this standard. The revised Board of Trustees Policies and Administrative Procedures will further clarify the collegial consultation and governance roles and responsibilities of faculty, staff, students, and administration.

Planning Agenda:

None.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Description:

Policies and procedures for district operations are established by the Board of Trustees and published as the *MiraCosta Community College District Board of Trustees Policies and Administrative Procedures*. Copies are available at the superintendent/president's office and the college's website [IV-4].

Board Policy 2200 states that one of the duties and responsibilities of the board is to "establish procedures that are consistent with minimum standards adopted by the Board of Trustees to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance" [Ref. IV-1].

College-wide participation in Board of Trustees meetings is accomplished by inclusion of representatives of the various college constituencies at these meetings. Board of Trustees Policy 2510 defines the roles for the Academic Senate Council, Classified Senate Council, and students in college governance. The Vice President, Instructional Services; Vice President, Student Services; Vice President, Business and Administrative Services; Academic Senate President; Classified Senate President; Credit Associate Faculty Union President; and Student Trustee are seated at the Board of Trustees dais. Administrators, faculty, staff, and students serve on district committees in accordance with the MiraCosta College Collegial Consultation and Governance Process [Ref. IV-1]. The Board of Trustees fully supports the role of the Student Trustee on the Board. As a trustee the student member of the board has the same responsibilities as all trustees—to make board decisions that benefit the community as a whole and students of the present and future.

Through the collegial consultation and governance process, the college's Steering Council receives input from any member or entity of the MiraCosta College Community. As it determines appropriate, the Steering Council then routes governance issues to one or more of the six college committees (Academic Affairs, Budget and Planning, Campus, Community Relations, Courses and Programs, and Student Affairs) for recommendations. The committee recommendations are then submitted to the four governance councils: Academic Senate Council, Classified Senate Council, Administrative Council, and Associated Student Government. The Steering Council determines which governance councils will receive the recommendation for information and comment, and which will have the right to make a final recommendation to the Superintendent/President and the Board of Trustees [Ref. IV-5].

Through this work, the Steering Council shall ensure that the Academic Senate and/or Academic Senate Council is assigned primary responsibility for all academic and professional matters for final recommendation to the Board of Trustees (presented to the Board by the MiraCosta College Superintendent/President). In addition, the Steering Council shall ensure that every recommendation of each college committee is duly forwarded to each of the four governance groups for purposes of decision-making, and that the recommendations of any of the Professional Standards Committees are duly forwarded to the appropriate governance group for deliberation and action.

Each committee's responsibilities include matters such as those noted below:

<u>Academic Affairs</u>

Hiring procedures, academic calendar, instructional grievance procedures, academic Program Review, academic standards, library services, academic evaluation of students, flex programs, program elimination, academic freedom, tutoring and retention programs, and all associated policies, procedures, rules, regulations, and guidelines.

Budget and Planning

Budget development; accreditation; master planning; Program Review (nonacademic); employment planning and all associated policies, procedures, rules, regulations, and guidelines.

Campus

Safety and security, renovation and upkeep, landscape, parking, access, energy/resources efficiency, campus technology, public art, transportation, Cal/OSHA compliance, ADA compliance, disaster preparedness, campus aesthetics, signage, and all associated policies, procedures, rules, regulations, and guidelines.

Community Relations

Public relations, college publications, development office, outreach, marketing, community relations, and all associated policies, procedures, rules, regulations, and guidelines.

Courses and Programs

Curriculum review, program development, distance education, honors program, *MiraCosta College Catalog*, student learning outcomes, continuing education and noncredit programs, program objectives, new course approval, course modification, degrees and certificates, general education, articulation, and all associated policies, procedures, rules, regulations, and guidelines.

Student Affairs

Bookstore, food services, counseling, athletics, commencement, admissions, student records, clubs and student groups, student grievances, study abroad, college newspaper, student events, international students, and all associated policies, procedures, rules, regulations, and guidelines.

The Professional Standards Committees address matters related to negotiation of salary and working conditions. The Professional Standards Committees have responsibilities that include matters such as: leaves, salary schedule placement and advancement, professional growth and evaluation, tenure, equivalency, salary, workload, and all associated policies, procedures, rules, regulations, and guidelines. These committees include full-time faculty, non credit associate faculty, credit associate faculty, classified staff, classified administrators, and academic administrators. Professional Standards Committees of the Academic Senate, Classified Senate, Administrative Council, and Credit Associate Faculty Association have been established to represent these various constituencies. As such, each governance council shall have full discretion to set and adjust membership, responsibilities, etc. as determine to be appropriate [Ref. IV-5].

The collegial consultation and governance process has substantially improved the voice of faculty, staff, students, and administration in college-wide planning. In the 2008 Accreditation Self Study Survey, Employee Version, 77% of respondents were positive about faculty influence

on governance, planning and budgeting. Seventy-five percent responded positively regarding staff influence on the process. Since the survey was conducted just prior to the implementation of the new process, these statistics should improve in future surveys where faculty, staff, students, and administration have participated in collegial consultation and governance under this model implemented in Fall 2009 [Ref. IV-2].

Self Evaluation:

The college meets the Standard as evidenced by the timely and efficient response to rapid growth and response to ACCJC concerns over the college's previous governance process and structure. College constituent groups came together and quickly met a challenge for reorganization, and came to consensus about how to address the need to create a process that resulted in an informed and effective collegial consultation and governance process.

Planning Agenda:

None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Description:

Board Policy 2510 explains the role of the Academic Senate, and the language delineating that role is consistent with Title 5 of the California Administrative Code. As mandated by California law, the Academic Senate is granted the primary responsibility for making recommendations in the areas of curriculum and academic standards. The Academic Senate includes all full-time faculty as full members, and all associate faculty as associate members. The Academic Senate Bylaws and Academic Senate Rules describe the operation of the Academic Senate, including its committee structure [Ref. IV-1].

The Courses and Programs Committee oversees all matters related to curriculum. The responsibilities of this committee as defined by the MiraCosta College Collegial Consultation and Governance Process include curriculum review, program development, distance education, honors program, *MiraCosta College Catalog*, student learning outcomes, continuing education and noncredit programs, program objectives, new course approval, course modification, degrees and certificates, general education, articulation, and all associated policies, procedures, rules, regulations, and guidelines.

The Student Learning Outcomes Coordinator advises the Academic Affairs Committee and the Courses and Programs Committee, and oversees the development, assessment, and general oversight of student learning outcomes. The charge of the Coordinator includes assuring that student learning outcomes and authentic assessments are in place for courses, programs, and degrees. The assessment results are used for improvement and further alignment of institution-wide practices that link to the college's collegial consultation and governance process. In the

2008 Accreditation Self Study Survey, Employee Version, 91% of faculty responded positively regarding their role in developing and maintaining educational programs, and 92% of faculty agreed or strongly agreed that faculty and the Academic Senate have primacy in recommendations for student learning outcomes [Ref. IV-2].

Self Evaluation:

The college meets the Standard as evidenced by ongoing, substantial reliance on Academic Senate and faculty recommendations in courses and programs as established in Board policy and the governance structure. This is especially evident in work on student learning outcomes completed after the college was put on warning by the Commission in 2008. The Fall 2009 implementation of the collegial consultation and governance process also enhanced the college's ability to become proficient in institutional effectiveness related to student learning outcomes. Widespread institutional dialogue about student learning outcomes results is underway, and decision-making includes dialogue on the results of assessments. The collegial consultation and governance process has improved the link between student learning outcomes and decision-making to ensure continuous improvement of outcomes through Program Review and resource allocation

Planning Agenda:

None.

IV.A.3. Through established governance structures, processes, and practices, the Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituents.

Description:

In response to concerns expressed by the ACCJC and concerns voiced by constituent groups related to the college's collegial governance, college-wide round table discussions were held in May 2008, June 2008, January 2009, and March 2009 for the purpose of bringing college constituent groups together to discuss ideas pertaining to the state of the college and, in particular, issues related to collegial governance. In the survey conducted as part of the 2008 Accreditation Self Study structure, 56% of respondents agreed with the then Board of Trustees policies related to collegial governance. During the Spring 2009 semester, the Governance Organization (GO) Committee was charged with developing a model of collegial governance to be considered by the college community to replace the existing collegial governance process and related Board of Trustees policies and administrative procedures. In March and April 2009 faculty, staff, administration and students adopted the process drafted by the GO Committee. The new process established new governance structures, processes, and practices. Upon adoption of the process, new Board of Trustees policies and administrative procedures were drafted and presented to the Board of Trustees for review and approval [Ref. IV-5].

Self Evaluation:

The college meets the Standard as evidenced by the quick response to concerns expressed by the ACCJC and college constituent groups to examine and then create a governance process that meets the needs of a growing institution that requires clearly defined roles and responsibilities resulting in facilitation of discussion of ideas and effective communication among all constituent groups. The entire collegial consultation and governance process is described in the response to Standard IV.A.2.

Planning Agenda:

None.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Description:

The college updates and maintains a comprehensive college website that includes documents and data available to external agencies [Ref. IV-6]. Information published on the college website includes but is not limited to accreditation-related reports including, self studies, substantial change proposals, and institutional responses to commission recommendations.

- Accreditation-related information may be found at the college's website [Ref. IV-7].
- Also included on the college website are a Board of Trustees page that includes Board of Trustees agendas, meeting schedules, minutes, actions, and announcements [Ref. IV -16].
- The Academic Senate page includes Senate and Senate Council agenda and all committees that fall under the Brown Act [Ref. IV-8].
- Information for students including Schedules of Classes, *MiraCosta College Catalog*, registration, college calendars, and college resources are linked from the web page for students [Ref. IV-9].
- Faculty and staff resources and information are included in the faculty and staff web page [Ref. IV-10].
- Information and items of interest related to MiraCosta College are available to the community on the community web page. This page includes a link to MiraCosta College employment opportunities. Information contained in these web pages is also available in written form by contacting the Public Information Office, Office of Instructional Services, Student Services Office, and/or the Office of Business and Administrative Services [Ref. IV-11].

MiraCosta College has demonstrated a commitment to proficiency and sustainable continuous quality improvement regarding relationships to external agencies and the Accrediting

Commission in its dedication to responding seriously and expeditiously to Commission recommendations and complying with recommendations to the satisfaction of the Commission. The college provides accurate and substantive reports supported by evidence gathered by all of the college constituencies – administration, faculty, staff, and students.

The Accreditation Self Study process is led by Tri-chairs including one administrator, one faculty member, and one classified staff member. The process for the Self Study includes planning and timelines consistent with the need for collaborative meetings, research gathering, and information sharing, resulting in successful self-studies. Since the last Self Study, a new college portal has been developed as a central workplace and a central access point to accreditation documents [Ref. IV-12].

After the recent warning status and three recommendations issued to the college by the Commission, the college gave consistent and serious attention to all three recommendations and responded on time to all Commission reports and letters. In addition, all Commission reports, letters, and responses from the college have been posted to the college website and are available in print from relevant college offices. Finally, all Commission reports, letters, and responses from the college accurately report the difficulties facing the college and the college's responses to those difficulties [Ref. IV-13].

The following actions were taken by the college to address the warning issued by the Commission: the Board held a study session on the Brown Act; the college engaged in continuous work to address the Commission warnings while the college operated with two interim superintendent/presidents and a change in the membership of the Board of Trustees; and the college documented all meetings and study sessions linked to Commission Recommendation 2 [Ref. IV-13].

Furthermore, Interim Superintendent/President Dr. Susan Cota invited Dr. Barbara Beno to give a presentation on accreditation to the Board on October 10, 2008. It was an open meeting, and attendees included administrators, staff, faculty, and Standard IV committee members. Dr. Beno's presentation was followed by separate meetings between her and Interim Superintendent/President Susan Cota, Board members, Academic Senate Council representatives (president, vice president, and past president), and the Standard IV Self Study team, which included the college's Accreditation Liaison Officer [Ref. IV-14].

Under the leadership of Dr. Cota through February 2009, the College continued to address the issues linked to Recommendation 2. The new Superintendent/President, Dr. Francisco Rodriguez, was briefed by Dr. Cota, and throughout February 2009 (before his official start date of March 1) met with numerous campus groups including the Board to learn more about the college's accreditation status.

In April 2009, in a special follow-up ACCJC visit, Dr. Chris McCarthy met with the Board and college leadership. The visit was the basis for his written report to the ACCJC in June, at which the commission removed the warning status from MiraCosta College and commended the college for its responses to and quick action regarding the commission's three recommendations [Ref. IV-20].

Ultimately the college adopted a new collegial consultation and governance process to ensure that all concerns related to Standard IV are addressed with a sustainable process that will serve the college's rapid growth and meet the concerns raised by the Commission [Ref. IV-5].

Self Evaluation:

The college meets the Standard as evidenced by its history of being fully accredited, complying with Accrediting Commissions standards, policies, and guidelines, as well as publically disclosing the status of accreditation including self-studies, substantive changes, and commission actions.

Planning Agenda:

None.

IV.A.5. The role of leadership and the institution's governance and decision-making structures 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.

Description:

Regular evaluation of decision-making structures and processes are described in the governing policies, bylaws, and evaluative handbooks for each of the college's governing groups and employees. The governing groups include the Board of Trustees, Academic Senate Council, Classified Senate Council, and Associated Student Government. Implemented in June 2009, the MiraCosta College Collegial Consultation and Governance Process also defines the Professional Standards Committees, which have responsibilities that include matters such as: leaves, salary schedule placement and advancement, professional growth and evaluation, tenure, salary, equivalency, workload, and all associated policies, procedures, rules, regulations, and guidelines [Ref. IV-5].

These committees include the Credit Associate Faculty Association; full-time credit faculty and noncredit associate faculty, classified staff, classified administrators, and academic administrators. Effective June 2009, the Academic Senate no longer includes academic administrators or the college president. Collegial consultation and governance will be accomplished through the governance process described in response to Standard IV.A.2.a. This will result in a delineation of duties and responsibilities between faculty and administrators while maintaining the collegial consultation and decision-making that has been in great part the reason for MiraCosta College's success and culture of collegiality [Ref. IV-5].

In the new governance model, committee members are appointed by their respective constituent groups: the Academic Senate Council, Associate Student Government, Administrative Council, and Classified Senate Council. These committees take direction from and report to the college's Steering Council.

The college undertook the development of a new education master plan in Fall 2009 with the goal of having results that will assist the college's Steering Council in giving direction to the committees established in the collegial consultation and governance process that was implemented in June 2009. The collegial consultation and governance process is working towards improving significantly the link between planning, budgeting, Program Review, and student learning.

Program Review processes exist for academic programs, Instructional Services Division, Student Services Division, Business and Administrative Services Division, and the President's Division. The Program Review process for academic programs is linked to a set of standards adopted by the Academic Senate, including assessment of the program against student success data and student learning outcomes. The Program Review process for each division is linked to administrative unit outcomes (AUO), established and assessed to ensure the results are used to improve and align with institution-wide practices, the collegial consultation and governance process, and the college's education master plan. Budget requests for new personnel, facilities and equipment are made through the Program Review process, ensuring that Program Review is directly linked to planning and resource allocation.

A new Program Review process was instituted in Fall 2009. The process is data-driven and completely online [Ref. IV-15]. The academic Program Review process requires faculty to evaluate programs of study in relation to twelve standards that, to date, include program curriculum, program faculty, student enrollment, student achievement, student/faculty ratios, support staff, facilities, equipment and supplies, student/faculty development, master plan status, progress from prior Program Review, and additional considerations. Data are fed to Program Reviews automatically from the college's data-driven enrollment management system (EDDI) that is accessible online allowing faculty to, at any time, review and evaluate data and incorporate into Program Reviews [Ref. IV-16]. All academic programs and administrative units complete Program Reviews annually. This requires a development plan for all college programs, culminating in personnel and non-personnel funding requests. As a result, Program Reviews are always current and based on data and student learning outcomes and assessments to be used by the college's Budget and Planning Committee to make annual budget decisions consistent with Program Review results and the college's overall education master plan. The college maintains student learning outcomes and assessments and administrative unit outcomes and assessments in a computerized tracking system called TracDat. All student learning outcomes and assessments, and administrative unit outcomes and assessments for academic programs, courses and administrative users are available to the college community and public on the TracDat website [Ref. IV-17].

Program Reviews, student learning outcomes and assessments, and administrative unit outcomes and assessments are aligned to ensure decision making includes dialogue through the collegial consultation and governance process about the results for the purpose of allocating resources that improve student learning. Program Review reports and administrative unit outcomes and assessment results are generated and used by all councils and committees, including the Budget and Planning Committee, which is ultimately responsible for ensuring the college meets goals and principles of the Education master plan.

The Board of Trustees is guided by the District's policy and procedures document, titled *MiraCosta Community College District Policies and Administrative Procedures.* Currently Board of Trustees Policy states that the Board will review annually the governance process, board-staff relationships, and executive boundaries policies, and make changes as needed. It is intended that the outcomes of the policies are measured. Board of Trustees policies and administrative procedures are under review, and a re-write began in Spring 2009 and concluded in Spring 2010. One faculty member was given 100% reassigned time to assist the college president, college community, and Board of Trustees in meeting the objective of having clear and well-written board policies and administrative procedures that align with the college's mission and meet the needs of MiraCosta College now and in the future.

The Board of Trustees reviews the mission statement at least every three years. In Spring 2009, the Board of Trustees sponsored a number of round table sessions for the purpose of reviewing the mission statement and making changes as determined by the college community represented at those round table discussions. As a result of these round table discussions the college mission and vision statements and the core values were approved by the Academic Senate Council, the Classified Senate Council, and the Associated Student Government in Spring 2009, before being sent to the Board of Trustees for its approval.

Even before the new collegial consultation and governance process was implemented, a survey taken for the purposes of this Self Study included results that showed 81% of individuals agreed that MiraCosta College encourages discussion and communication throughout the college community [Ref. IV-18]. Though this was down from 87% in the 2002 Accreditation Self Study, MiraCosta College constituent groups chose to adopt a new collegial consultation and governance process that would improve decision-making and student learning through this new and clearly defined process delineating goals and responsibilities to help members of the college community maintain structures and processes that are effective and have integrity [Ref. IV-2, IV-5].

The new process has also helped the college meet the May 2008 Commission recommendations to "establish mutual interests related to creating a participatory governance climate." The new process delineates roles of constituent groups and the Board of Trustees has accepted and embraced the new process of reviewing and rewriting board polices using the Community College League of California's Policy and Procedures Service to ensure they are aligned with the goal of the college being proficient in all areas of institutional effectiveness [Ref. IV-5].

Interim Superintendent/President Dr. Susan Cota was instrumental in improving the discourse between the Board of Trustees, constituent groups, and the public. Forums held in Spring 2009 helped bring the Board of Trustees, constituent groups, and the community together to examine, modify, and ultimately approve the college's mission statement, vision and core values.

Dr. Francisco Rodriguez began his tenure as permanent Superintendent/President of MiraCosta College in March 2009, as the result of a collaborative and highly participatory effort by the Board of Trustees, faculty, staff, students, and community members who served their constituents on the hiring committee. His appointment has brought stability to the

superintendent/president's office, and Dr. Rodriguez has built upon the recent successes that have resulted in the new collegial consultation and governance process and progress with the Board of Trustees related to policies, administrative procedures, and its improved dialogue with faculty, staff, students, and the community.

Self Evaluation:

The college meets the Standard as evidenced by the quick actions of the faculty, staff, students, administrators, and Board of Trustees to address issues related to the college's governance structure brought to the attention of the college by the Commission and in response to striving towards sustainable quality improvement in the areas of governance and student learning. The governance process implemented in June 2009 has resulted in the college being proficient in institutional governance and decision-making structures.

Planning Agenda:

None.

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the Board of Trustees for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1.The institution has a Board of Trustees that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board of Trustees adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Description:

Until 2008, the Board of Trustees operated under a modified John Carver Policy Governance model that was formally adopted in December 2002. Under the leadership of interim presidents John Hendrickson and Susan Cota, these policy governance principles were reviewed and incorporated into Board policies and procedures as appropriate. The Board of Trustees undertook the task of rewriting Board of Trustees policy using the Community College League of California model in Spring 2009, and this process should be completed by Spring 2010 [Ref. IV-19]. The rewritten Board of Trustees Policies should further support the Board of Trustees' ability to make decisions that are consistent with the public interest. With the new Board

Policies and Administrative Procedures in place, the Carver model will be phased out, as the college community works together using the collegial consultation and governance process. The Trustees continue to be viewed as stewards who hold the college for the good of the public.

Self Evaluation:

The college meets the Standard as evidenced by the implementation of policy governance and the Board of Trustees' commitment to write Board of Trustees policies that result in administration carrying out policy in the best interest of our students.

Planning Agenda:

None.

IV.B.1.b. The Board of Trustees establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Board of Trustees policies were reviewed and rewritten according to the Community College League of California model from January 2009 through Spring 2010. The Board of Trustees policies include statements on the role of the superintendent/president, the board's role, the relationship of the board and the superintendent/president, and vision statements guiding the growth and development of the college district. Administrative procedures were also rewritten during the same time period to ensure Board of Trustees policies are carried out accurately and effectively. Board of Trustees policies are available for public viewing on the college website [Ref. IV-4]. The Board of Trustees also reviews and approves the college education master plan and supports the collegial consultation and governance process. The current process was adopted in April 2009 and implemented in June 2009. The process is described in response to Standard IV.A.1 and the model is included in the evidence that supports the response to Standard IV [Ref. IV-5].

Self Evaluation:

The college meets the Standard as evidenced by the Board of Trustees' continued commitment to ensuring board policies are consistent with the mission statement of the college and ensure quality, integrity, and improvement of the student learning programs and services while providing resources necessary to support the programs. The use of the Community College League of California model has resulted in clear policies and allowed administrative procedures to be written in support of carrying out Board policy effectively and efficiently. The massive undertaking of rewriting board policy in one year is further evidence of the Board of Trustees' commitment to the success, quality, integrity, and improvement of learning programs that meet the needs of the MiraCosta College Community.

Planning Agenda:

None.

IV.B.1.c. The Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity.

Description:

The responsibilities of the Board of Trustees are delineated in board policy. The Board of Trustees receives routine reports that have been placed on the agenda at its regular board meetings. These reports inform Trustees about instructional programs and financial details and conditions. The vice presidents of the Student Services, Instructional Services, and Business and Administrative Services divisions provide monthly oral and written reports updating Board of Trustees members of activities within each division and provide special reports as needed or requested through the college president. The Vice President of Instructional Services, as part of her report, provides a monthly accreditation update as well. The Board of Trustees communicates with the college president, who represents issues, concerns, or recommendations of the committees established in the MiraCosta College collegial consultation and governance process. The college president defines the membership of the president's cabinet, an advisory group to the president on matters related to the collegial consultation and governance processes. The process is clearly defined through a model included in the evidence offered in support of the college's response to Standard IV [Ref. IV-5].

The Board of Trustees routinely considers hiring recommendations and contractual obligations as part of its legal responsibilities. Legal firms are secured through a formal proposal process for labor law, construction law, business law, and general counsel in order to mitigate and/or facilitate any legal issues or conflicts that may arise.

In fiscal year 2007-2008 the Board of Trustees began conducting budget workshops two weeks prior to approving tentative budgets and two weeks prior to adopting final budgets. These workshops have resulted in the Board of Trustees having more time to study and discuss the tentative draft and final budgets. An independent auditing firm is contracted to conduct an annual audit of the district's financial records and practices and produces a report that is presented to and reviewed by the Board of Trustees. One internal audit per year is conducted to assure fiscal policies and procedures are current and are being followed.

Board of Trustees policies guide decision-making. These were reviewed, revised, and rewritten during the Spring 2009 through Spring 2010 semesters. A full-time faculty member assisted the college president, college constituent groups, and Board of Trustees in the review and revisions that were re-written using the Community College League of California Policy Service.

Self Evaluation:

The college meets the Standard as evidenced by the Board of Trustees meeting its obligations regarding educational quality, legal matters, and financial integrity through what is described in the description portion of the response to this standard. The Board of Trustees has initiated the reviewing and rewriting Board of Trustees Policies clearly defining policy and allowing for the creation of administrative procedures resulting in board policies being accurately carried out [Ref. IV-4].

Planning Agenda:

None.

IV.B.1.d. The institution or the Board of Trustees publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Description:

Board of Trustees policies are published in hard copy and on the college website [Ref. IV-1]. Board Policy 2200 covers policies specifying the board's duties, and responsibilities. Board Policies are found at the college website [Ref. IV-6]. Hard copies of Board of Trustees policies and procedures are available to the public in the President's Office.

In Fall 2008, the district subscribed to the Community College League of California's (CCLC) Policy and Procedure Service. Board of Trustees policies and procedures were rewritten from January 2009 through Spring 2010 using the CCLC model [Ref. IV-19].

Self Evaluation:

The college meets the Standard as evidenced by having board policies specifying the board's size, duties, responsibilities, structure, and operating procedures. Further, the policies are published for public viewing and administrative procedures are established for the purpose of carrying out Board policy effectively and efficiently. The fact that the Board of Trustees took on the responsibility for rewriting board policy in one year is evidence of their commitment to ensuring all Board policies result in sustainable governance and overall institutional effectiveness.

Planning Agenda:

None.

IV.B.1.e. The Board of Trustees acts in a manner consistent with its policies and bylaws. The board regularly evaluates is policies and practices and revises them as necessary.

Description:

In the years prior to Fall 2008, the Board of Trustees employed mediation specialists and consultants to facilitate Board study sessions and workshops when members of the board determined established Board policies were not being followed. In Fall 2008, the interim superintendent/president recommended that the Board of Trustees subscribe to the Community College League of California (CCLC) Policy and Procedure Service for the purpose of updating and rewriting Board policies. The first policy rewritten was Board Policy 2410, which outlines how Board policies are developed and the process by which constituent groups provide input into the development of policies and procedures. A policy and procedures on board education was

also written at the same time. Both polices were approved. The rewriting of Board policies and administrative procedures has resulted in a shared understanding of the roles and responsibilities of the Board of Trustees and a framework allowing the Board and college to operate in a consistent and unified manner.

Self Evaluation:

The college meets the Standard as evidenced by the rewritten Board of Trustees policies and administrative procedures allowing the Board of Trustees to act consistently with its own policies without the assistance of outside mediators or other consultants. Further, Board Policy and Administrative Procedure 2410 established how the Board of Trustees will adopt policies to efficiently run the district and the superintendent/president will develop administrative procedures to implement board policy.

Planning Agenda:

None.

IV.B.1.f. The Board of Trustees has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description:

Board of Trustees Policy 2130 defines the length of a Trustee's term as four years, with no limit to the number of terms a Trustee may serve. In practice, every two years either three or four of the board members' seats are up for reelection. This creates a mechanism for continuity on the board. Board of Trustees Policy and Administrative Procedure 2110 provides a provision for vacancies on the Board [Ref. IV-4].

Board Policy 2740 states the Board of Trustees is committed to its ongoing development as a Board of Trustees and to a trustee education program including new trustee orientation. As a result of the November 2008 election, an incumbent board member was replaced. The new policy and procedure on board education was used to educate the new Trustee. Board Policy 2740 also states the Board will provide access to reading materials, and support conference attendance and other activities fostering trustee education. Administrative Procedure 2740 outlines how Board Policy 2740 will be carried out, in particular, how new board members will be educated. The education begins prior to an election when it becomes known that one or more individuals have filed for the election or are seeking appointments to the board. Once the election is held, each newly elected Board member is oriented to the roles and responsibilities of trustees and is given an orientation to the college [Ref. IV-4].

Self Evaluation:

The college meets the Standard as evidenced by the Board of Trustees' participation in a retreat, mediation, and board development workshop held in January 2008 related to laws affecting college Board of Trustees and the college district, as well as the board's role in policy review, governance, and overall functioning as a team. The mediators who facilitated the January 2008 workshop reported optimism about resolving the issues and noted significant progress had been made through one-on-one conversations with board members. The mediators asked the college community to come together and work with the board to continue making MiraCosta College an outstanding institution.

Dr. Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges (ACCJC), conducted a workshop for the Board of Trustees on October 10, 2008, providing the Board with an introduction to the accreditation process and the ACCJC. Dr. Beno reviewed the roles of trustees and the president in assuring quality and educational effectiveness. She also reviewed the four Accreditation Standards, explaining the Board's role in continuous quality improvement and student learning outcomes [Ref. IV-13].

Since November 2008, two Trustees have been replaced: one through election and one as a result of a resignation. The Board of Trustees continued their work on rewriting Board policy and working collegially with the new collegial consultation and governance process implemented in June 2009.

Planning Agenda:

None.

IV.B.1.g. The Board of Trustees' self evaluation process for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.

Description:

The Board of Trustees schedules annual meetings for the purpose of conducting a self-evaluation. The process includes having the Trustees respond to a self-evaluation with descriptions of their major roles and responsibilities. The results of the self-evaluations are used to establish their goals for the coming year. The goals are specific to the Board self-evaluation process and are related to district or college goals. The goals describe the ways Trustees will address and improve their effectiveness. The Board goals are available in the college president's office and are included in the evidence offered in support of the college's response to Standard IV [Ref. IV-4]. The Board of Trustees adopted a self-evaluation instrument in October 2009 that requires a self-evaluation twice a year in October and May [Ref. IV-21]. The results will inform future Board retreats and leadership planning sessions.

Self Evaluation:

The college meets the Standard as evidenced by the Board of Trustees' established self-evaluation process supporting its commitment to performance consistent with its established and published policies and bylaws.

Planning Agenda:

None.

IV.B.1.h. The Board of Trustees has a code of ethics that includes a clearly defined policy for dealing with behavior that violates is code.

Description:

The Board's code of ethics adopted in September 2009 is documented in Board of Trustees Policy 2715. All governing policies are available in the President's Office or online [Ref. IV-1]. The Board of Trustees' policies are also included in the evidence offered in support of the college response to Standard IV.

Through its deliberations at its August Board leadership and planning retreat where a code of ethics was discussed to its eventual passage and singing of a Board of Trustees Code of Ethics in September 2009, board members are serious and focused with respect to compliance with its code of ethics. The Board of Trustees has exhibited responsibility in upholding its code of ethics and the public trust in general.

Self Evaluation:

The college meets the Standard as evidenced by Board of Trustees Policy 2715, a clear code of ethics and policy for dealing with violation of the code.

Planning Agenda:

None.

IV.B.1.i. The Board of Trustees is informed about and involved in the accreditation process.

Description:

To initiate the 2010 Accreditation Self Study process and to inform the Board of Trustees of the preparation necessary for the Self Study and subsequent accreditation visiting team visit, Dr. Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges (ACCJC) conducted a workshop for the Board of Trustees on October 10, 2008 at the request of interim Superintendent/President Dr. Susan Cota. During the workshop, she provided the Board with an introduction to the accreditation process and the ACCJC, and reviewed the roles of

trustees and the superintendent/president in assuring quality and educational effectiveness. She also reviewed the four Accreditation Standards to help explain the Board's role in continuous quality improvement and student learning outcomes [Ref. IV-14].

The Board of Trustees, as well as the entire college community and public have had access to drafts of each standard response throughout the Self Study process on the college website [Ref. IV-7]. The Self Study timeline established by the accreditation Self Study steering committee included first full draft review by the Board of Trustees by October 2009. Before submitting the final Self Study draft to the Commission, the Board of Trustees voted to approve the study, as did all other constituent groups.

Board of Trustees Policy 3200 outlines the Board of Trustees' role in the accreditation process. The Board of Trustees was also involved in drafting the responses to the Commission's special visits since 2008. The Board of Trustees approved the MiraCosta College follow-up report to the commission submitted February 27, 2009 and the Board was involved with the ACCJC follow-up visit in April 2009 led by Dr. Chris McCarthy. Individual Board members were interviewed at this time. Board members were fully aware and supportive of Superintendent/President Rodriguez's visit and presentation to the ACCJC Commission in June 2009.

The college superintendent/president is responsible for keeping the Board of Trustees informed of all accreditation issues and actions and since August 2009, the Vice President of Instructional Services provides accreditation updates to the Board at the Board's monthly meeting.

Self Evaluation:

The college meets the Standard as evidenced by the Board of Trustees attending a workshop facilitated by the Commission President who informed them about accreditation and their participation in follow-up visits and reviewing the Self Study along with college constituent groups and the public.

Planning Agenda:

None.

IV.B.1.j. The Board of Trustees has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The Board of Trustees delegates full responsibility and authority to him/her to implement and administer board policies without its interference and holds him/her accountable for the operation of the district/system or college respectively.

In multi-college districts/systems, the Board of Trustees establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Description:

Board of Trustees Policy 2200 gives the board authority for hiring employees at the recommendation of the Superintendent/President. Upon retirement or resignation of the superintendent/president, the Board assembles a presidential search committee. Board of Trustees Policy 2431 defines the Superintendent/President selection process. The Board has the option of contracting with a consulting firm for assistance. The Board consults with the district's Human Resource Office on recruitment, timelines, advertising, scheduling interviews, and following current laws and policies. Presidential search committee members include representation of the Board, faculty, staff, students, and community members. The search committee forwards finalists to the Board of Trustees for final selection [Ref. IV-4].

Board Policy and Administrative Procedure 2435 defines the comprehensive evaluation of the Superintendent/President. The results of the 2008 Accreditation Self Study Survey, Employee Version, conducted as part of this Self Study where only 30% of respondents strongly agreed the policy was effective in selecting a superintendent/president. That percentage was down from 85% who strongly agreed in the 2002 Accreditation Self Study Survey, Employee Version [Ref. IV.A-31, Ref. IV.A-32]. As a result, Board of Trustees Policy and Administrative Procedure 2435 is being revised and should be adopted in Spring 2010.

Board of Trustees Policy and Administrative Procedure 2430, rewritten and approved in February 2009, "delegates authority to the superintendent/president the executive responsibility for administering the policies adopted by the Board and executing all the decisions of the Board requiring administrative action," and "The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board, but will be specifically responsible to the Board for the execution of such delegated powers and duties" [Ref. IV-1].

Regarding the evaluation of the superintendent/president, Board of Trustees Policy 2430 also states "the Superintendent/President is expected to perform the duties contained in the job description of the Superintendent/President and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the Superintendent/President" [Ref. IV-1].

Self Evaluation:

The college meets the Standard as evidenced by the Board of Trustees rewriting and adopting policy resulting in a process for hiring a superintendent/president inclusive of all college constituencies and the community and sets clear criteria and a clear timeline for hiring. Further, through a rewritten policy, the Board of Trustees established a clear and comprehensive evaluation process of the superintendent/president consistent with policy assigning the superintendent/president full authority and responsibility to implement and administer Board policies without Board interference. The new policy holds the superintendent/president accountable for the implementation and administration of Board policy.

Planning Agenda:

None.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.

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

Description:

The superintendent/president oversees the three main divisions of the college: Instructional Services, Student Services, and Business and Administrative Services. The superintendent/president has the ultimate authority and responsibility to the Board of Trustees; furthermore, the superintendent/president can delegate authority and responsibility to appropriate administrators to carry out the functions of the college as defined in Board of Trustees Policy and Administrative Procedure 2430 [Ref. IV-1].

The relatively new collegial consultation and governance process clearly defines the role of the superintendent/president in relation to the college's Steering Council and the constituent groups that may have direct relationship with the superintendent/president. Most notable in the process is the clear responsibility the superintendent/president has to the Board of Trustees with only the Academic Senate Council and Classified Senate Council having the opportunity of direct communication with the Board of Trustees [Ref. IV- 29].

The new process allows the superintendent/president to work within a process clearly defined and allows him/her to utilize the process to determine the delegation of responsibilities to the vice presidents of the Instructional Services, Student Services, and Business and Administrative Services divisions in supporting the accomplishment of the goals of the collegial consultation and governance process. The superintendent/president's cabinet serves as an informal part of the collegial consultation and governance process, assisting and making recommendations to the superintendent/president on a wide range of issues resulting from or outside of the collegial consultation and governance process.

Self Evaluation:

The college meets the Standard by having a clearly defined administrative structure working within the context of the collegial consultation and governance process and assisting the president in delegating authority and in making decisions consistent with Board of Trustees policy and recommendations of the college Steering Council.

Planning Agenda:

None.

IV.B.2.b. The president guides institutional improvements of the learning and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

The collegial consultation and governance process implemented in June 2009 marked a dramatic change in college governance. The new process clearly defines responsibilities for making collegial governance recommendations to the president through four governance councils via college committees. The college's Steering Council is responsible for giving direction to the college committees after it receives direction from any member of the college community. The college committees make recommendations to the four governance councils (Administrative Council, Academic Senate Council, Classified Senate Council and Associated Student Government) who, in turn, make recommendations to the superintendent/president and his/her cabinet. The superintendent/president then makes a decision considering the recommendations of the governance councils and makes a recommendation to the Board of Trustees, if necessary, or implements if no Board of Trustees approval is required.

The process clearly defines the role of the superintendent/president in guiding the institution toward improvements to student learning and the learning environment. Responsibilities of the college's Steering Council, governance councils, superintendent/president, and Board of Trustees are also defined, including a reporting structure and path to final decisions and resolutions of matters and issues brought to the Steering Council.

By nature of the process, the superintendent/president has a method for evaluating and measuring results of the effectiveness of overall institutional planning. The collegial consultation and governance process allows the president to be a decision-maker, where appropriate, and to oversee a process ensuring effective communication and decision-making. Prior to the process implemented in June 2009, academic administrators, including the superintendent/president, were part of the Academic Senate Council. The new process delineates the role and responsibilities of administrators and differentiates them from the roles and responsibilities of faculty and other constituent groups. This delineation is critical to the success of the process and the superintendent/president's ability to guide institutional improvements of student learning and learning environments. The delineation was also recommended by the Commission President as a way to ensure a governance structure was in place successfully addressing the elements required of Standard IV overall institutional effectiveness [Ref. IV-5].

Self Evaluation:

The institution meets the Standard through its institution of a collegial consultation and governance process allowing the superintendent/president to guide institutional improvements of the learning and learning environment through clearly defined roles of the college Steering Council and college governance councils ultimately providing recommendations to the superintendent/president for his/her consideration.

Planning Agenda:

None.

IV.B.2.c. The president assures the implementation of statutes, regulations, and Board of Trustees policies and assures that institutional practices are consistent with institutional mission.

The superintendent/president is charged with the direction and oversight of the total educational program of the college, in accordance with Board of Trustees Policies and Administrative Procedures, and the education master plan for future development of the college. The college undertook the process of developing a new education master plan beginning in Fall 2009. An outside consulting firm will begin with a demographic study and environmental scan and will follow through with an education master plan including a facilities master plan, academic master plan, and Technology Master Plan. The education master plan will serve to guide the future of the institution and serve as the basis for planning for the duration of the plan's timeline. The college will also ensure education master plans are updated regularly. Program Review, student learning outcomes and assessments, and administrative unit outcomes and assessments will drive decision-making consistent with the education master plan. The superintendent/president ensures statutes, regulations, and Board of Trustees policies are implemented consistently with all planning, mission, and other policies.

Self Evaluation:

The college meets the Standard as evidenced by the college embarking on the development of an education master plan considering implementation of statutes, regulations, and Board of Trustees policies consistent with institutional mission and policies. Further, the superintendent/president works with the Board of Trustees to establish policies and keep the board informed of statutes and regulations that may have an impact on the institution, its mission, and planning. The superintendent/president demonstrates knowledge of mandates and regulations issued by the State Chancellor's Office. Through the superintendent/president's role in the collegial consultation and governance process, he/she also assures institutional practices are consistent with the institution's mission.

Planning Agenda:

None.

IV.B.2.d. The president effectively controls budgets and expenditures.

Description:

Under the collegial consultation and governance process implemented in June 2009, the Budget and Planning Committee is responsible for developing recommendations on all matters related to budgeting, under the direction of the Steering Council. The Budget and Planning Committee makes recommendations to one or more of the four governance councils. The governance councils then forward recommendations to the superintendent/president. The superintendent/president has final decision-making authority or, when appropriate, sole responsibility for referring final decisions to the Board of Trustees [Ref. IV-5].

The superintendent/president fulfills his/her budgetary responsibilities through interactions with the Budget and Planning Committee and his/her cabinet.

Self Evaluation:

The college meets the Standard by having a consultation and governance process allowing the superintendent president to effectively control budgets and expenditures by receiving recommendations from the Budget and Planning Committee and making final decisions in accordance with the authority and responsibility given him/her by the Board of Trustees. This is a departure from the college's previous governance process in which the superintendent/president chaired the Planning/Budgeting Council and, therefore, was included in the process of recommending to the superintendent/president. The current collegial consultation and governance process delineates the superintendent/president's role and allows him/her to more effectively control budgets and expenditures.

Planning Agenda:

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Description:

The superintendent/president represents MiraCosta College in the communities the college serves. As such, the superintendent/president has the responsibility to ensure the college has a positive influence on the communities it serves and the institution meets the needs expressed by those communities. The superintendent/president is involved in community organizations and city councils, and attends regional and statewide organization meetings so that she/he may represent the interests of the college, its constituents, and communities served. She/he works closely with the Board of Trustees, faculty, staff, students, and the community toward making MiraCosta College an important part of the communities it serves.

Self Evaluation:

The college meets the Standard as the result of the superintendent/president maintaining multiple connections to community members, participating in community activities, and representing MiraCosta College in local, state, and national issues that may have an impact on the college or the communities it serves. The superintendent/president also effectively communicates community needs to college constituent groups for the purpose of addressing these needs through a variety of methods, including programs, facilities, and technology.

Planning Agenda:

None.

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the Board of Trustees.

Standard IV.B.3 does not apply to MiraCosta College. MiraCosta College operates as a single college district with a main campus and two centers.

Standard IV References:

IV-1: MiraCosta Community College Board of Trustees Policies and Administrative Procedures Website: http://www.miracosta.edu/OfficeOfThePresident/BoardOfTrustees/policy/

IV-2: 2008 Accreditation Self Study Survey, Employee Version

IV-3: GO plan

IV-4: Board of Trustees Website: http://www.miracosta.edu/OfficeOfThePresident/GoverningBoard/index.htm

IV-5: MiraCosta College Collegial Consultation and Governance Process: http://www.miracosta.edu/Governance/AcademicSenate/Downloads/Senate_Actions_Apr24.pdf

IV-6: MiraCosta College Website: http://www.miracosta.edu/

IV-7: MiraCosta College Accreditation web site: http://www.miracosta.edu/OfficeOfThePresident/Accreditation/index.htm

IV-8: Academic Senate Website: http://www.miracosta.edu/Governance/AcademicSenate/index.htm

IV-9: Information For Students Website: http://www.miracosta.edu/infofor_students.htm

IV-10: Information For Faculty Website: http://www.miracosta.edu/infofor_faculty.htm

IV-11: Information For Community Website: http://www.miracosta.edu/infofor_community.htm

IV-12: Accreditation Portal: https://portal.miracosta.edu/Committees/accreditation/default.aspx

IV-13: MiraCosta College Progress Report To The ACCJC April 1, 2008

IV-14: Board of Trustees Special Meeting Agenda for 10/10/08 for Beno's presentation on accreditation and roles and responsibilities of the Board

IV-15: PERCY Program Review Process Website: http://www.members.cox.net/pmorrison/percy/ins/home.htm

IV-16: EDDI Website: https://eddi.miracosta.edu/

IV-17: TracDat Website: https://tracdat.miracosta.edu/tracdat/

IV-18: 2002 Accreditation Self Study Survey, Employee Version

IV-19: CCLC Policy and Procedure Service Website: http://www.ccleague.org/i4a/pages/index.cfm?pageid=3312

IV-20: ACCJC Action Letter June 30, 2009

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