



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

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2016 Annual Report
Final Submission
 04/11/2016

MiraCosta College
 One Barnard Drive
 Oceanside, CA 92056

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Chris Hill
3.	Phone number of person preparing report:	760-795-6846
4.	E-mail of person preparing report:	chill@miracosta.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://catalog.miracosta.edu/aboutmiracosta/accreditation/
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.miracosta.edu/officeofthepresident/accreditation/index.html
6.	Total unduplicated headcount enrollment:	Fall 2015: 16,502 Fall 2014: 16,169 Fall 2013: 16,125
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	15,060
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,519
9.	Number of courses offered via distance education:	Fall 2015: 170 Fall 2014: 155 Fall 2013: 153
10.	Number of programs which may be completed via distance education:	40
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 6,290 Fall 2014: 5,823 Fall 2013: 5,797
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: n/a Fall 2014: n/a Fall 2013: n/a
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	69.1%	
14b.	Successful student course completion rate for the fall 2015 semester:	69.7%	
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1077
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	1367
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	2,333	
16b.	Number of students who received a degree in the 2014-2015 academic year:	1,257	
16c.	Number of students who received a certificate in the 2014-2015 academic year:	1,076	
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	873	
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	1,329	
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes	
18b.	If yes, please identify them:	Certificate of Achievement in CSU General Education Certificate of Achievement in IGETC	
19a.	Number of career-technical education (CTE) certificates and degrees:	107	
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	4	
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4	
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	107	

20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.###)	Examination	Institution set standard (%)	Pass Rate (%)
	Nursing (RN)	51.38	state	85 %	97.6 %
	Nursing (LVN)	51.39	state	80 %	89 %
	Certified Nursing Asst (CNA)	51.39	state	90 %	94 %
Surgical Tech.	51.09	state	75 %	69 %	
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.###)	Institution set standard (%)	Job Placement Rate (%)	
	Nursing (RN)	51.38	75 %	88 %	
	Nursing (LVN)	51.39	80 %	80 %	
	Certified Nursing Asst (CNA)	51.39	80 %	100 %	
Surgical Tech.	51.09	78 %	90 %		
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard		
	Persistence (fall-to-fall)	Re-enrollment in the CCC system (from SS Scorecard)	47.5		
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).				
	<p>MiraCosta (MC) has a program review process that has been refined and improved over the last couple of years in order to better focus on student success and program improvement through data review and analysis. The process requires that instructional and service areas undertake an annual review each fall in which the programs use data on student achievement, student outcomes, and program productivity to evaluate how well they are meeting the commitments voiced in the college mission to provide quality educational opportunities and support the success of students. These data show changes over time, while also contextualizing student achievement data against district and state averages. In an application of this process, MC recently assessed the achievement level for both on the ground and distance education (DE) courses. Disaggregation of those data revealed that DE success rates of Black/African-American and Hispanic/Latino populations are well behind those for White and Asian students. As a result, the college is piloting an intervention using Blackboard analytics to identify students at risk in order to provide them with additional support and reminders.</p>				

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 966
	b.	Number of college courses with ongoing assessment of learning outcomes: 966
		Auto-calculated field: percentage of total: 100
25.	Courses	

	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	122
	b.	Number of college programs with ongoing assessment of learning outcomes	122
		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	16
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	16
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:		http://miracosta.edu/instruction/slo/downloads/PSLOsProgramReviewReflect-2014-15.pdf
28.	Number of courses identified as part of the general education (GE) program:		258
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?		Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :		258
32.	Number of Institutional Student Learning Outcomes defined:		5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).		100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:		100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>MiraCosta College (MC) assesses ILOs using course level assessments such as item(s) from exams, portfolios, and term papers. Faculty apply common rubrics and reflect upon how student performance on these assessment items inform our institution as a whole, as opposed to the course itself. Student rubric scores are recorded as a separate item on the final grade roster, which allows MC to disaggregate ILO results by course modality, gender, ethnicity, age group, etc. These direct assessment results, along with student perceptions from graduating student focus groups and a grad student survey, assess student mastery of the ILOs. MC also continues to continue to hold an "Assessment Day", where the entire college comes together to evaluate results and improve practice. The Fall 2015 Assessment Day provided an opportunity to examine and discuss the validity of the results from different ILO assessments, dialogue about our GELOs and ILOs, engage in rubric development, discuss how Student Services now ties their SAOs to the six success factors defined by the statewide Research & Planning Group, and give input on professional development needs related SLOs and assessment.</p>		

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>CSLOs are aligned with ILOs within master matrices documents. MiraCosta (MC) developed general, cross-discipline rubrics to assess the ILOs, and faculty from disciplines with courses aligned with each of the ILOs have had the opportunity to conduct summative assessments using these rubrics since Summer 2014. CSLOs are also aligned with program SLOs, which are assessed annually as part of the college program review process. Program review is part of MC's integrated planning model in which outcomes assessment results lead to discipline program improvement plans. These outcomes alignment efforts have resulted in a number of departmental changes. For example, Nursing and Allied Health found that students struggled with the math component of the curriculum. They partnered with the math department to develop workshops which emphasize number sense in applied problems specific to this area. In Physics, they also found that students had issues with the math necessary for their courses, so they now administer a math assessment early in the semester to better serve students and improve outcomes. Chemistry created a prep course for CHEM 100 to help students better succeed, and made revisions to this course (CHEM 108) as a result of CHEM 100 SLO results.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>The Outcomes Assessment Committee (OAC) collects, analyzes, and presents results to the college community on a regular basis. The committee sponsors professional development workshops and college-wide assemblies related to SLO development and assessment. These activities give the college community opportunities to discuss how programs are affected by courses outside the program, how to incorporate SLO assessment at all levels into the outcomes reflection section in program review, and to learn about SLO measurability, alignment, and alternative assessment processes. OAC also created the SLO Times, a newsletter available to the college community and the public via the SLO website, which highlights how programs have used SLO assessment results to make innovative modifications to their courses and programs. Students are provided with SLOs in course syllabi to inform their understanding, behavior and pursuit of the intended outcomes. In music, for example, all students enrolling in applied music classes are assessed on incoming skills relative to the established SLOs at the beginning and throughout the semester. This provides clear and progressive feedback on their progress against the rubric, enabling them to focus on the achievement of the outcomes, and preparing them for successful midterm and final juried performances.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Outcomes assessment results are integrated with college planning (including resource allocation) via the program review process. Each fall, based on student achievement of CSLO and PSLOs, departments review and discuss previously implemented action plans and develop new ones designed to improve student success. New plans requiring resource allocation are evaluated by the Budget and Planning Committee (BPC), and once approved, implemented. SLO evidence is significantly weighted in the evaluation of program review resource requests, when BPC prioritizes resource allocations, and when the Academic Affairs Committee completes the hiring prioritization. Annual reporting of action plan progress is reported through program review by departments, thus completing a circle which incorporates input of staff and faculty members of the institution. The OAC works with other appropriate committees to regularly review and monitor the program review process, making changes were necessary. Semi-annual department chair meetings have focused on the collaborative development of ILO assessments, the discussion of outcomes assessment results, and the</p>

	sharing of best practices. Results of institution-wide SLO assessment are also used in developing objectives that are intended to improve institutional effectiveness.
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>After scrutinizing course SLO assessment data in cornerstone courses of the pre-Allied Health track (Anatomy & Physiology), the department concluded that under-achievement in these courses was related to lack of foundational knowledge in General Biology, the gateway course in the pre-Allied Health program. Therefore, the department implemented remedial actions to improve student success in the Gen Bio course as follows: 1. Increasing the number of full-time faculty teaching the course 2. Hiring a full-time instructor to coordinate lecture and lab curriculum for all sections 3. Establishing ongoing mentorship of associate instructors 4. Establishing math and English eligibility requirements 5. Developing an optional course to be taken concurrently with Gen Bio, which provides learning assistance to our students. These practices have improved SLO achievement in Gen Bio and we are beginning to see the same in the cornerstone courses of the program. In a second example, SLO results from ENGL 100's Library Orientation led the Library to target pre-transfer in English, Reading, and ESL classes. The Library also used student feedback to extend hours during final exams, improve reserve records for finding textbooks, and create a self-reservation system to book a study room online.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 1 2013-2014: 1 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	No new substantive change proposals will be submitted. The college will be submitting a follow up report as required from the 2015 sub change approval for the baccalaureate degree.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	San Elijo campus
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

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

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