

Institutional Follow-up

Report #2

*MiraCosta Community College District
Report to the Accrediting Commission for Community & Junior Colleges*



March 1, 2012

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Date: March 1, 2012

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

From: MiraCosta College
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Oceanside, CA 92056

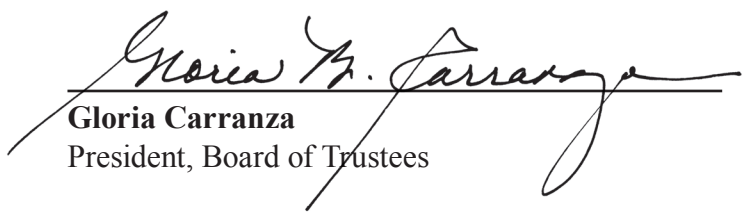
This Institutional Follow-up Report #2 and Response is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed:



Francisco C. Rodriguez, Ph.D.
Superintendent/President



Gloria Carranza
President, Board of Trustees

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Dear ACCJC Commissioners:

Today, MiraCosta College educates more than 14,500 credit students and another 4,000 noncredit students each semester. While much has changed since our founding 77 years ago, MiraCosta College's strong commitment to student success, focus on academic excellence and innovation, and dedication to serving the local community have remained consistent. These are the hallmarks of MiraCosta College and they remain at the forefront as we plan for the future.

Last year, the College welcomed the Commission recommendations as an opportunity to improve, and through widespread campus dialogue, created the infrastructure necessary for sustained and continuous quality improvement. As superintendent/president, I can attest to the transformation that has occurred throughout the District. The entire College community—from the Board of Trustees to faculty, staff, students, and administrators—has responded to the accreditation's "call to action" with clear focus and intent. Through facilitated workshops with trustees to all-campus assemblies and committee meetings, our campus community engaged in purposeful dialogue and embraced accreditation as an ongoing process designed for institutional improvement.

As a result of the accreditation process and the ensuing self-reflection and collaboration, positive growth and change have occurred at MiraCosta College. The changes and improvements we have made, and will continue to make, are consistent with excellent educational practice—practice that is sustained and routinely reviewed and refined over time to conform to Accreditation Standards and improve the College.

This follow-up report represents a strong commitment to continuous improvement and illustrates the demonstrable actions MiraCosta College has taken to fully address the Commission's four recommendations as identified in the June 30, 2011, Commission Action Letter. It reports the actions already taken and progress already measured. The report is an authentic representation of where we are as an institution on all four recommendations.

Serving as an executive summary of specific actions, each of the four recommendations contains an Accreditation Scorecard that delineates institutional progress since 2010 and shows where the College is as of March 2012. As is demonstrated, the work over the last two years has been significant, time-bound, and challenging. As a result, the District's educational programs and services have improved, leading to better learning outcomes and success for students.

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Specifically, this report fully addresses Recommendations 1 (institutional planning), 2 (SLOs and SLO assessment), 3 (inclusion of SLOs as part of the faculty evaluation process), and 4 (evaluation of the governance model). The results for each recommendation are summarized below:

- **Recommendation 1:** Integrated institutional planning has been fully implemented.
- **Recommendation 2:** Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- **Recommendation 3:** Participation in student learning outcomes and assessment is a stated component in the evaluation process for faculty and others at MiraCosta College.
- **Recommendation 4:** The governance structure is evaluated in an ongoing, pervasive, systematic process with results guiding change for improved institutional effectiveness.

MiraCosta College has assessed the recommendations and has used this assessment data to plan and implement improvements to the educational quality of our institution. The College has also taken declarative actions to ensure that the systemic changes that have occurred over the last two years are sustained. As further evidence of our institutional investment, the District has established a new office for institutional planning and research. To lead this office, a dean was hired who has vast expertise in these areas and who possesses a zeal for outcomes assessment. This dean will also assume the role of Accreditation Liaison Officer for the District.

Inspired by the positive momentum generated in the last two years, the District has made participation in the accreditation process a part of college culture and is already preparing for the upcoming 2013 Mid-Term Report. The District has benefitted greatly from the ACCJC-sponsored accreditation institutes and regional workshops, and representatives from the College will continue to participate. I am also encouraging members of the College community to serve on accreditation teams as peer experts. Additionally, the College's committed group of faculty, staff, and administrators that has served as the College's adhoc accreditation team for the past two years will evolve into a standing accreditation committee as part of the District's new governance structure. Lastly, and perhaps most importantly, the systemic and sustained focus on institutional quality and improvement will rest upon the shoulders of our entire academic community, which has now embraced accreditation as an ongoing process that is embedded in institutional culture. The Board of Trustees and I are fully committed to providing the required leadership and to directing the District's resources toward the evaluation, improvement and sustainability of these efforts.

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MiraCosta College has a proud history of serving coastal North San Diego County. As the College enters into the next phase of growth and service to this region, this report serves as a reflection of not just who we are, but who we aspire to become. MiraCosta College values the continued guidance of the Commission and wholly supports professional self-regulation as the most effective means of assuring the integrity, effectiveness, and quality of our institution. We look forward to visiting with ACCJC colleagues this spring.

With respect and appreciation,

A handwritten signature in black ink, appearing to read 'Francisco C. Rodriguez', with a stylized flourish at the end.

Francisco C. Rodriguez, Ph.D.
Superintendent/President

Mission, Institutional Goals, and Student Learning Outcomes

Mission

The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.

Institutional Goals

Goal I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.

Goal II. MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.

Goal III. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.

Goal IV. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.

Goal V. MiraCosta Community College District will be a conscientious community partner.

Institutional Student Learning Outcomes

- | | |
|--|---|
| <i>Effective Communication</i> | <ul style="list-style-type: none">• Write, speak, read, listen, and otherwise communicate• Communicate clearly, accurately, and logically• Communicate appropriately for the context |
| <i>Critical Thinking and Problem Solving</i> | <ul style="list-style-type: none">• Define and analyze problems clearly• Think independently, creatively, logically, and effectively• Apply appropriate problem-solving methods• Analyze and synthesize information from multiple perspectives |
| <i>Professional and Ethical Behavior</i> | <ul style="list-style-type: none">• Demonstrate responsible and professional conduct in the classroom, workplace, and community• Demonstrate the ability to work independently and collaboratively |
| <i>Information Literacy</i> | <ul style="list-style-type: none">• Identify information needed• Collect information effectively and efficiently• Evaluate and analyze information• Use and apply information accurately and appropriately |
| <i>Global Awareness</i> | <ul style="list-style-type: none">• Demonstrate respect for diversity and multiple perspectives• Value his/her place and role in an increasingly interconnected global community• Demonstrate cultural and environmental awareness |



A Community forum was held on August 10, 2011, to receive input on the 2011 Comprehensive Master Plan.

MiraCosta College’s academic community has devoted itself to addressing the recommendations received in a letter dated June 30, 2011 from ACCJC. This effort has resulted in the production of better systems, better processes, and better results for the College. The College community has benefited markedly and has viewed the recommendations received as an opportunity to improve institutional effectiveness and to enhance our service to our students and to our community.

The report contains three areas for each of the four recommendations. These include:

- A. The recommendation itself**
- B. A Scorecard summarizing the progress made on the recommendation**
- C. An in-depth narrative response describing details of the accomplishments addressing the recommendation. Recommendations with separate parts are individually described**
- D. Conclusion**

A. Recommendation #1: *The Team recommends that the College:*

- *Implement, align, and integrate various College plans into a fully integrated institutional plan that advances a defined mission statement.*
- *Develop specific, measureable, realistic and time-bound objectives in relation to clearly stated institution-wide goals that are understood College-wide and represent the foundation of the integrated institutional plan.*
- *Conduct consistent, systematic and timely evaluations of the integrated institutional plan and its related components based on analysis of both quantitative and qualitative data and ensure the results are communicated and understood by College constituents. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the College should implement an ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance objectives and student learning outcomes.*
- *Complete the Education Master Plan and begin implementation. In addition, the College must demonstrate that decisions regarding priorities result from stated institutional goals and are linked to an integrated institutional plan and its related planning components.*

The Commission notes the need for MiraCosta College to place significant emphasis on College-wide, integrated planning that is data-driven and which informs institutional decision making. (Standard I.A.4, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, III.A.6, III.B.2.a, III.B.2.b, III.C.1.c, III.C.2, III.D.1.b, III.D.1.c, III.D.1.d, III.D.3, ER 19).

B. The Scorecard for Recommendation #1

Where We Started March 2010	Where We Were March 2011	Where We Are March 2012
<ol style="list-style-type: none"> 1. Developmental phase begun for integrated planning. <ol style="list-style-type: none"> a) Previous, separate, limited Academic Master Plan, Facilities Plan, and Technology Plan (partial linkage among plans) in place. b) New Program Review (PR), including PR to budget allocation process, had gone through one cycle but didn't link to above. 2. Assembled 2011 Comprehensive Master Plan (CMP) team, including both Educational Plan and Facilities Plan, including student representation. 3. Mission Statement revisited and updated for currency and institutional effectiveness through dialogue among campus constituencies. 4. Access to data for improved decision-making across the College was improved through application of technology, such as the enrollment data system EDDI. 	<ol style="list-style-type: none"> 1. CMP underway. <ol style="list-style-type: none"> a) Educational Master Plan (EMP) portion under final review. b) EMP-driven facilities portion in progress. 2. PR and PR-to-budget process refined and improved from annual cycles 1 to 2. 3. Annual cycle 2 completed by March 2011. 4. Institutional Program Review Committee (IPRC) formed; second round of PR performed; draft of PR manual completed. 5. First draft of Institutional Goals and Objectives created. 	<ol style="list-style-type: none"> 1. Mission Statement refined, revised, and approved for institutional effectiveness as part of robust, ongoing process. 2. CMP formally approved and implemented. 3. Institutional Goals and Objectives completed and approved. 4. Integrated Planning Manual formally approved and implemented. 5. Strategic Plan, including SMART objectives, formally approved and implemented. 6. Third cycle of PR to resource allocation, including assessment of previous year's process and allocation, completed. 7. Evaluation process implemented for Items 1-5 above. 8. Office of Institutional Planning, Research, and Grants created. Dean hired. 9. Rubric Analysis performed and Action Plans created. 10. Technology Plan updated and reviewed by governance groups. 11. Research Advisory Committee identified to establish annual research data. 12. Ad hoc accreditation committee converted to standing committee.

C. College Response to Recommendation #1

- *Implement, align, and integrate various College plans into a fully integrated institutional plan that advances a defined mission statement.*

Mission Statement

The College's Mission Statement was revised to define the community and the services the College provides and was approved by the Board of Trustees on September 20, 2011 [E-1.1]. In concert with the data gathered from extensive internal and external research conducted and used to complete the 2011 Comprehensive Master Plan, the Mission Statement drives the College plans aligned in the Integrated Planning Manual.

2011 Comprehensive Master Plan

The 2011 Comprehensive Master Plan (CMP) [E-1.2] covers ten years and consists of an Educational Plan and a Facilities Plan, both based on thorough research conducted internally and externally over two years. The CMP resulted in the adoption of the following Institutional Goals, which are intended to advance the mission of the College and address anticipated changes:

Institutional Goals

- I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.
- II. MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.
- III. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
- IV. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
- V. MiraCosta Community College District will be a conscientious community partner.

Due to its strong research foundation, the CMP frames all College conversations about student learning and achievement, based upon common data.

Strategies to address all Institutional Goals are outlined in the College's Strategic Plan. Progress toward the Institutional Goals is assessed annually [E-1.7].

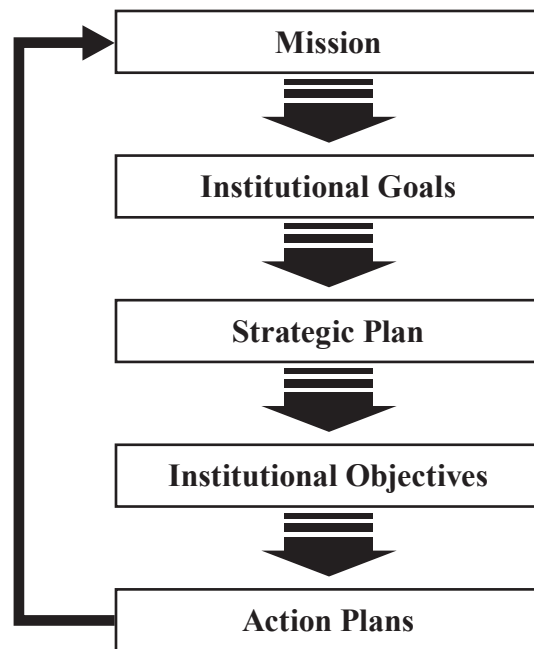
After wide discussion throughout its creation and recommendations from all four governance councils, the 2011 Comprehensive Master Plan was approved by the Board of Trustees on November 15, 2011 [E-1.3].

Strategic Plan

The 2011-2014 Strategic Plan [E-1.7], a short-term plan covering three years, makes the five District Institutional Goals active and specific as a set of 11 Institutional Objectives. The 11 Institutional Objectives were formulated by the Strategic Plan Task Force, which included faculty, classified staff, and administrators. Explicit Action Plans assign responsibility to individuals and designate particular tasks to accomplish the objectives, with progress toward accomplishment assessed annually. The Strategic Plan was adopted by the superintendent/president on the recommendation of all four governance councils and presented to the Board of Trustees on October 18, 2011 [E-1.8].

The Strategic Plan is central to the District’s commitment to improving student learning and institutional effectiveness. Upon annual review by the Budget and Planning Committee as a recommendation to the superintendent/president, Institutional Objectives and Action Plans may be renewed, revised, or marked as completed and replaced by new Institutional Objectives and Action Plans. One or more Institutional Objectives from the first three years may be carried over into the next Strategic Plan cycle.

Diagram 1.1



The example below from the Strategic Plan demonstrates how an Institutional Goal has an associated Institutional Objective and an Action Plan.

Institutional Goal I. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.

INSTITUTIONAL OBJECTIVE	OUTCOMES		
Institutional Objective 1.3 Secure funding for the facility priorities identified in the <i>MiraCosta Community College District 2011 Comprehensive Master Plan</i>	2011–2012: PLANNING	2012–2013: IMPLEMENTATION	2013–2014: IMPLEMENTATION
	Outcome Measures 1. Results of the voter poll 2. Report on current funding levels and potential resources for highest priority facility projects	Outcome Measures 1. Contingent on decision following the voter poll, a bond awareness and education campaign and election results 2. Amount of funds in the capital improvement fund for FY 2012–2013	Outcome Measure Amount of funds in the capital improvement fund for FY 2013–2014

ACTION PLAN FOR INSTITUTIONAL OBJECTIVE 1.3	RESPONSIBLE PARTY	TARGET DATE	ESTIMATED BUDGET	PROGRESS	INDICES OF PROGRAM IMPROVEMENT
I.3.1. Conduct a voter poll to assess feasibility of a general bond election in November 2012	Superintendent/ President	• January 2012	\$50,000	Community Opinion Survey was conducted in December 2011.	Completion of Community Survey Report detailing voter opinion
I.3.2. • Assess the results of the poll • Assess the need for and identify potential resources for highest priority capital projects	Superintendent/ President	• February 2012	\$0	An initial report was presented to the Board of Trustees on January 24, 2012 meeting. At the request of the Board, a second follow-up workshop was scheduled and held prior to the February 7, 2012. The Board voted unanimously to proceed with the next phase of the potential bond. The identification of potential resources to assist with the next phase is currently underway.	Board meeting minutes and a list of potential resources
Action Plans 1.3.3–1.3.6 will be completed if the decision is made to proceed with a bond election.					
I.3.3. If the decision is made to proceed with a bond election, then form a bond campaign committee	Superintendent/ President	• March 2012	\$0	With the February 7 action of the board to proceed, the beginning stages of a committee has begun.	Committee formation and minutes
I.3.4. Authorize bond resolution	Board of Trustees	• August 2012	\$0	No progress has been made on this action plan to date, as the board has not authorized the placement of a bond on the November ballot.	Placement of bond on the November 2012 election ballot
I.3.5. Conduct bond awareness and education campaign and election	Superintendent/ President	• February 2012	TBD	With the February 7 action of the board to proceed, the beginning stages of an education campaign has begun.	Education campaign schedule and materials
I.3.6. Assess election results	Superintendent/ President	• November 2012	\$0	No progress has been made on this action plan to date.	Election results and analysis of voter opinion

MiraCosta College’s long-range 2011 Comprehensive Master Plan (CMP) outlines the ways the College can grow to meet the needs of our local region. The CMP identifies the need for capital expansion, facilities renovations, and upgrades. Active discussions are under way that explore options to fund our District’s CMP as outlined in the Strategic Plan. In October 2011, the Board of Trustees, following Institutional Goal 1.3, approved the administration of a community survey to assess the feasibility of a general obligation bond in November 2012 [E-1.4].

Based on favorable results from the community survey, the board voted unanimously in February 2012 to move into Phase III of the potential bond-measure-planning process. Over the coming months, the College will continue to solicit input from the community, educate both our internal and external stakeholders about the role MiraCosta College plays in the community, and continue to articulate our needs as outlined in the Comprehensive Master Plan. Accordingly, the District has retained bond counsel to assist in the next steps of the process [E-1.5].

Action Plan 1.3.1 has been accomplished.

The Strategic Plan has been evaluated as scheduled. In February 2012, progress reports were collected, and the Budget and Planning Committee is reviewing the reports and making its recommendations to the superintendent/president [E-1.9].

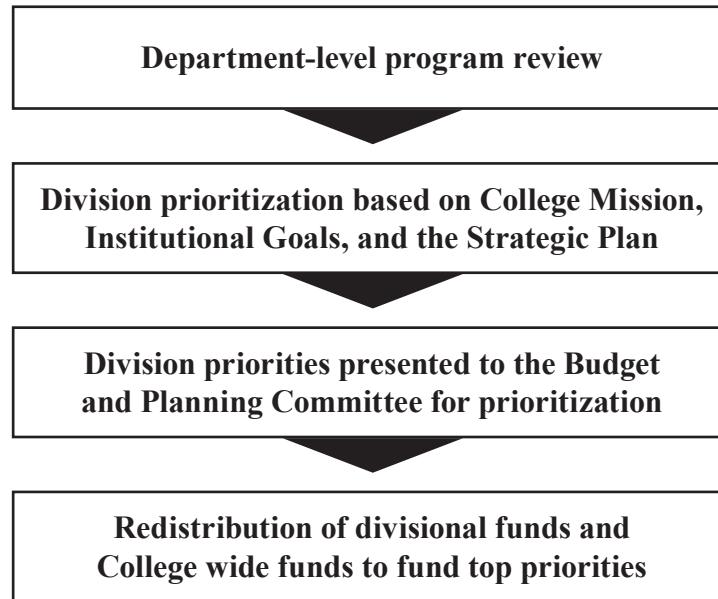
Institutional Program Review

Institutional Program Review is an annual process in which each program (instructional and non instructional) reviews, reflects, and plans for implementation of the Institutional Goals and Objectives as prescribed in the Strategic Plan.

Program Review is a systematic and ongoing process focused on student learning and incorporated throughout all aspects of the District's planning and budgeting processes. The College has switched from PERCY to the more accessible Blackboard platform as a tool for program review. Further improvements, such as the creation of an Institutional Program Review Committee, the creation of a Program Review validation process, and the publication of a Program Review Handbook have strengthened the program review process [E-1.10].

The Program Review process begins with data in multiple fields on Program Performance, Program Resources, and Program Students [E-1.11]. All College participants in the program write a summary and analysis, based on the strong evidence, both quantitative and qualitative [E-1.12]. The participants then generate plans, supported by the evidence and explicitly linked to Institutional Goals [E-1.13].

The linkages between Institutional Program Review and resource allocation occur in the following steps:



Resource Allocation Process

The MiraCosta Resource Allocation Process, integrated with other plans, is used to prioritize resources and link the Mission Statement with Institutional Goals and Objectives. During the past three years, institutional program review has been the basis of resource allocation in direct support of student learning and achievement.

At the division level, the Program Review plans are ranked according to a rubric and then forwarded to the Budget and Planning Committee (BPC) for further ranking and resource allocation [E-1.14] and [E-1.16]. The rubric scores the plans based on evidence and on clear connections to the College's Mission Statement, Institutional Goals, Action Plans, and Institutional Student Learning Outcomes. In fall of the following planning cycle, BPC reviews the effectiveness of the plans that were funded in the previous year. [E-1.15].

In one example for the 2011-2012 academic year, BPC reallocated \$837,261 to the highest prioritized needs identified through the Institutional Program Review process.

Technology Plan

The 2011-2014 Technology Plan was approved for adoption by the superintendent/president, upon recommendation of the Budget and Planning Committee and the Administrative Council [E-1.6]. The intent of the Technology Plan is to provide a framework that maintains the integrity and capacity of the core infrastructure while providing the means and flexibility to introduce, foster, and use innovative and creative technology.

Research Agenda

Under the Strategic Plan, the Research Advisory Committee will meet quarterly to develop the Research Agenda, set priorities, and develop strategies to disseminate research findings.

Integrated Planning Manual

The College, with participation of all four governance councils, has created and is now being guided by an Integrated Planning Manual [E-1.17]. A clear guide to the cycle of planning, the manual shows how each of the District's plans and processes align to the others in a fully integrated model.

The Integrated Planning Manual sets forth ongoing, systematic processes for evaluating each of the plans. The plans are reviewed, evaluated, and refined as part of the College's consistent commitment to improving student learning and educational effectiveness. The Budget and Planning Committee (BPC) is responsible for maintaining the integrity of the Integrated Planning Manual.

- *Develop specific, measurable, realistic and time-bound objectives in relation to clearly stated institution-wide goals that are understood College-wide and represent the foundation of the integrated institutional plan.*

The foundation for institutional planning is the 2011 Comprehensive Master Plan (CMP), derived from thorough research and data analysis and based on the Mission Statement. The CMP clearly defines Institutional Goals for the improvement of student learning, which provide the framework for the Strategic Plan.

The Institutional Objectives in the Strategic Plan have been developed from the Institutional Goals. The Institutional Objectives are SMART: specific, measurable, attainable, realistic, and time-bound. The Strategic Plan includes specific Action Plans for each Institutional Objective and identifies offices or areas responsible for carrying out the Action Plans by specific dates. Evaluations of the Action Plans are currently underway as part of the comprehensive, ongoing cycle of review, as specified in the Integrated Planning Manual. (Please see this illustrated in the table on page 13.)

The Institutional Goals are widely understood throughout the College because of multiple conversations, publications, and events as evidenced in the 2011 Annual Report [E-1.18]. Institution wide dialogue about the role of planning in institutional effectiveness has taken place in numerous professional development activities. The 2011 Comprehensive Master Plan process and integrated planning were the subjects of many Flex activities beginning in August 2010 and extending through March 2012, as well as All-College Day dialogues in fall 2010, spring 2011, and fall 2011. In addition, a full afternoon was devoted to integrated planning as well as the plans themselves in a College wide event September 30, 2011. In addition, the faculty and staff participated in an All-College Day event in January 2012 [E-1.19] devoted to creating awareness and sharing the progress being made in accomplishing the Institutional Goals in support of student learning and institutional effectiveness.

The dialogue has also extended beyond the institution through presentations at professional conferences: the Academic Senate president co-presented in a general session at the state Academic Senate's Accreditation Institute in February 2012; the vice president of instructional services made presentations to the Association of California Community College Administrators conference in 2011 and 2012.

- *Conduct consistent, systematic and timely evaluations of the integrated institutional plan and its related components based on analysis of both quantitative and qualitative data and ensure the results are communicated and understood by College constituents. Further, in order to promote and sustain a culture of evidence and improve institutional effectiveness, the College should implement an ongoing method of measuring and evaluating its effectiveness in achieving stated institutional performance objectives and student learning outcomes.*

The Integrated Planning Manual prescribes processes and schedules regular and systematic evaluations for assessment of each of the planning processes, as well as progress on Institutional Goals for improvement of student achievement and learning [E-1.17]. Plans and processes are linked to the Mission Statement.

Evaluations of progress on achieving the Institutional Objectives and the student learning outcomes are informed by substantial, relevant, and timely data. In addition to the regular data collection necessary for these evaluations, a process is set forth in the Integrated Planning Manual for establishing an Annual Research Agenda.

An Office of Institutional Research, Planning, and Grants is in place, and the new dean has begun work in fulfillment of Action Plans in the Strategic Plan [E-1.21]. Please see the response to Recommendation #2 for further detail on student learning outcomes.

To help evaluate the College's commitment to institutional quality and progress toward its Institutional Goals, MiraCosta uses the ACCJC Rubric for Evaluating Institutional Effectiveness, Parts I, II, and III (Program Review, Planning, and Student Learning Outcomes). Through departmental, committee, and College wide dialogue, MiraCosta has implemented the rubric in a deliberate and systematic way.

In December 2011, the College created a rubric self-assessment tool and action plan matrices [E-1.20]. The self-assessment tool evaluates placement on the rubric, lists the evidence supporting the judgment, and performs a gap analysis to guide institutional improvements. In turn, the action plan establishes criteria for success, sets timelines for completion, names the key individuals to lead the actions, and identifies resources needed to complete the tasks.

The self-assessment tool and action plans were completed at special accreditation meetings in February 2012, with additional contributions made using a spreadsheet held on a common server to provide greater access for input and to permit changes to be made in real time. The tool and action plans will be revisited at regularly scheduled Institutional Program Review Committee, Budget and Planning Committee, and Student Learning Outcomes and Assessment Committee meetings to further evaluate progress and guide ongoing efforts to improve institutional effectiveness.

- *Complete the Education Master Plan and begin implementation. In addition, the College must demonstrate that decisions regarding priorities result from stated institutional goals and are linked to an integrated institutional plan and its related planning components.*

The Commission notes the need for MiraCosta College to place significant emphasis on College-wide, integrated planning that is data-driven and which informs institutional decision making. (Standard I.A.4, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, III.A.6, III.B.2.a, III.B.2.b, III.C.1.c, III.C.2, III.D.1.b, III.D.1.c, III.D1.d, III.D.3, ER 19).

The Comprehensive Master Plan (CMP), comprised of the Educational Master Plan and the Facilities Master Plan, was completed and approved in November 2011 by the Board of Trustees [E-1.2]. Institutional Objectives, contained in the Strategic Plan, guide College operations [E-1.7]. All decision making at the College begins with a review of the Mission Statement and an examination of the Institutional Goals contained in the CMP, affirming the College's continuous commitment to improving student learning and institutional effectiveness.

The Integrated Planning Manual delineates the institutional planning processes and their linkages [E-1.17]. All of the institution's plans incorporate results from Institutional Program Review to set priorities for resource allocation, budgeting, and planning.

A Research Advisory Committee has been identified and will establish an annual research agenda to support the planning efforts.

MiraCosta College has begun implementation of the CMP. An environmental impact analysis has begun for new construction under the Facilities Plan. Efforts to fund the CMP have also commenced, including the conducting of a community survey and the hiring of bond counsel.

Following the Educational Master Plan, every instructional program was placed in one of six categories based upon the program's efficiency as measured by WSCH/FTEF and the discipline's successful course completion rate as compared to statewide averages in the discipline for this measure. After analysis of this data, academic disciplines were categorized using the rubric on the following page.

Rubric for the Growth Categories for Instructional Disciplines

Productivity as measured by a comparison of the District Discipline's WSCH/FTEF to the target WSCH/FTEF set for that discipline	District Discipline's Successful Course Completion Rate Compared to the State Average Successful Course Completion Rate for that Discipline	
	District Discipline Meets or Exceeds the State Average	District Discipline is Below the State Average
District discipline meets or exceeds 95 percent of the target WSCH/FTEF	Category 1	Category 2
District discipline is within 75-94 percent of the target WSCH/FTEF	Category 3	Category 4
District discipline is 74 percent or less of the target WSCH/FTEF	Category 5	Category 6

These categories are used to inform instructional decision making, such as course section offerings, resource allocations [E-1.15], and early stages of faculty hiring.

Based on data derived from the plan, the College's academic programs are projected to grow at different rates. Some academic programs will retain their service levels and others will grow or even decline (see Rubric for Growth Categories, above). Resources are being redirected from areas of low efficiency to areas needing additional support for growth. A robust program review process and evaluation cycle is used to inform institutional decision making and resource allocation.

D. Conclusion to Recommendation #1

Integrated institutional planning has been fully implemented at MiraCosta College.

A. Recommendation #2: *The team recommends that the College develop comprehensive reports to clearly demonstrate the ongoing, systematic review of student learning outcomes. (I.B.1, II.A.2.e, II.A.2.f, II.B.4, II.C.2).*

With regard to Recommendation #2, the Commission expects that institutions meet standards that require the identification and assessment of student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality, by fall 2012. The Commission therefore requests that the College include in its 2012 report information that demonstrates the College has met these standards. (Standards I.B.1, II.A.2.e, II.A.2.f, II.B.4, and II.C.2).

B. The Scorecard for Recommendation #2

Where We Started March 2010	Where We Were March 2011	Where We Are March 2012
<ol style="list-style-type: none"> 1. SLOs at course level 100 percent defined, 66 percent assessed. 2. Service Area Outcomes (SAOs) 100 percent defined, 66 percent assessed. 3. Institutional Learning Outcomes (ILOs) defined. 4. Administrative Unit Outcomes (AUOs) 100 percent defined, 66 percent assessed. 5. Reassessments of course SLOs ongoing. 	<ol style="list-style-type: none"> 1. Course level/service level SLOs in PR process. 2. CTE defined degree and certificate SLOs. 3. Course-level SLOs assessed for 83 percent of courses on six-year cycle; reassessment ongoing. 4. Assessment Documentation Matrices (ADM)s developed linking program outcomes to course SLOs. 5. Reports incorporated in data reflection/narrative section of PR. 6. AUOs for administrative offices carried over from prior year; transition to new system triggered AUOs re-evaluation. 	<ol style="list-style-type: none"> 1. Course level SLOs 95 percent assessed for six-year cycle. 2. 100 percent SAOs assessed and refined. 3. 100 percent of AUOs assessed and refined. 4. ILOs reaffirmed. 5. CTE degrees and certificates (linked to ILOs) defined with ongoing assessment. 6. Degrees for GE/Liberal Arts, Areas of Study (linked to ILOs) defined with ongoing assessment. 7. Cycle 1 of Program level SLOs (PSLOs) assessed fall 2011. 8. Student Learning Outcomes and Assessment Committee established. 9. SLO Handbook completed.

C. College Response to Recommendation #2

Significant progress has been made since spring 2011 to accelerate the student learning outcome (SLO) process. The ongoing dialogue has been robust and widespread as the linkages among student learning outcomes on every level have become visible priorities in supporting student learning and success. Assessment of student learning outcomes is now fully integrated in the annual Institutional Program Review process for all programs. SLO data are a basis for every Program Review and are a primary criterion on the rubrics for ranking resource allocation requests. Thus, through Program Review, student achievement as reflected in SLO data plays a meaningful role in planning and resource allocation [E-1.10].

Student learning outcomes and assessment are now ongoing and systematic, meeting the elements of proficiency as set forth by the ACCJC:

Course-Level SLOs

Faculty members at MiraCosta College have adopted full ownership of the student learning outcomes assessment process, which is now integrated into the culture of the College. Investment in the process is demonstrated through the diverse and creative methods of assessment, evaluation, and use of data to develop and implement action plans that will lead to greater student success [<http://www.miracosta.edu/instruction/slo/index.html>]. Furthermore, associate faculty members are involved in all aspects of this process.

Completion of the first six-year assessment calendar [E-2.1] has been reached for nearly 100 percent of course SLOs [E-2.2]. Courses have either been reassessed or are on schedule to be reassessed by December 2012. Reflection on assessment data is leading to resource allocation, updating of curriculum, improvement in instructional practices, and aligning curriculum with outcomes as faculty deem appropriate.

With the cooperation of other governance bodies, the newly created Student Learning Outcomes and Assessment Committee (SLOAC) has streamlined the SLO data-collection, modification, and deletion processes, thus improving and strengthening the organizational structures so that faculty are now responding to their findings in timelier and more meaningful ways.

The committee continues to provide leadership and guidance to the faculty through department chairs and designated SLO leaders for each department.

Degree and Certificate SLOs (Program SLOs)

All degrees and certificates of achievement have Program SLOs and assessments in place, as of December 16, 2011. The assessments of the Program SLOs for the Liberal Arts degrees were implemented in fall 2011. Implementation of all Program SLO assessments will follow assessment calendars which were collaboratively designed by departments whose courses contribute to each degree or certificate of achievement.

Course-level SLOs are aligned with Degree and Certificate SLOs, by means of SLO Assessment Documentation Matrices (ADMS) [E-2.3]. The Degree and Certificate SLOs are further aligned with the Institutional SLOs in these matrices.

Additionally, steps were taken to assure that not only course SLO information was collected, but that an analysis of the Program SLOs was also performed. The Student Learning Outcomes and Assessment Committee (SLOAC) completed a comprehensive report for each program, correlating the outcomes and assessments from the course through the institutional level [E-2.4]. In February 2012, reports were forwarded to departments by the SLOAC. Committee members conferred with departmental representatives to review the data. The committee's analysis reports are being used by faculty in each program in March 2012 to set goals. The analysis reports provide a basis for ongoing reflective dialogue to take place prior to producing subsequent Program Reviews.

Institutional SLOs

The institutional student learning outcomes (ISLOs), the result of widespread dialogue about student learning and achievement, were reaffirmed by the Board of Trustees in January 2012 [E-2.5]. The College's ISLOs integrate the course-level and program-level outcomes.

A further, indirect assessment in the form of a student satisfaction survey was conducted at the end of the fall 2011 semester [E-2.6]. Graduates in the Liberal Arts area were asked to assess their level of satisfaction in relation to Program and Institutional Learning Outcomes by responding to questions specific to each area of emphasis, as well as to the students' overall learning experience at MiraCosta College.

Administrative Unit Outcomes

Service Area Outcomes

A process for developing, assessing, and using feedback to inform change in administrative units was developed by a task force of representatives from each of the four administrative divisions—Instructional Services, Student Services, Business and Administrative Services, and the Office of the President—in summer 2011. Throughout the fall semester 2011, the representatives worked with their divisions to establish Administrative Unit Outcomes for 2010-11 and 2011-12, based on the College's strategic goals and objectives. Each unit then completed assessments of the AUOs for 2010-11. Assessments for the 2011-12 year are ongoing.

The process appears on the College website [E-2.7]. Administrative units have completed assessment cycles [E-2.8].

Professional Development

Training materials, SLOAC agendas, and minutes are regularly posted to the SLO website at <http://www.miracosta.edu/instruction/slo/index.html>. In a further effort to enhance the vitality of the institution wide dialogue about the linkage of student achievement to student learning outcomes and program review, All-College Day in January 2012 was devoted to an interactive presentation of programs whose work with SLOs is exemplary [E-1.19]. In addition, accreditation team members participated in regional workshops sponsored by ACCJC.

Student learning outcomes and assessments, both the process and the results, have been the focus of discussions within departments and among disciplines. A College wide assessment event occurred on the morning of September 30, 2011 [E-2.9], followed by the All College Day “SLO Speed Sessions” in January 2012, showcasing a range of best practices from across the disciplines, including Student Services [E-2.10].

In further recognition of outstanding work in student learning outcomes, a \$3,000 Innovations grant from the MiraCosta Foundation to the Academic Senate will be used to fund Exemplary Student Learning Outcomes and Assessment Processes awards. These competitive awards will be presented by the Academic Senate at the Spring Celebration of Excellence on April 13, 2012.

D. Conclusion to Recommendation #2

Student learning outcomes and assessment at MiraCosta College are ongoing, systematic, and used for continuous quality improvement.

A. Recommendation #3: *The Team recommends that the College formalize in writing participation in student learning outcomes and assessment as a stated component of the evaluation process for faculty and others directly responsible for student progress for achieving stated student learning outcomes.*

B. The Scorecard for Recommendation #3

Where We Started March 2010	Where We Were March 2011	Where We Are March 2012
<p>1. All teaching faculty (full-time and part-time) submitted syllabi as part of assessment.</p>	<p>1. Academic Senate approved inclusion of language of SLO participation as a criterion of evaluation for tenure candidates and tenured faculty.</p>	<p>1. Implemented and sustained; Professional Growth and Evaluation Committee (PG&E) recommends ways for faculty undergoing evaluation to address and provide evidence of participation in the SLO development and assessment process.</p>

C. College Response to Recommendation #3

On January 21, 2011, the full Academic Senate approved the following language for inclusion in the Professional Growth and Evaluation (PG&E) handbooks for both tenured faculty and tenure candidates:

Criteria 5: Participation in collegial governance, which may be demonstrated by...

- (a) Active involvement in a fair share of committee work (e.g., governance councils, advisory committees, ad hoc committees, task forces, and standards groups).
- (b) Active involvement in department or program functioning (e.g., subcommittee work, program review, and participation in student learning outcomes assessment cycles*).

*Results of student learning outcomes assessments shall not be a factor in faculty evaluation.

This clarification appears in the handbook sections on criteria for faculty evaluation [E-3.1 and E-3.2]. Standards and practices for full-time faculty evaluation are outlined in the PG&E handbooks for tenured faculty and tenure candidates, which were developed collegially by administration and the Academic Senate.

All teaching faculty are required to adhere to the Course Outlines of Record, which clearly define the student learning outcomes for each course. Evaluation of both full-time and part-time faculty includes a review of the instructor’s syllabus for the inclusion of student learning outcomes and planned assessment activities. Participation in SLO assessment includes an expectation that faculty members will engage in the dialogue about assessment results and about improvements in student learning. The College provides professional development

opportunities and support to all faculty, with Flex time available to part-time faculty for engagement in the dialogue.

In addition to numerous professional development workshops throughout 2011-12 explaining the Tenure Review and Tenured Faculty Evaluation processes, two Academic Senate Open Forums (January 2011 and April 2011) were held to discuss and clarify the incorporation of SLO and assessment participation in the evaluation processes. Student learning improvement remains a clear priority for all practices and processes at the institution, with structures in place to assure that outcomes assessment at the course, program, and institutional level is ongoing and systematic.

D. Conclusion to Recommendation #3

Participation in student learning outcomes and assessment is a stated component in the evaluation process for faculty and others at MiraCosta College.

A. Recommendation #4: *The team recommends that the College develop a process to evaluate the integrity and effectiveness of its new governance structure and use the evaluation results as the basis for improvement (IV.A.2.5).*

B. The Scorecard for Recommendation #4

Where We Started March 2010	Where We Were March 2011	Where We Are March 2012
<p>1. New Governance Organization (GO) structure in place but had not been evaluated; evaluation procedures had not been developed.</p>	<p>1. First evaluation cycle.</p> <ul style="list-style-type: none"> a) Developed and implemented effectiveness survey. b) Interviewed committee chairs. c) Held open forums. d) Analyzed 18 months of committee minutes. e) Task forces made recommendations. <p>2. Improvements based on evaluations implemented.</p> <p>3. Ongoing evaluation process proposed.</p>	<p>1. Further improvements based on evaluation recommended and implemented.</p> <p>2. Ongoing evaluation process established.</p> <p>3. Implementation of evaluation process second cycle.</p> <ul style="list-style-type: none"> a) Second annual effectiveness survey conducted. b) Committee self evaluation reports submitted to GO Committee. c) GO analysis of results completed second cycle. <p>4. Ongoing assessment described on the Governance webpage.</p>

C. College Response to Recommendation #4

After the first year of implementation of the new governance structure, the Governance Organization (GO) Committee conducted a comprehensive evaluation of the integrity and effectiveness of the structure, culminating in improvements in spring 2011.

This evaluation involved interviews of committee chairs; surveys of faculty, staff, administrators, and students in fall 2010; open forums; reviews of 18 months of minutes and reports from all committees; task force recommendations; and discussions in the GO Committee.

Modifications to the governance structure to enhance its integrity and effectiveness were recommended by the GO Committee and approved by all four governance councils and the superintendent/president.

Improvements included the creation of divisional advisory committees to make recommendations on operational matters and addition of the superintendent/president as co-chair of the GO Committee and Steering Council (spring 2010); creation of an Institutional Program Review Committee (January 2011); and revision of the Courses and Programs Committee to include a curriculum committee to more effectively manage routine curricular matters while maintaining the Academic Senate's primary responsibility for curriculum. The evaluation prompted improvement also through a change of status for the Campus Committee from governance to divisional advisory committee, and discontinuance of the Community Relations Committee (April 2011) [http://www.miracosta.edu/governance/evaluationprocess_improvements.html].

The resulting refined governance structure has five governance committees with defined roles: Academic Affairs, Budget and Planning, Courses and Programs (incorporating Courses and Programs curriculum committee), Institutional Program Review, and Student Interests.

At the same time, the GO Committee developed an ongoing process for evaluating the integrity and effectiveness of the governance structure. All four governance councils approved the evaluation process as a recommendation to the superintendent/president, who approved and implemented it beginning in fall 2011.

As part of the ongoing evaluation process, a Governance Organization Model Survey was administered in fall 2010 [E-4.1]. This survey was administered again in fall 2011, with results widely disseminated by the superintendent/president in December 2011. Survey responses in 2011 demonstrated that refinements and improvements made to the governance structure, based on the prior year's evaluation, had resulted in a more comprehensive and effective decision-making process, while maintaining the College's collegial tradition [E-4.2]. Survey respondents reported greater understanding of the structure and stronger encouragement to participate in decision making.

Committee self-evaluation instruments were implemented in February 2012 [E-4.3]. Each committee then met to discuss its survey results and develop change recommendations to increase effectiveness. Committee self-evaluation and recommendation reports were sent to the GO Committee. In March 2012, the GO Committee analyzed the results of both the Governance Organization's general survey of effectiveness and the committee self-evaluations, completing the second round of annual evaluation.

Discussion of the Governance Organization, its process, and its evaluation has been widespread and robust. Professional Development workshops, led by the Academic Senate president in partnership with the College superintendent/president, enhanced the dialogue in multiple locations and at multiple times in January 2011 and January 2012. Another workshop occurred, led by the Classified Senate president, in March 2011. Two Academic Senate Open Forums were held in April 2011.

The approved annual Governance Organization evaluation process and results are posted on the governance website [<http://www.miracosta.edu/governance/evaluationprocess.html>].

D. Conclusion to Recommendation #4

The governance structure at MiraCosta College is evaluated in an ongoing, pervasive, systematic process with results guiding change for improved institutional effectiveness.

Evidence for Accreditation Scorecard

MiraCosta College Institutional Follow-up Report #1 (under separate cover)
<http://www.miracosta.edu/officeofthepresident/accreditation/downloads/Full%20Accreditation%20Response%20Report%20March%202011.pdf>

Evidence for Recommendation #1

9/20/2011 Board of Trustees Approval of Mission Statement	1.1
2011 Comprehensive Master Plan (under separate cover)	1.2
http://www.miracosta.edu/governance/budgetandplanning/downloads/2011%20CMP%20Document%20Low.pdf	
11/15/2011 Board of Trustees Approval of the 2011 Comprehensive Master Plan	1.3
1/24/2012 Board of Trustees Approval to Conduct Bond Survey	1.4
2/21/2012 Board of Trustees Approval to Hire Bond Counsel	1.5
Technology Plan 2011-2014 (draft)	1.6
Strategic Plan 2011-2014 (October 18, 2011).....	1.7
http://www.miracosta.edu/downloads/StrategicPlan2011-2014.pdf	
10/18/2011 Board of Trustees Review of Strategic Plan.....	1.8
Strategic Plan 2011-2014 Progress Report (February 10, 2012)	1.9
2011 Program Review Handbook.....	1.10
http://www.miracosta.edu/governance/iprc/downloads/Handbook_v1_final.pdf	
Spring 2011 Program Review Data (sample).....	1.11
Spring 2011 Program Review Summary and Analysis (sample)	1.12
Spring 2011 Program Review Plan (sample)	1.13
Rubric for Ranking Program Review Plans	1.14
7/1/2011 Review of Funded Program Review Plans.....	1.15
Instructional Services Division Ranking of Program Review Plans	1.16
2011 Integrated Planning Manual	1.17
http://www.miracosta.edu/downloads/2011IntegratedPlanningManual.pdf	
2011-2012 Annual Report.....	1.18
Spring 2012 All-College Day Agenda.....	1.19
MCC Rubric Self Assessment Tools and Action Plans	1.20
Job Description for Dean of Institutional Planning, Research, and Grants	1.21

Evidence for Recommendation #2

2011 Program Review Handbook.....	1.10
<i>http://www.miracosta.edu/governance/iprc/downloads/Handbook_v1_final.pdf</i>	
Course-Level SLOs Six-Year Assessment Calendar	2.1
Summary of Course-Level SLOs Assessed	2.2
SLO Assessment Document Matrix (sample)	2.3
SLOAC Analysis Report (samples)	2.4
1/24/2012 Board of Trustees Reaffirm Institutional SLOs.....	2.5
Fall 2011 Student Satisfaction Survey	2.6
Administrative Unit Outcomes Process	2.7
Completed AUO Assessment Cycle (sample)	2.8
Spring 2012 All-College Day Agenda.....	1.19
9/30/2011 SLO Workshop: Achieving Proficiency Levels.....	2.9
1/21/2012 SLO Speed Session Presentations (sample)	2.10
<i>http://www.miracosta.edu/instruction/slo/sloworkshopinfo.html</i>	

Evidence for Recommendation #3

Tenured Faculty Handbook 2011	3.1
<i>http://www.miracosta.edu/instruction/pge/tenuredfacultyinfo.html</i>	
Tenure Candidate Handbook 2011	3.2
<i>http://www.miracosta.edu/instruction/pge/tenurecandidateinfo.html</i>	

Evidence for Recommendation #4

2010 Governance Organization (GO) Model Survey Results	4.1
2011 Governance Organization (GO) Model Survey Results	4.2
2012 Governance Organization (GO) Committee Self Evaluation Instruments	4.3