

MiraCosta Community College District

**Institutional Self Evaluation Report
In Support of Reaffirmation of Accreditation**

Submitted by:

**MiraCosta College
1 Barnard Drive
Oceanside, CA 92056**

Submitted to:

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

July 25, 2016

Institutional Self-Evaluation Report Certification Page

Date: July 2016

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

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This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signed:



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



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President, Board of Trustees



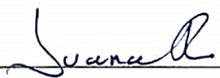
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CONTENTS

Figures.....	iii
Tables.....	v
Abbreviations.....	vii
Introduction.....	1
History of the Institution.....	1
Description of MiraCosta Community College District Service Area.....	3
MCCD Service Area Demographics.....	4
MCCD Service Area—MiraCosta College Student Comparison.....	7
Enrollment Information.....	13
Instructional Offerings.....	19
STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS.....	25
Credit Student Demographics.....	25
College Preparedness: Placement Data.....	28
Basic Skills Progression.....	33
Student Success and Retention.....	46
Program Completion.....	58
Employment Rates.....	60
Institution-Set Standards.....	64
ORGANIZATION OF SELF EVALUATION PROCESS.....	69
ACCREDITATION CORE TEAM LEADS.....	70
ORGANIZATIONAL INFORMATION.....	71
CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS.....	76
1. Authority.....	76
2. Operational Status.....	76
3. Degrees.....	76
4. Chief Executive Officer.....	77
5. Financial Accountability.....	77
CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES.....	78
Policy on Rights and Responsibilities of the Commission and Member Institutions.....	78
Policy on Institutional Degrees and Credits.....	78
Policy on Transfer of Credit.....	79
Policy on Distance Education and Correspondence Education.....	80
Policy on Representation of Accredited Status.....	81
Policy on Student and Public Complaints Against Institutions.....	82

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status.....	82
Policy on Contractual Relationships with Non-Regionally Accredited Organizations	83
Policy on Institutional Compliance with Title IV	83
STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY.....	86
I.A Mission.....	86
I.B Assuring Academic Quality and Institutional Effectiveness.....	96
I.C Institutional Integrity.....	123
STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES	150
II.A Instructional Programs	150
II.B Library and Learning Support Services.....	194
II.C Student Support Services.....	235
STANDARD III: RESOURCES.....	262
III.A Human Resources	262
III.B Physical Resources.....	295
III.C Technology Resources	309
III.D Financial Resources	323
STANDARD IV: LEADERSHIP AND GOVERNANCE.....	351
IV.A Decision-Making Roles and Processes	351
IV.B Chief Executive Officer	370
IV.C Governing board	386
Quality Focus Essay.....	410
Action Project #1: Strengthen the use of outcomes assessment results for continuous improvement.	411
Action Project #2: Improve on the completion of student educational goals and close the achievement gap via the development of integrated learning and support experiences. ..	414
Changes and Action Plans Arising from Self Evaluation Process.....	417

FIGURES

Figure 1. MiraCosta College District Service Area	3
Figure 2. Top Ten Largest Industries	9
Figure 3. Top Ten Fastest Growing Industries	11
Figure 4. Credit and Noncredit Unduplicated Headcounts	13
Figure 5. Credit and Noncredit Student Enrollments	14
Figure 6. Part-time and Full-time Student Enrollments with Average Unit Load	15
Figure 7. Credit Student Unit Load Distribution	16
Figure 8. Enrollment Status	17
Figure 9. Educational Goal	18
Figure 10. Credit and Noncredit Section Offerings	19
Figure 11. Credit Student Age Distribution	25
Figure 12. Credit Student Ethnic Distribution	26
Figure 13. Economically Disadvantaged Credit Students	27
Figure 14. English Placement Levels	29
Figure 15. ESL Placement Levels	30
Figure 16. Reading Placement Levels	31
Figure 17. Math Placement Levels	32
Figure 18. English Progression—Student Success Scorecard	33
Figure 19. English Progression—Basic Skills Tracker	34
Figure 20. ESL Progression—Student Success Scorecard	38
Figure 21. Math Progression—Student Success Scorecard	41
Figure 22. Math Progression—Basic Skills Tracker	42
Figure 23. College-Wide Success and Retention	46
Figure 24. Success by Age	47
Figure 25. Retention by Age	47
Figure 26. Success by Gender	48
Figure 27. Retention by Gender	48
Figure 28. Success by Ethnicity	49
Figure 29. Retention by Ethnicity	50
Figure 30. Success by Economic Status	51
Figure 31. Retention by Economic Status	51
Figure 32. Success by Basic Skills Status	52
Figure 33. Retention by Basic Skills Status	52
Figure 34. Success by Occupational Course Status	53
Figure 35. Retention by Occupational Course Status	53
Figure 36. Success by Degree Applicability	54
Figure 37. Retention by Degree Applicability	54
Figure 38. Success by Distance Education Status	55

Figure 39. Retention by Distance Education Status	55
Figure 40. Success by Location/Modality	56
Figure 41. Retention by Location/Modality	57
Figure 42. Program Completion by College Preparedness	58
Figure 43. Program Completion Rate by Demographic Characteristics and Preparedness	59
Figure 44. Employment Rates	60
Figure 45. MiraCosta Community College District Integrated Planning Model	120
Figure 46. Math Learning Center Contacts	224
Figure 47. MCCD General Fund Balance - Unrestricted	326
Figure 48. MiraCosta College Routing of Governance Issues	352

TABLES

Table 1. MCCD versus San Diego County Age Distribution	4
Table 2. MCCD versus San Diego County Gender Distribution	4
Table 3. MCCD versus San Diego County Ethnicity Distribution	5
Table 4. MCCD versus San Diego County Socioeconomic Status Distribution	5
Table 5. MCCD versus San Diego County Disability Distribution	6
Table 6. MCCD versus San Diego County Educational Attainment Distribution	6
Table 7. MCCD versus Student Comparison—Age	7
Table 8. MCCD versus Student Population—Gender	7
Table 9. MCCD versus Student Population—Ethnicity	8
Table 10. MCCD versus Student Population—Disability Status	8
Table 11. Top Ten Largest Industries	10
Table 12. Top Ten Fastest Growing Industries	12
Table 13. Degree- and Nondegree-Applicable Section Offerings and Enrollments	20
Table 14. Basic Skills and Non-Basic Skills Section Offerings and Enrollments	21
Table 15. Occupational Section Offerings and Enrollments	22
Table 16. Section Offerings and Enrollments by Location	23
Table 17. Noncredit Section Offerings and Enrollments	24
Table 18. Credit Student Gender Distribution	26
Table 19. Disability Status	27
Table 20. All Basic Skills English Cohorts Percentage Point Gap by Demographic Group	36
Table 21. All Basic Skills English Cohorts Percentage Point Gap by Gender and Ethnicity	37
Table 22. All ESL Cohorts Percentage Point Gap by Demographic Group	39
Table 23. All ESL Cohorts Percentage Point Gap by Gender and Ethnicity	40
Table 24. All Basic Skills Math Cohorts Percentage Point Gap by Demographic Group	44
Table 25. All Basic Skills Math Cohorts Percentage Point Gap by Gender and Ethnicity	45
Table 26. Institution–Set Standards—Course Success	64
Table 27. Institution–Set Standards—Persistence	65
Table 28. Transfer Volume to the UC and CSU	67
Table 29. Allied Health Licensure Pass Rates	68
Table 30. Bridge to Success in Math Results	162
Table 31. Institutional Student Learning and General Education Outcomes Comparison	180
Table 32. Library and Learning Support Services at MiraCosta College	194
Table 33. Tutoring and Academic Support Center Contacts	226
Table 34. Student Services Division Service Area Outcomes and Sub-Goals	239
Table 35. MiraCosta College Diversity Issues Response	286
Table 36. Institutional Support for Diversity	288
Table 37. MiraCosta College Reserves	338
Table 38. Governance Committee Membership	358

Table 39. Action Projects	410
Table 40. Action Project #1 Implementation (Action Steps and Timeline)	413
Table 41. Action Project #2 Implementation (Action Steps and Timeline)	416

ABBREVIATIONS

AAC	Academic Affairs Committee
A&R	Admissions and Records
ACCJC	Accrediting Commission for Community and Junior Colleges
ACE	American College English
ACS	American Community Survey
ADA	Americans with Disabilities Act
ADM	Assessment Documentation Matrices
AED	Automatic External Defibrillator
AIS	Academic Information Systems
ALO	accreditation liaison officer
AP	administrative procedure
APA	American Psychological Association
ASG	Associated Student Government
AtD	Achieving the Dream
AUO	administrative unit outcome
BAS	Business and Administrative Services
BOT	board of trustees
BP	board policy
BPC	Budget and Planning Committee
C&P	Courses and Programs
CARE	Cooperative Agencies Resources for Education
CCCAA	California Community College Athletic Association
CCCCO	California Community Colleges Chancellor's Office
CCLC	Community College League of California
CCSSE	Community College Survey of Student Engagement
CENIC	Corporation for Education Network Initiatives in California
CIRC	circulation
CLC	Community Learning Center
CMMS	Computerized Maintenance Management System
CMP	Comprehensive Master Plan
CNA	Certified Nursing Assistant
COR	course outline of record
CPCC	Courses and Programs Curriculum Committee
CSLO	course student learning outcome
CSU	California State University
CTE	career technical education
DE	distance education
DEqCC	Diversity and Equity Committee

DSA	Division of State Architect
DSPS	Disabled Students Programs and Services
eCAP	early College Admissions Planning
EEO	Equal Employment Opportunity
ELI	English Language Institute
ELM	Entry Level Mathematics
EMSI	Economic Modeling Specialists International
EMT	executive management team
ENGL	English
EOPS	Extended Opportunity Programs and Services
ERP	Enterprise Resource Planning
ESL	English as a second language
FAQ	frequently asked question
FERPA	Federal Family Educational Rights and Privacy Act
FMP	Facilities Master Plan
FON	faculty obligation number
FTEF	full-time equivalent faculty
FTES	full-time equivalent student
FUSION	Facilities Utilization, Space Inventory Options Net
FYE	First Year Experience
GE	general education
GELO	general education learning outcome
ICS	Instructional Computing Services
IEC	Institutional Effectiveness Committee
IEPI	Institutional Effectiveness Partnership Initiative
IGETC	intersegmental general education transfer curriculum
ILS	integrated library system
INTR	interdisciplinary studies
IPM	Integrated Planning Manual
IPRC	Institutional Program Review Committee
ISLO	institutional student learning outcome
IT	instructional technology
JPA	Joint Powers Authority
KIC	Knowledge Imaging Center
LAO	Legislative Analyst's Office
LGBTQIA	lesbian, gay, bisexual, transsexual, queer/questioning, intersex, asexual
LHE	lecture hour equivalent
LIBR	library science (credit course designator)
LLPB	Linked Learning Pathways to Baccalaureate
LVN	Licensed Vocational Nurse

MCCD	MiraCosta Community College District
MDTP	Mathematics Diagnostic Testing Project
MIS	Management Information Systems
MLA	Modern Language Association
MLC	Math Learning Center
MMAP	Multiple Measures Assessment Project
MOE	MiraCosta Online Educators
NADE	National Association for Developmental Education
NCLEX	National Council Licensure Examination
NC2C	Noncredit to Credit
OAC	Outcomes Assessment Committee
OC	Oceanside Campus
OCLC	Online Computer Library Center
OEI	Online Education Initiative
OPEB	Other Post-Employment Benefits
OUSD	Oceanside Unified School District
PACAIE	President's Advisory Committee on Accreditation and Institutional Effectiveness
PADEI	President's Alliance on Diversity, Equity and Inclusion
PC	personal computer
PCAH	Program and Course Approval Handbook
PDF	Portable Document Format
PDP	Professional Development Program
PIO	Public Information Office
POT	Program for Online Teaching
PRC	Peer Review Committee
PSLO	program student learning outcome
RAFFY	Resources and Assistance for Former Foster Youth
RFID	radio frequency identification
RN	Registered Nursing
RP Group	Research and Planning Group
RPIE	Research, Planning and Institutional Effectiveness office
SANDAG	San Diego Association of Governments
SAO	service area outcome
SaVE Act	Campus Sexual Violence Elimination Act
SDICCCA	San Diego Imperial Counties Community Colleges Association
SEC	San Elijo Campus
SFP	Specially Funded Program
SLO	student learning outcome
SLOAC	Student Learning Outcomes and Assessment Committee

SMS	short message service
SONGS	San Onofre Nuclear Generating Station
SOOL	Student Orientation to Online Learning
SSC	Student Success Committee
SSSP	Student Success and Support Program
STEM	science, technology, engineering, and math
SURF	MiraCosta's online enrollment and student information management system
TASC	Tutoring and Academic Support Center
TCI	Technology Career Institute
TCO	total cost of ownership
TEAS	Test of Essential Academic Skills
TEC	technology enhanced classroom
TIC	Teaching/Technology Innovation Center
TLC	Teacher Learning Center
TRC	Tenure Review Committee
TTIP	Telecommunications and Technology Infrastructure Program
UAAL	Unfunded Actuarial Accrued Liability
UC	University of California
USDE	U.S. Department of Education
WSCH	weekly student contact hours

INTRODUCTION

History of the Institution

Oceanside-Carlsbad Junior College (O-CJC) opened in 1934 in a wing at Oceanside-Carlsbad High School. With just 20 faculty members, approximately 120 students, and only 16 courses, the College was an extension of the Oceanside-Carlsbad Union High School District. In 1956, the Western Association of Schools and Colleges granted the College full accreditation status, and by the end of the decade, the school population grew to 500 full-time students. Due to the College's need for expansion, it separated from the Oceanside-Carlsbad Union High School District in 1960 and became its own entity—the Oceanside-Carlsbad Junior College District. Construction began on the College's new campus, located at its present-day hilltop location on Barnard Drive in Oceanside. In 1965, the College adopted a new name—MiraCosta College.

In 1975, the areas served by the San Dieguito Union High School District were annexed to the College, increasing the College's district to include the areas of Del Mar, Solana Beach, Encinitas, Carlsbad, and Oceanside. Because of this, MiraCosta purchased 47 acres in Cardiff to build a site to better accommodate the southern portion of the district. The San Elijo Campus (SEC) opened its doors in 1988. The first semester it was open, nearly 2,500 credit students—1,000 more than were anticipated—enrolled. During the following decades, the SEC expanded to include new buildings for classrooms, a new student center, and a new science complex.

Growth and expansion continued during the last quarter of the twentieth century and into the first decade of the 2000s. By 1990, MiraCosta College had nearly 11,000 credit and noncredit students taking classes and, in 1995, students began taking classes online. In 1998, the College used local funds to purchase property on Mission Avenue in Oceanside and, in 2000, created a permanent facility, the Community Learning Center (CLC), for its growing adult education program. On the Oceanside Campus (OC), the following opened:

- Performing arts theatre
- Student center
- Science complex
- Computer labs for math, English, and foreign languages
- Biotechnology center
- Child development center
- Horticulture complex
- Library and information hub
- Creative arts complex, including a concert hall.

MiraCosta College celebrated its seventy-fifth anniversary in 2009 and reached its highest enrollment to date, approximately 13,000 credit students.

Since the College's last self-study accreditation visit in 2010, MiraCosta has undergone further expansion. To accommodate increased student interest in the sciences, the College installed modular, fully sustainable, high-tech science labs on the OC and a new permanent science building on the SEC. The College also opened another site to house short-term, not-for-credit, and career-training programs, where students are trained to fill a growing demand for industrial technicians in North County. This site, called the Technology Career Institute (TCI), was made possible thanks to a \$2.75 million grant from the U.S. Department of Labor, as well as from strong relationships with the City of Carlsbad, which leased the building to the College at a discounted rate. The TCI is also home to the North San Diego Small Business Development Center.

The College has also benefited from numerous grants that have allowed for expansion of its student outreach, retention, and equity efforts. San Diego Gas and Electric provided a \$5,000 grant in 2013 to support MiraCosta's Summer Bridge Program, a six-week program designed to serve the unique needs of African American students with an emphasis on African American themes. In 2015, the District was awarded a three-year, \$120,000 grant to participate in the ambitious, nationwide Achieving the Dream educational network. The College hopes its participation in the network will assist in the efforts to expand student access to higher education and open avenues to student success, particularly for those students from historically underserved populations. MiraCosta College also received a portion of a \$7.5 million federal grant to fund a program designed to help at-risk students prepare for college and receive the support they need to achieve success in postsecondary education. The GEAR UP project follows current middle- and high-school students through high school and into the first year of college.

Now in its eighty-third year, and with a credit headcount enrollment of 21,000, plus an additional 3,000 noncredit students, MiraCosta College looks toward a future that includes development of more job-training opportunities and expanded facilities. For the first time in California history, MiraCosta College joins a select number of community colleges that will offer bachelor's degrees. MiraCosta's pilot degree, designed in consultation with faculty and local industry, will be in biomanufacturing and is scheduled to begin in 2017.

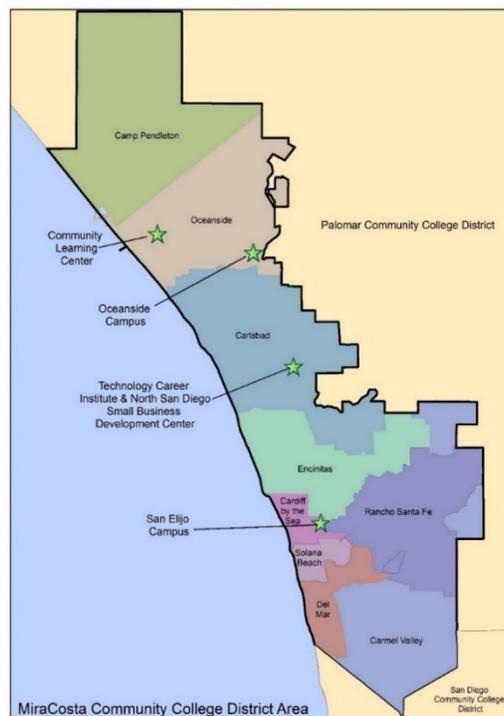
MiraCosta continues toward a prosperous future with dedicated faculty, staff, and administrators, whose numbers have grown to include 190 full-time and 573 part-time faculty, 27 administrators, and 356 classified staff. MiraCosta graduated more than 1,900 students in 2016—a sharp contrast to its first commencement ceremony in 1935 that consisted of just one graduate. MiraCosta continues to grow and expand, ensuring that the

College continues to meet evolving community and student needs. Throughout its many decades of growth and change, one thing has remained constant: MiraCosta College continues its mission of providing superior educational opportunities and student-support services to a diverse population of learners with a focus on their success.

Description of MiraCosta Community College District Service Area

The MiraCosta Community College District (MCCD) area is located along the coast of northern San Diego County. It serves the communities of Oceanside, Carlsbad, Encinitas, Rancho Santa Fe, Solana Beach, Del Mar, the unincorporated areas of La Costa, Olivenhain, and portions of Carmel Valley and Camp Pendleton.

The District varies greatly in terms of age, ethnicity, and economic status. The northern portion of the District is a younger, more ethnically diverse population, while the southern portion of the District tends to be older, predominantly white, with much higher household incomes. As a whole, 20 percent of the MCCD population has some level of college education, while 43 percent have obtained a bachelor's degree or higher. It is incumbent upon the MCCD to serve the needs of the entire district, tailoring MiraCosta's services to meet the needs of all students.



Source: Office of Research, Planning and Institutional Effectiveness.

Figure 1. MiraCosta College District Service Area

MCCD Service Area Demographics

Age

Age ranges in the MCCD service area largely reflect those of San Diego County except there are fewer 25 to 34 year olds within the College service area.

Table 1. MCCD versus San Diego County Age Distribution

	MCCD Service Area Population (n=397,498)	San Diego County Population (n=3,227,496)
Under 18	24.0%	23.0%
18-19	3.3%	3.4%
20-24	8.3%	8.4%
25-34	11.6%	14.7%
35-49	18.9%	19.1%
50-64	19.9%	18.3%
65 and over	14.0%	13.1%

Source: SANDAG Population Profiles—December 2015.

Gender

The MCCD service area reflects the gender makeup of San Diego County.

Table 2. MCCD versus San Diego County Gender Distribution

	MCCD Service Area Population Age 18 and Above (n=302,023)	San Diego County Population Age 18 and Above (n=2,484,265)
Female	50.3%	50.4%
Male	49.7%	49.6%

Source: SANDAG Population Profiles—December 2015.

Ethnicity

The population within the MCCD service area is made up of eight percent fewer Hispanics, two percent fewer African American/blacks, and twelve percent more whites than the demographics of San Diego County.

Table 3. MCCD versus San Diego County Ethnicity Distribution

	MCCD Service Area Population Age 18 and Above (n=302,023)	San Diego County Population Age 18 and Above (n=2,484,265)
Hispanic	21.4%	29.9%
White	63.2%	50.7%
African American/Black	2.1%	4.3%
American Indian/Alaska Native	0.4%	0.5%
Asian and Pacific Islander	9.4%	12.0%
All Other	3.4%	2.7%

Source: SANDAG Population Profiles—December 2015.

Socioeconomic Status

The MCCD service area contains fewer households at each level of socioeconomic status than San Diego County contains as a whole.

Table 4. MCCD versus San Diego County Socioeconomic Status Distribution

Percentage of Poverty Level	MCCD Service Area Population (n=449,494)	San Diego County Population (n=3,102,463)
50 Percent	6.4%	7.2%
125 Percent	14.5%	19.3%
150 Percent	17.9%	24.0%
185 Percent	23.9%	30.5%
200 Percent	25.8%	33.1%

Source: American Community Survey (ACS)—2014.

Disability Status

The percentage of residents with a disability in the MCCD service area is similar to the percentage of San Diego County residents with a disability.

Table 5. MCCD versus San Diego County Disability Distribution

	MCCD Service Area Population (n=272,043)	San Diego County Population (n=3,082,932)
Age 18-64 with a Disability	5.6%	6.9%

Source: American Community Survey (ACS)—2014.

Educational Attainment

Table 6 represents a five-year average of the educational attainment of residents aged 25 and older. As a whole, the MCCD service area reflects a population more educated than the San Diego County population. A larger portion of the District's service area has attained an associate, bachelor's, and/or graduate degree.

Table 6. MCCD versus San Diego County Educational Attainment Distribution

	MCCD Service Area Population (n= 304,806)	San Diego County Population (n=2,169,779)
Less than 9th Grade	4.6%	6.8%
9th Grade – 12th Grade	4.0%	6.6%
High School Diploma	15.0%	18.9%
Some College	20.2%	22.2%
Associate Degree	9.7%	8.5%
Bachelor's Degree	26.1%	23.3%
Graduate Degree and Higher	16.8%	13.8%

Source: ACS—2014.

MCCD Service Area—MiraCosta College Student Comparison

Data in the tables below reflect only credit students who live within the MCCD service area.

Age

Credit students, aged 18 to 24, comprise 58 percent of the student population, but make up only 12 percent of the service area population.

Table 7. MCCD versus Student Comparison—Age

	MiraCosta College Credit Students (n=11,862)	MCCD Service Area Population (n=397,498)	Difference
Under 18	3.6%	24.0%	-20.4%
18-19	21.4%	3.3%	18.1%
20-24	36.3%	8.3%	28.0%
25-34	22.6%	11.6%	11.0%
35-49	10.1%	18.9%	-8.8%
50-64	5.1%	19.9%	-14.8%
65 and over	0.9%	14.0%	-13.1%

Source: MiraCosta College MIS Data and SANDAG Population Profile—December 2015.

Gender

Female credit students make up a larger percentage of the student population than they do in the service area population.

Table 8. MCCD versus Student Population—Gender

	MiraCosta College Credit Students Age 18 and Above (n=11,416)	MCCD Service Area Population Age 18 and Above (n=302,023)	Difference
Female	55.4%	50.3%	5.1%
Male	44.6%	49.7%	-5.1%

Source: MiraCosta College MIS Data and SANDAG Population Profile—December 2015.

Ethnicity

The College credit student population is enriched for diversity, specifically the Hispanic and African American/black categories. The student population at MiraCosta has a smaller proportion of white students compared to the service area population as a whole.

Table 9. MCCD versus Student Population—Ethnicity

	MiraCosta College Credit Students (n=11,862)	MCCD Service Area Population (n=397,498)	Difference
Hispanic	32.7%	21.4%	11.3%
White	47.8%	63.2%	-15.4%
African American/Black	3.3%	2.1%	1.2%
American Indian/Alaska Native	0.3%	0.4%	-0.1%
Asian & Pacific Islander	7.3%	9.4%	-2.1%
All Other	8.6%	3.4%	5.2%

Source: MiraCosta College MIS Data and SANDAG Population Profile—December 2015.

Disability Status

Credit students at MiraCosta reflect the service area when it comes to disability status.

Table 10. MCCD versus Student Population—Disability Status

	MiraCosta College District Credit Students Age 18-64 (n=11,437)	MiraCosta College District Area (Age 18-64)	Difference
Disability	5.1%	5.6%	-0.5

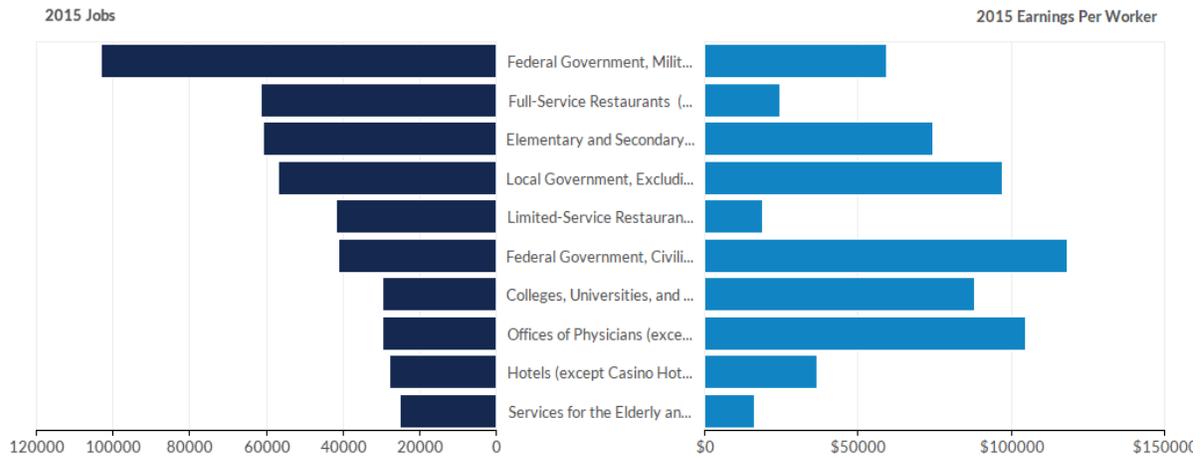
Source: MiraCosta College MIS Data and ACS—2014.

County Employment

The following data sets are generated from Economic Modeling Specialists International (EMSI). Unless otherwise noted, all charts and tables are based on the entirety of San Diego County.

Top Ten Largest Industries

The Navy and Marine Corps operate seven bases within San Diego County, making the military the county’s largest industry. Civilian and local government are also among the top ten industries. Restaurant work, education, and health-related fields round out the list.



Source: EMSI 2015.

Figure 2. Top Ten Largest Industries

Table 11. Top Ten Largest Industries

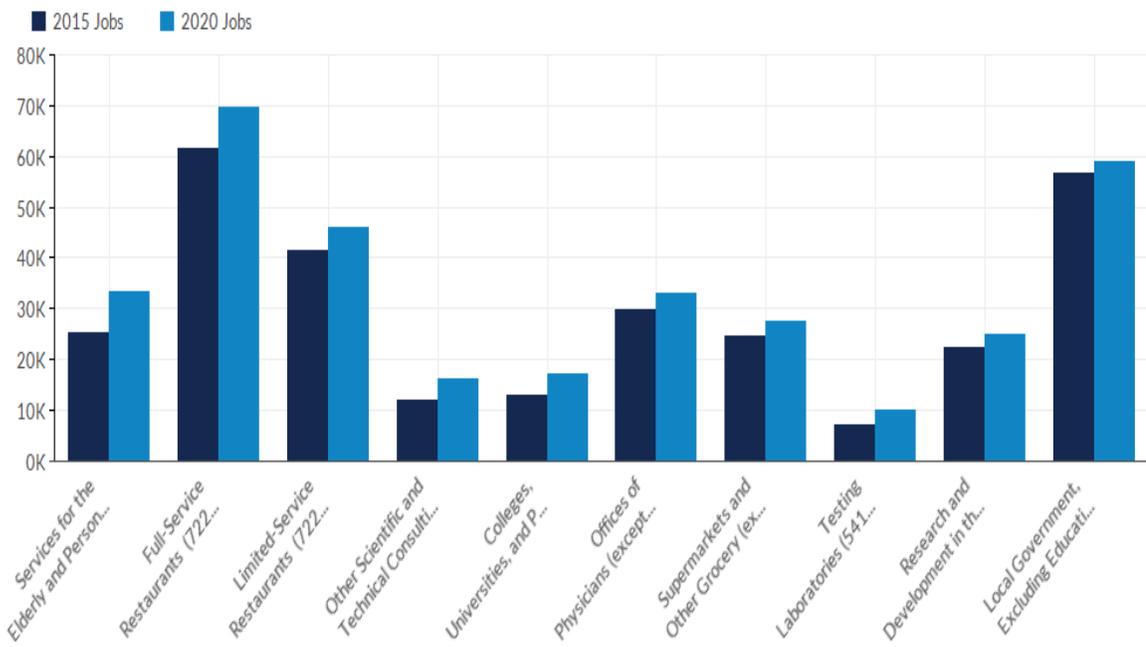
Industry	2015 Jobs	2020 Jobs	Change in Jobs (2015- 2020)	% Change	2015 Earnings Per Worker
Federal Government, Military	103,119	101,062	-2,057	-2%	\$59,426
Full-Service Restaurants	61,448	69,500	8,052	13%	\$24,628
Elementary and Secondary Schools (Local Government)	60,754	61,717	963	2%	\$74,439
Local Government, Excluding Education and Hospitals	56,746	59,088	2,342	4%	\$97,099
Limited-Service Restaurants	41,612	46,099	4,487	11%	\$18,910
Federal Government, Civilian, Excluding Postal Service	41,015	41,295	280	1%	\$118,397
Colleges, Universities, and Professional Schools (State Government)	29,741	31,615	1,874	6%	\$88,191
Offices of Physicians (except Mental Health Specialists)	29,642	33,106	3,464	12%	\$104,625
Hotels (except Casino Hotels) and Motels	27,670	29,911	2,241	8%	\$36,833
Services for the Elderly and Persons with Disabilities	25,238	33,433	8,194	32%	\$16,142

Source: EMSI 2015.

Top Ten Fastest Growing Industries

Data from the San Diego Association of Governments (SANDAG) has projected an aging population within San Diego County over the next 30 years. As the population lives longer, greater emphasis will be placed on the health care industry to assist county residents, and the biotechnology field will be called upon to develop new and innovative strategies for keeping residents healthy.

The data provided by EMSI support this assessment. Five of the top ten industries relate to health care, research and development, or some other health-related field.



Source: EMSI 2015.

Figure 3. Top Ten Fastest Growing Industries

Table 12. Top Ten Fastest Growing Industries

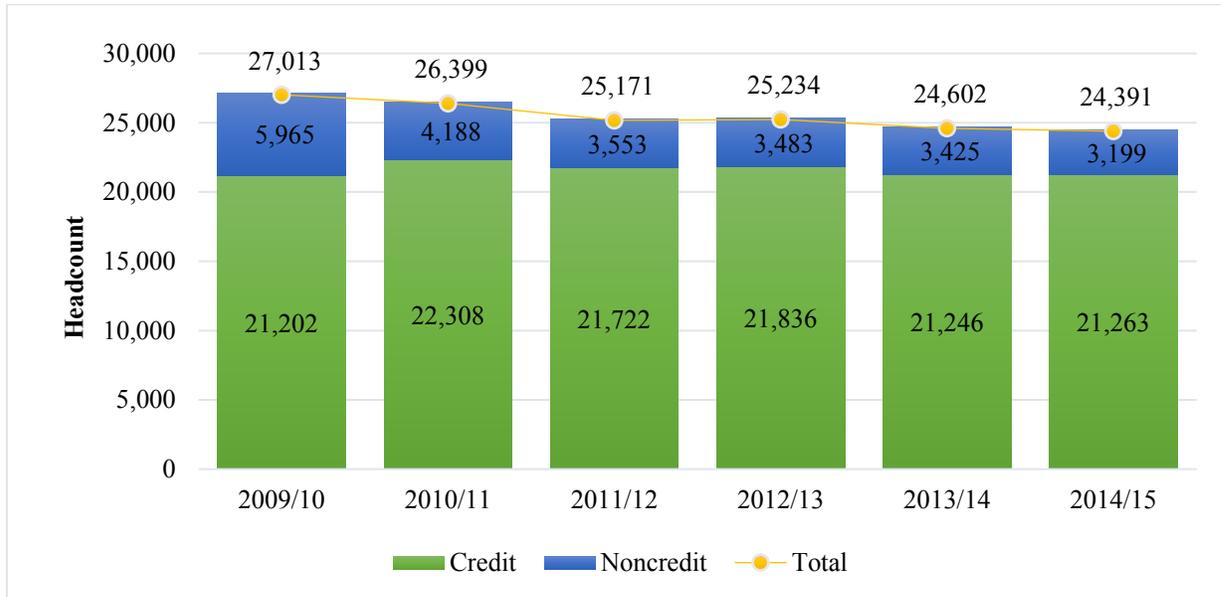
Industry	2015 Jobs	2020 Jobs	Change in Jobs (2015-2020)	% Change	2015 Earnings Per Worker
Services for the Elderly and Persons with Disabilities	25,238	33,433	8,194	32%	\$16,142
Full-Service Restaurants	61,448	69,500	8,052	13%	\$24,628
Limited-Service Restaurants	41,612	46,099	4,487	11%	\$18,910
Other Scientific and Technical Consulting Services	11,943	16,178	4,235	35%	\$67,621
Colleges, Universities, and Professional Schools	13,008	17,056	4,048	31%	\$58,128
Offices of Physicians (except Mental Health Specialists)	29,642	33,106	3,464	12%	\$104,625
Supermarkets and Other Grocery (except Convenience) Stores	24,491	27,461	2,970	12%	\$33,884
Testing Laboratories	7,118	9,891	2,773	39%	\$97,464
Research and Development in the Physical, Engineering, and Life Sciences (except Biotechnology)	22,206	24,939	2,733	12%	\$200,246
Local Government, Excluding Education and Hospitals	56,746	59,088	2,342	4%	\$97,099

Source: EMSI 2015.

Enrollment Information

Credit and Noncredit Headcounts

Budget cuts to the noncredit program had a significant impact on its unduplicated headcount, resulting in a decline of more than 46 percent. Credit headcount during this same time period remained relatively flat, suggesting that those students are taking more units each academic year.

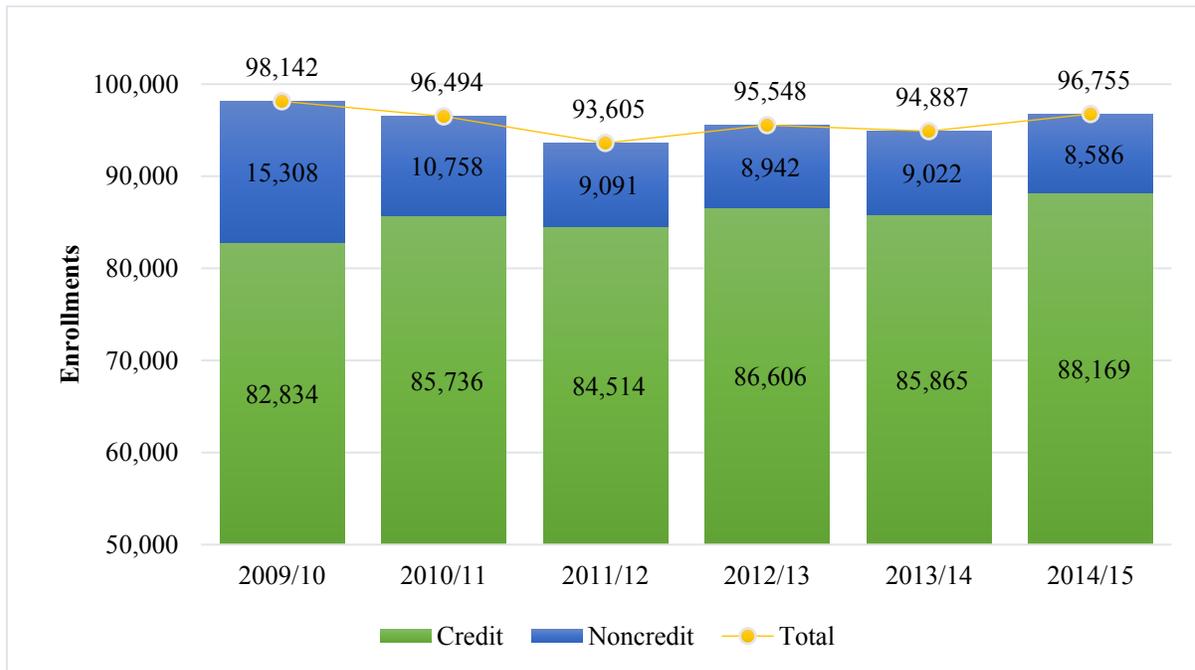


Source: MiraCosta College MIS Data.

Figure 4. Credit and Noncredit Unduplicated Headcounts

Credit and Noncredit Enrollments

Annual enrollments at MiraCosta College overall took a slight dip from 2009/10 through the 2011/12 academic year, due in large part to the mandated cuts in the noncredit program. Noncredit enrollments declined by 44 percent between 2009/10 and 2014/15, while credit enrollments increased by 6 percent.

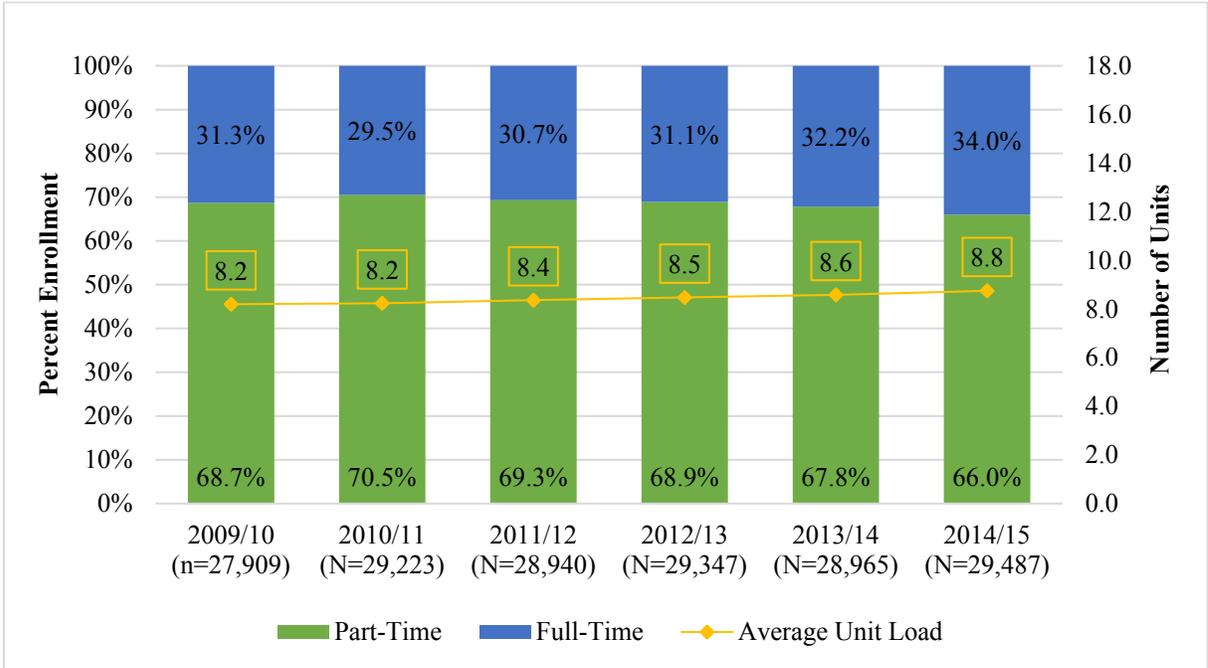


Source: MiraCosta College MIS Data.

Figure 5. Credit and Noncredit Student Enrollments

Part-time and Full-time Enrollments

Approximately two-thirds of the student population is part-time, though the proportion of full-time students has increased from 31.3 to 34 percent from 2009 to 2015. Additionally, the average unit load per student has also increased by 7.3 percent in that time.



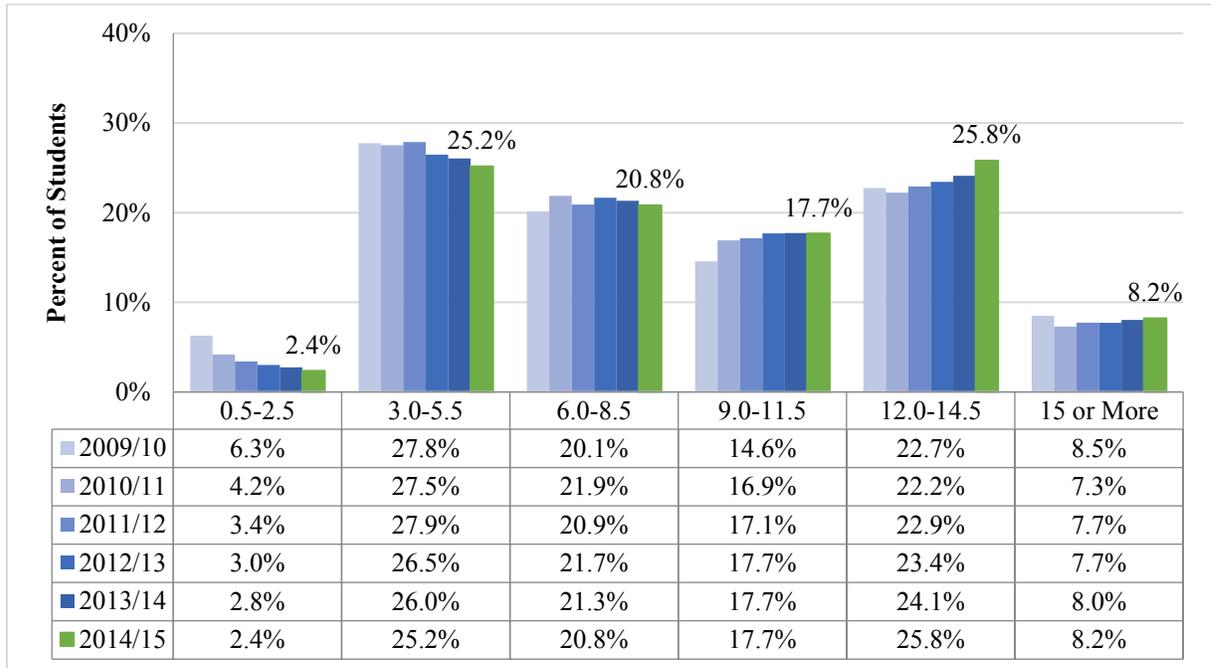
Source: MIS Student Enrollment (SX) files.

NOTE: Multiple observations of the same student within both terms of an academic year are counted as independent observations. Therefore, the observed population (N) does not reflect the unique student headcount for each academic year.

Figure 6. Part-time and Full-time Student Enrollments with Average Unit Load

Credit Student Unit Load Distribution

The majority of students at MiraCosta College have traditionally been part-time, but in the last six years, the proportion of students who take between 12 and 14.5 units has grown. Their 2014/15 full-time unit load (25.8 percent) now surpasses other comparison loads.

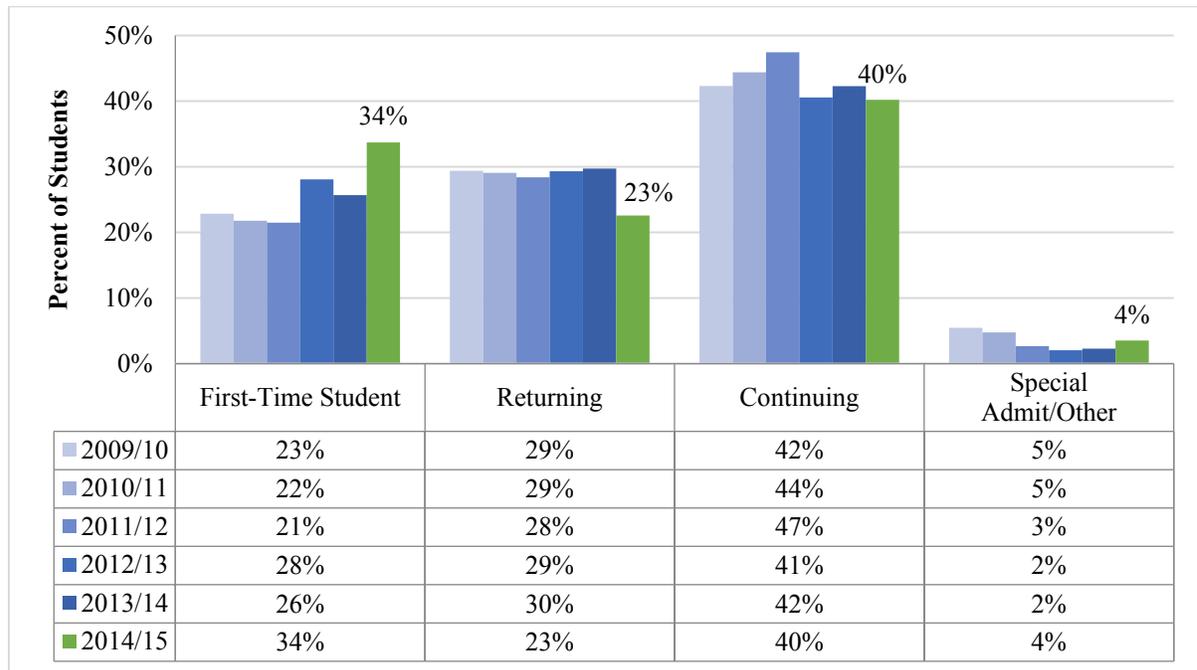


Source: MiraCosta College MIS Data.

Figure 7. Credit Student Unit Load Distribution

Enrollment Status

First-time students include students new to MiraCosta College as well as students who have never enrolled in any college before. The significant increase in first-time students in 2014/15 was the result of a correction in the College’s MIS coding. Continuing students (those who are enrolled in the current session and were enrolled in the previous regular session) consistently represent the highest percentage of students in any given academic year.

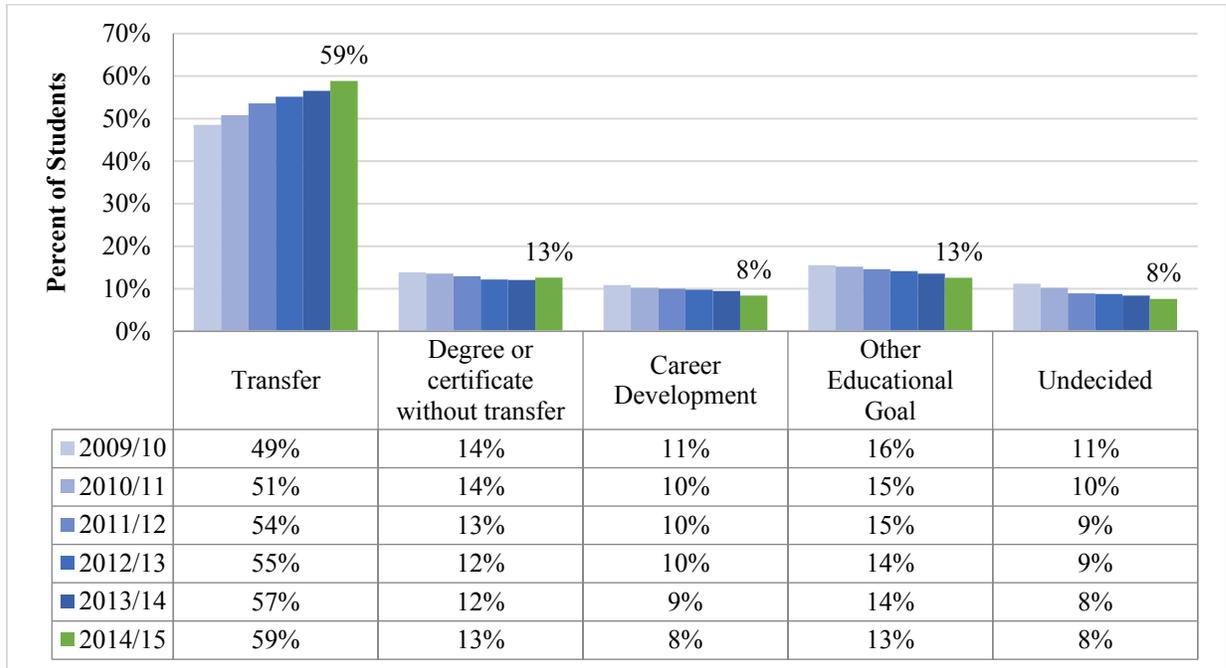


Source: MiraCosta College MIS Data.

Figure 8. Enrollment Status

Educational Goal

An increasing percentage of students are enrolling at MiraCosta with the intent to transfer to a four-year institution. The number of students intending to get a degree or certificate without transferring has remained relatively stable. The remaining groups, including students who have not selected an educational goal, have seen a downward trend over that same time period. This trend indicates that more students are enrolling with a specific intent, increasing the need for additional support systems to assist them in reaching that goal.



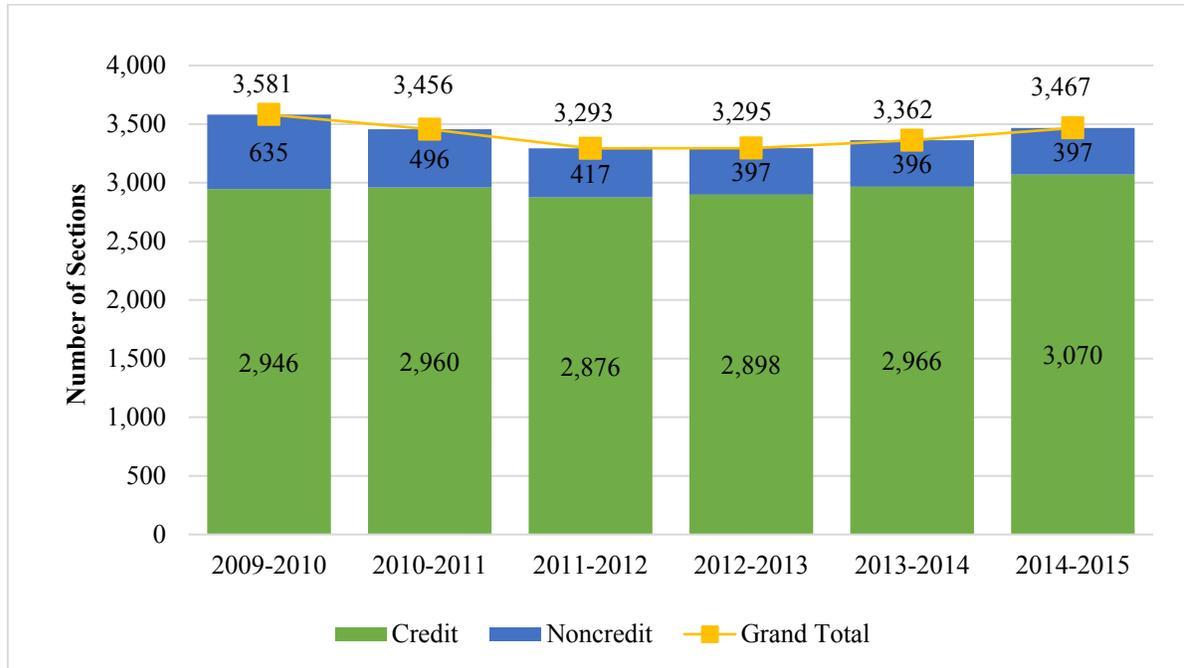
Source: MiraCosta College MIS Data.

Figure 9. Educational Goal

Instructional Offerings

Credit and Noncredit Section Offerings

The number of credit course sections has gradually increased over the past four years in response to the overall growth in enrollment over the same time period. The noncredit program was significantly impacted by budget cuts in 2010, but it has remained relatively stable over the last four years.



Source: MiraCosta College MIS Data.

Figure 10. Credit and Noncredit Section Offerings

Section Offerings and Enrollments—Degree- and Nondegree-Applicable Courses

The College has offered a greater number of degree- and transfer-applicable courses over the last six years. Since 2009/10, the number of nondegree-applicable courses has declined approximately 35 percent. Some of this decline is due to the reduction in noncredit offerings, but in the degree-applicable section, the number of UC/CSU transfer courses has increased by eight percent, and the number of CSU transfer courses has nearly doubled. This has resulted in an overall ten percent increase in the number of degree-applicable enrollments over that period of time.

Table 13. Degree- and Nondegree-Applicable Section Offerings and Enrollments

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
SECTIONS						
Degree Applicable	2,755	2,793	2,695	2,762	2,776	2,931
UC and CSU Transfer	2,072	2,119	2,045	2,075	2,137	2,239
CSU Transfer	285	443	488	500	500	516
Nontransfer	398	231	162	187	139	176
Nondegree Applicable	826	663	598	533	586	536
UC and CSU Transfer	--	2	1	--	4	--
CSU Transfer	--	1	1	--	4	1
Nontransfer	826	660	596	533	578	535
ENROLLMENTS						
Degree Applicable	76,849	79,809	79,041	82,155	80,598	84,353
UC and CSU Transfer	59,906	62,371	62,057	63,843	63,353	65,383
CSU Transfer	7,348	11,330	12,190	13,185	13,354	13,974
Nontransfer	9,595	6,108	4,794	5,127	3,891	4,996
Nondegree Applicable	20,950	17,940	15,773	14,758	15,965	14,025
UC and CSU Transfer	--	49	24	--	129	--
CSU Transfer	--	26	27	--	20	7
Nontransfer	20,950	17,865	15,722	14,758	15,816	14,018

Source: MiraCosta College MIS Data.

Section Offerings and Enrollments—Basic Skills and Non-Basic Skills Courses

MiraCosta defines basic skills course work as any pre-transfer course work, regardless of its degree-applicability. However, the Chancellor’s Office requires basic skills course work to exclude any course that is degree-applicable. Math 64 (Intermediate Algebra) and English/ESL/ACE 50 (Introduction to College Composition) satisfy degree requirements and are therefore not included in the basic skills counts below.

Over the last six years, the number of non-basic skills sections has remained roughly the same while enrollments have increased, reflecting a higher average enrollment per section. In contrast, the number of basic skills sections and corresponding enrollments have dropped 19 percent over the same six-year period.

Table 14. Basic Skills and Non-Basic Skills Section Offerings and Enrollments

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
SECTIONS						
Non-Basic Skills	3,001	2,908	2,800	2,835	2,897	2,997
Basic Skills	580	548	493	460	465	470
Adult High School/Adult Ed	172	145	134	128	131	135
American College English				21	23	16
English	52	54	55	18	13	13
ESL	35	37	36	34	30	29
Learning Resources	7	7	7	7	7	7
Math	158	139	142	142	150	160
Noncredit ESL	109	130	105	97	99	95
Noncredit Special Education	43	32	10	9	9	12
Reading	4	4	4	4	3	3
ENROLLMENTS						
Non-Basic Skills	82,479	82,693	81,477	84,140	83,768	85,898
Basic Skills	15,320	15,056	13,337	12,773	12,795	12,480
Adult High School/Adult Ed	4,044	3,371	3,033	3,547	3,429	3,100
American College English				152	231	119
English	1,221	1,322	1,358	427	329	332
ESL	680	822	720	675	546	607
Learning Resources	133	126	124	132	96	113
Math	4,545	4,676	4,822	4,805	4,996	5,176
Noncredit ESL	3,323	3,624	2,846	2,612	2,801	2,635
Noncredit Special Education	1,287	1,014	334	330	296	320
Reading	87	101	100	93	71	78

Source: MiraCosta College MIS Data.

Section Offerings and Enrollments—Occupational Courses

Occupational courses are divided into three basic categories:

- Possibly occupational: Courses taken by students in the beginning stages of their occupational program.
- Clearly occupational: Courses generally taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract “drop-ins.”
- Advanced occupational: Courses taken by students in the advanced stages of their occupational programs.

The number of sections offered in both occupational and non-occupational disciplines are slightly lower overall from 2009/10 to 2014/15. While similar declines also occurred in enrollment for non-occupational sections, overall enrollment increased by eight percent in occupational disciplines.

Table 15. Occupational Section Offerings and Enrollments

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
SECTIONS						
Non-Occupational	2,723	2,603	2,478	2,530	2,587	2,667
Occupational	858	853	815	765	775	800
Possibly Occupational	191	181	138	100	94	83
Clearly Occupational	600	614	632	626	643	680
Advanced Occupational	67	58	45	39	38	37
ENROLLMENTS						
Non-Occupational	77,334	76,679	74,177	76,269	75,714	76,282
Occupational	20,465	21,070	20,637	20,644	20,849	22,096
Possibly Occupational	4,368	4,432	3,877	2,970	2,602	2,211
Clearly Occupational	14,468	15,215	15,716	16,738	17,289	18,926
Advanced Occupational	1,629	1,423	1,044	936	958	959

Source: MiraCosta College MIS Data.

Section Offerings and Enrollments - Location

Overall, the number of sections offered at the Oceanside campus has decreased slightly (75 sections) while enrollments have remained fairly consistent over the past six years. Both the CLC and SEC have seen greater decreases in both the number of sections offered and enrollments. These decreases are likely due to the change in noncredit and the transfer landscape, respectively, or are a result of the recent recession. In contrast, the number of distance education (online and hybrid) sections and enrollments over the same six years has increased by 55 percent and 70 percent, respectively.

Table 16. Section Offerings and Enrollments by Location

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
SECTIONS						
Community Learning Center	640	508	443	430	429	415
Oceanside Campus	1,969	1,901	1,820	1,822	1,837	1,894
Distance Education	444	510	544	582	632	686
Other	14	12	7	2	8	13
San Elijo	606	574	509	485	477	472
ENROLLMENTS						
Community Learning Center	16,157	13,153	11,300	11,760	11,689	10,529
Oceanside Campus	51,708	52,432	51,305	51,622	51,073	52,210
Distance Education	13,029	15,594	17,247	19,157	20,198	22,185
Other	477	297	163	26	180	331
San Elijo	16,428	16,273	14,799	14,348	13,423	13,123

Source: MiraCosta College MIS Data.

Noncredit Section Offerings and Enrollments by Course Type

As mentioned in an earlier section, overall course offerings and enrollment in non-credit has declined somewhat over recent years as a result of budget cuts during the recession.

Exceptions are the offerings for Citizenship for Immigrants and Workforce Preparation, of which Workforce Preparation has even seen an increase in enrollment.

Table 17. Noncredit Section Offerings and Enrollments

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
SECTIONS						
English as a Second Language	126	130	105	98	99	95
Citizenship for Immigrants	5	5	5	5	5	5
Elementary and Secondary Basic Skills	159	145	134	129	132	135
Health and Safety	30	17	16	15	15	16
Courses for Persons with Substantial Disabilities	45	36	10	9	9	12
Parenting	29	18	11	7	6	6
Home Economics	16					
Courses for Older Adults	186	111	103	103	97	98
Short-Term Vocational	35	30	29	27	29	26
Workforce Preparation	4	4	4	4	4	4
ENROLLMENTS						
English as a Second Language	3,830	3,624	2,846	2,612	2,801	2,635
Citizenship for Immigrants	183	180	210	166	189	126
Elementary and Secondary Basic Skills	3,537	3,371	3,033	3,547	3,429	3,100
Health and Safety	823	474	422	421	439	421
Courses for Persons with Substantial Disabilities	1,311	1,014	334	330	296	320
Parenting	547	384	156	171	149	121
Home Economics	247					
Courses for Older Adults	4,792	3,208	2,960	2,944	2,839	2,712
Short-Term Vocational	730	567	715	724	796	627
Workforce Preparation	65	47	63	79	78	82

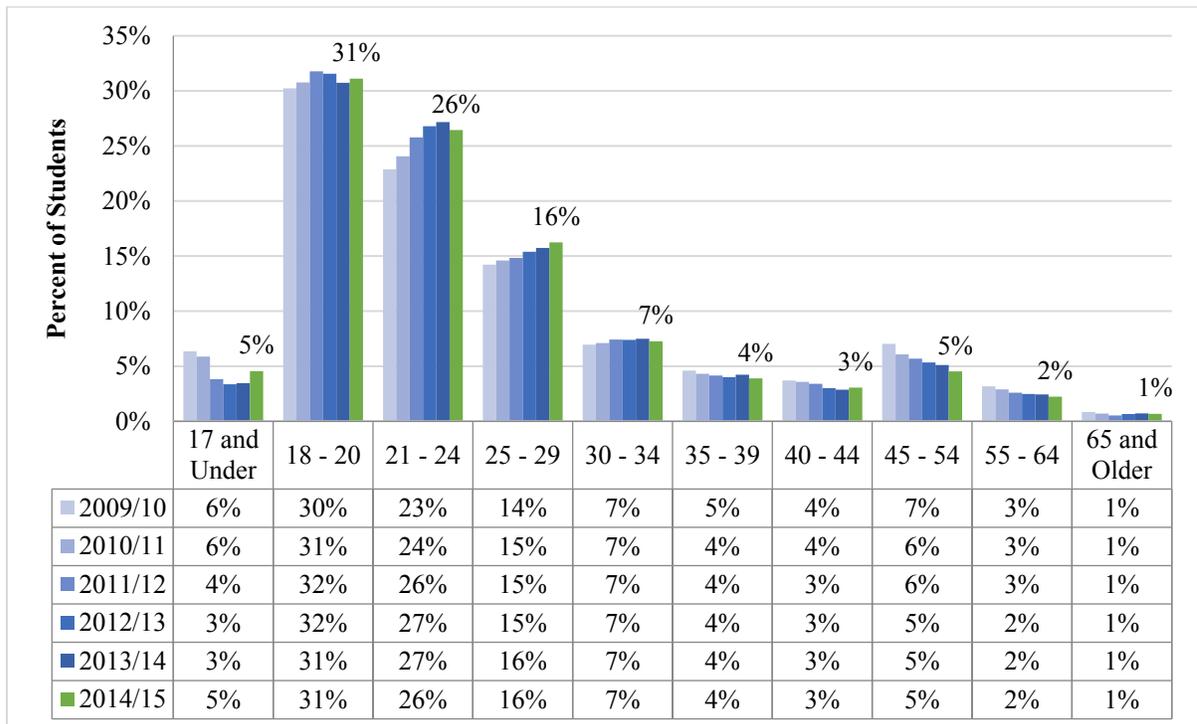
Source: MiraCosta College MIS Data.

STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

Credit Student Demographics

Age

The average age of the credit student population has decreased slightly over the last six years, from 27 to 25.9. The age groups starting with students 35 and older saw slight declines while those aged 18 to 34 have experienced an overall increase since 2009.



Source: MiraCosta College MIS Data.

Figure 11. Credit Student Age Distribution

Gender

The proportion of male and female students has virtually not changed over the past six years. Female students remain in the majority at 57 percent, with male students making up the remaining 43 percent.

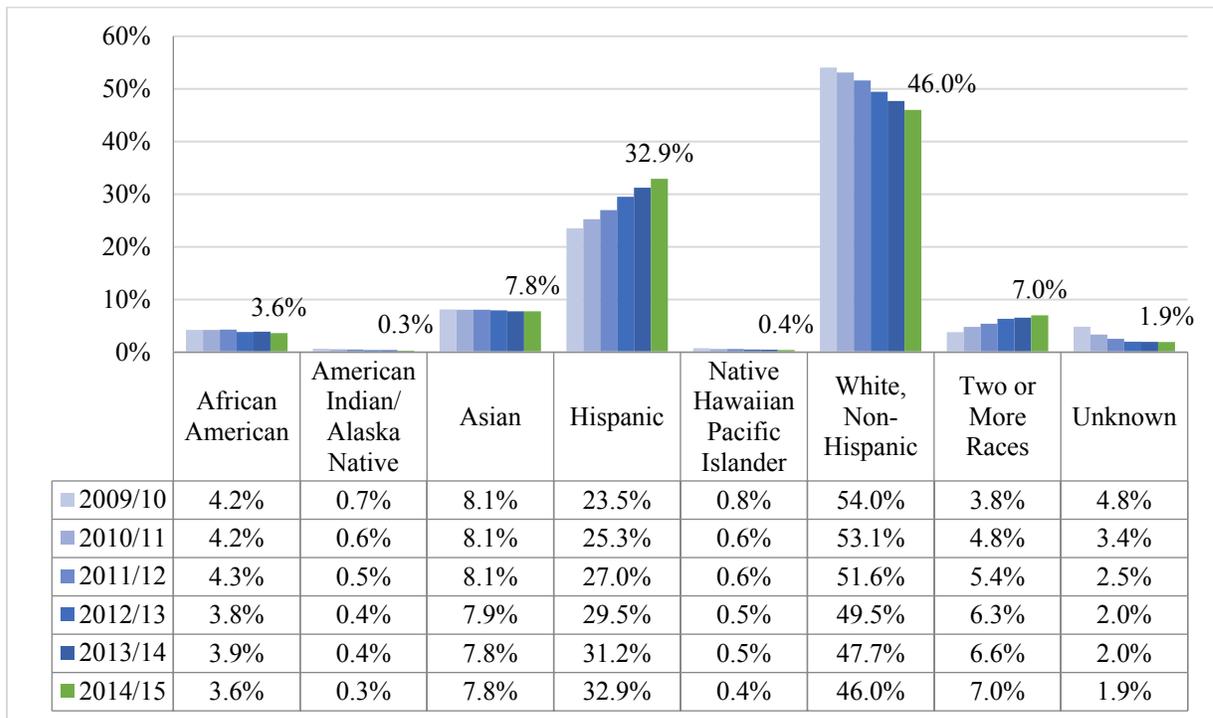
Table 18. Credit Student Gender Distribution

	2009/10 (N=21,202)	2010/11 (N=22,308)	2011/12 (N=21,722)	2012/13 (N=21,836)	2013/14 (N=21,246)	2014/15 (N=21,263)
Female	58%	57%	57%	57%	57%	57%
Male	42%	43%	43%	43%	43%	43%

Source: MiraCosta College MIS Data.

Ethnicity

While most ethnicities have remained constant or shown a slight increase (two or more races), there has been a steady, ten percentage point increase in the Hispanic student population and an almost equal (eight percentage point) decrease in the white population.

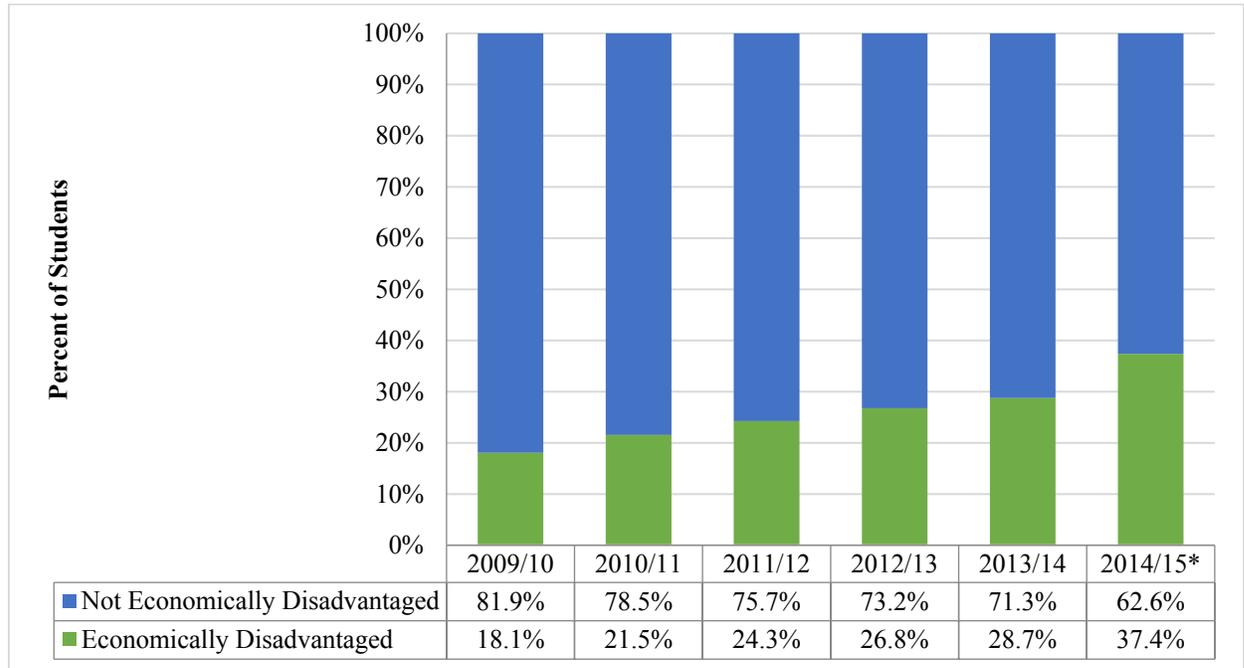


Source: MiraCosta College MIS Data.

Figure 12. Credit Student Ethnic Distribution

Economically Disadvantaged

The College is serving more than twice as many economically disadvantaged students in 2015 than it served in 2010. Students are counted as economically disadvantaged if they receive a Board of Governors (BOG) Fee Waiver, Pell Grant, or CalWorks funding.



* Financial aid changed its year to a trailing summer, so the denominator for this year only is based on fall 2014, spring 2015, and summer 2015.

Source: MiraCosta College MIS Data.

Figure 13. Economically Disadvantaged Credit Students

Disability Status

Disabled Students Programs and Services (DSPS) has served an increasing portion of the population over the past six years.

Table 19. Disability Status

	2009/10 (N=21,202)	2010/11 (N=22,308)	2011/12 (N=21,722)	2012/13 (N=21,836)	2013/14 (N=21,246)	2014/15 (N=21,263)
Disability Reported	2%	3%	3%	4%	4%	4%
No Disability Reported	98%	97%	97%	96%	96%	96%

Source: MiraCosta College MIS Data.

College Preparedness: Placement Data

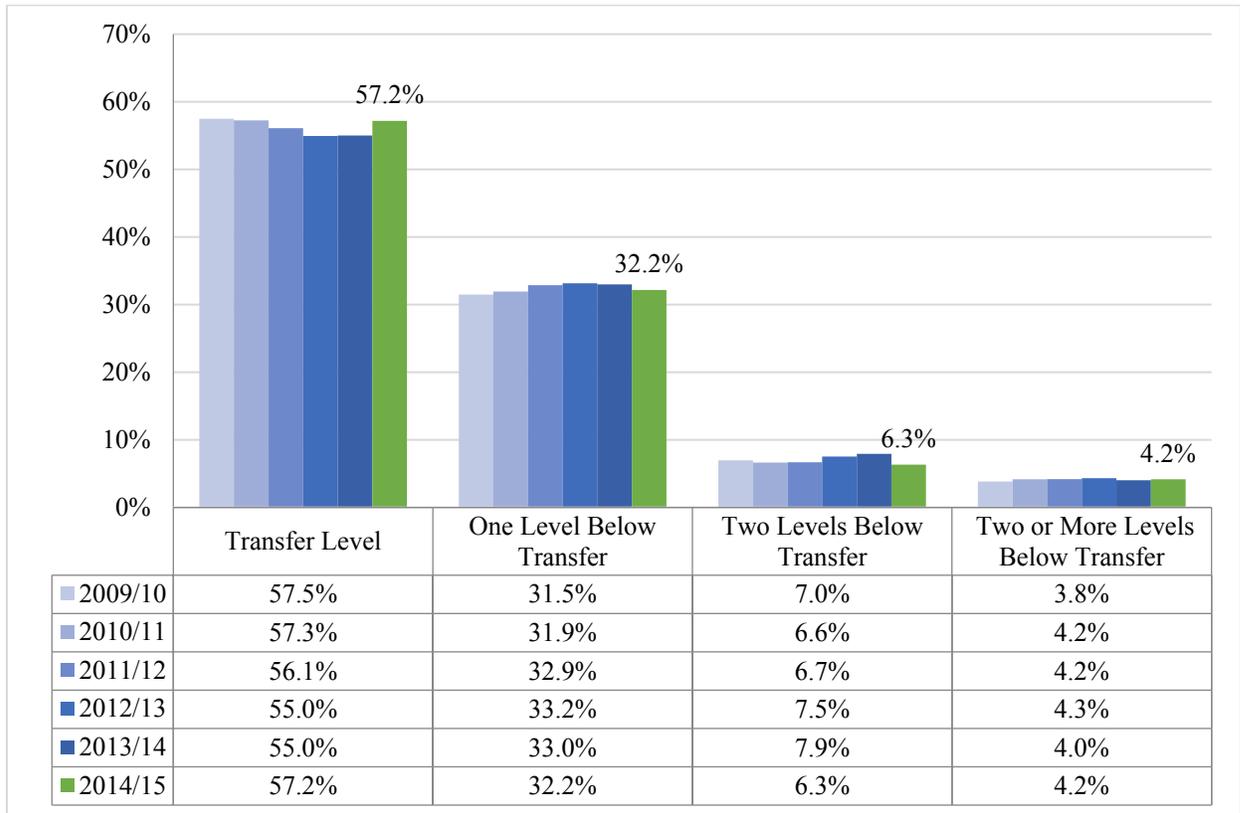
Prior to the 2015/16 academic year, students were placed into English, English as a second language, reading, and math courses based on the COMPASS and Mathematics Diagnostic and Testing Project (MDTP). The information contained in this section reflects the outcomes from the last six years of placement testing. Within the data in the sections below, there are two factors of note:

- The data contained in the tables are based on a student's highest placement attempt within the time period.
- In cases where the placement level refers to “one or more levels below transfer,” the student score indicates classes in the Adult High School or Noncredit ESL program might be warranted.

Recently, the College moved to a multiple-measures assessment approach. Specifically, the College is using cumulative high school GPA in conjunction with English and math course grades (modeled after the Multiple Measures Assessment Project [MMAP]). These placement practices began in fall 2015 for English and spring 2016 for math.

English Placement

Over the past six years, from 2009 to 2015, 57 percent of incoming students have consistently assessed into transfer-level English with another 32 percent assessing into one level below transfer. Beginning in fall 2015, the College implemented a multiple-measures approach to placement, using cumulative high school GPA in conjunction with English course grades (modeled after the Multiple Measures Assessment Project [MMAP]). Based on the fall 2015 data and preliminary data from spring 2016, it appears that an additional 20 percent of new students will be eligible for transfer-level English.

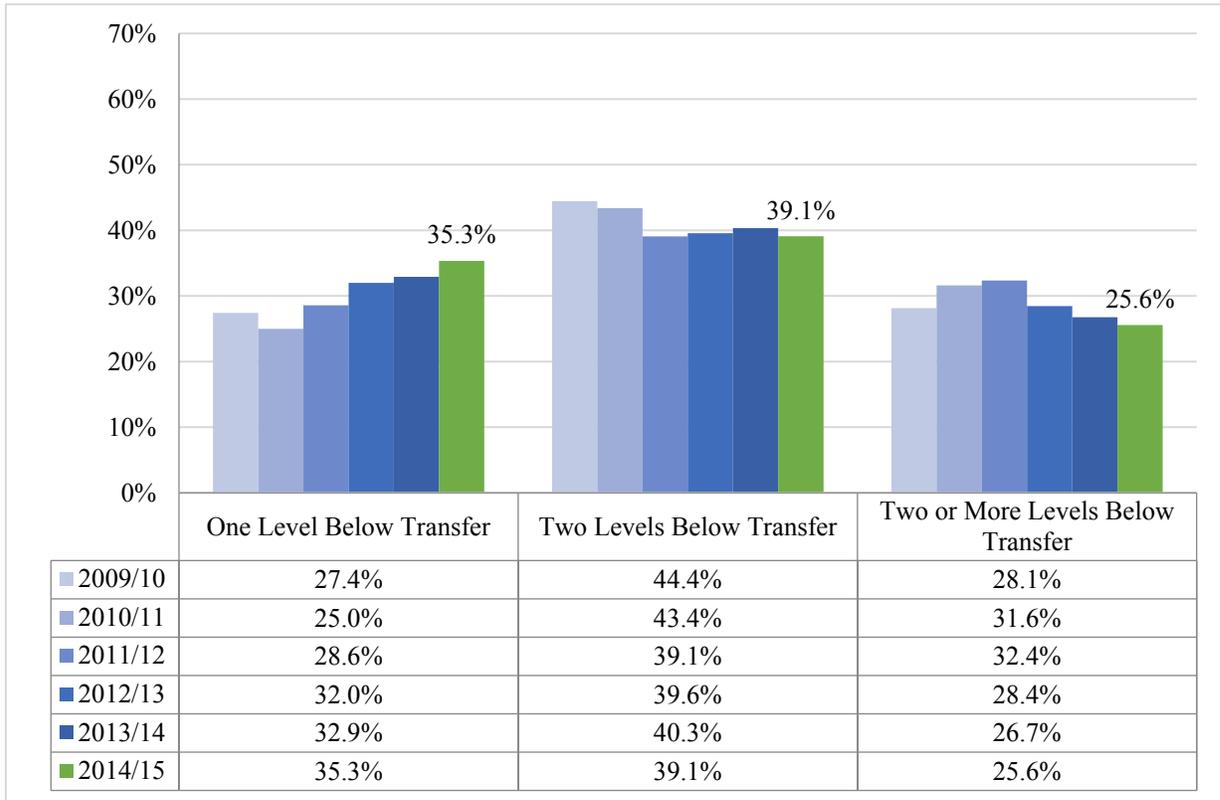


Source: PeopleSoft Testing Data.

Figure 14. English Placement Levels

English as a Second Language (ESL) Placement

Students completing the ESL test have been increasingly likely to place into the class prior to the transfer-level English course. It is possible for an ESL student to place into transfer-level English from the ESL test, but those outcomes are recorded under the English placement test and are not captured in the data below.

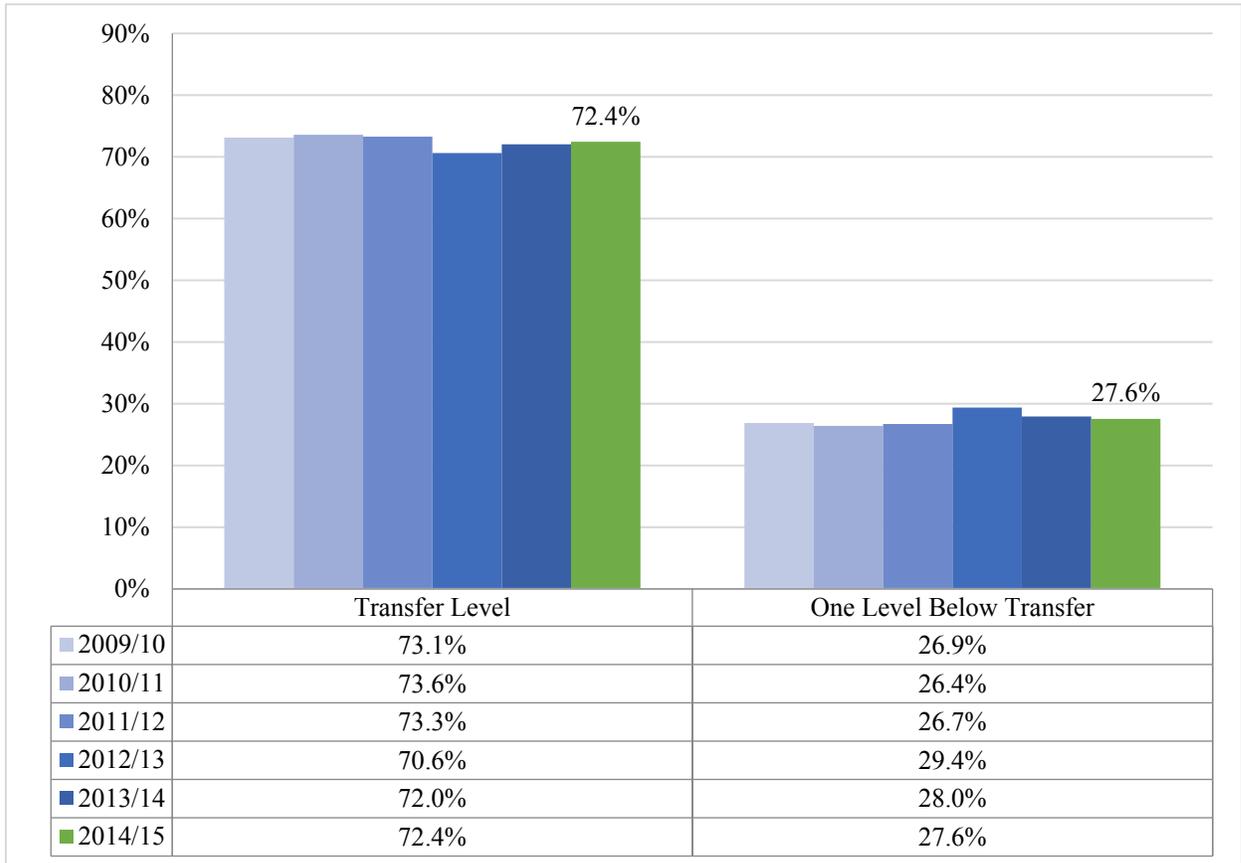


Source: PeopleSoft Testing Data.

Figure 15. ESL Placement Levels

Reading Placement

Students can be placed in one of two reading levels: Reading 100 is the transfer-level reading course; Reading 30 is the pre-transfer level course. Reading placement levels have remained relatively stable over the last six years, with approximately 75 percent of students placing into transfer-level course work.



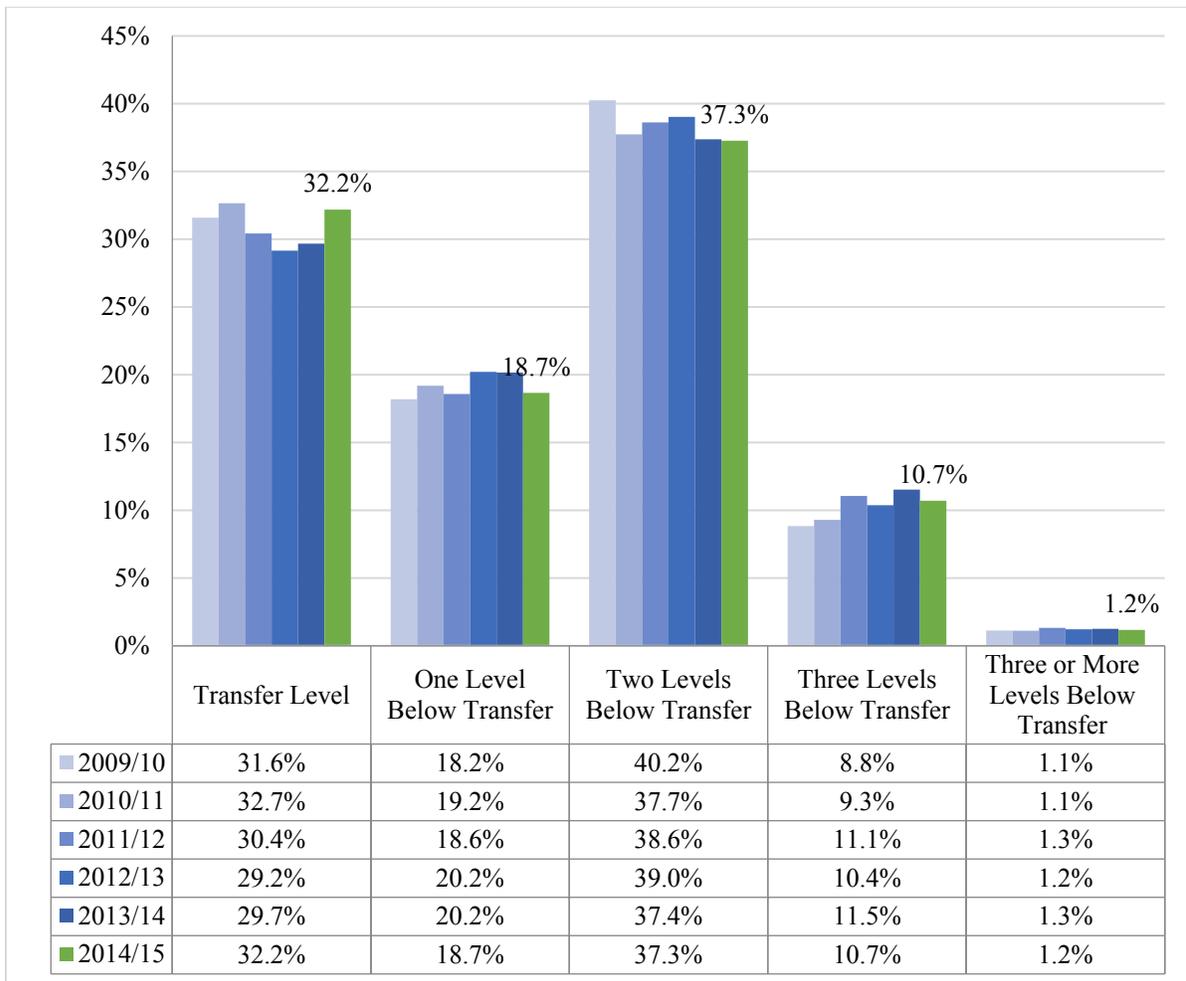
Source: PeopleSoft Testing Data.

Figure 16. Reading Placement Levels

Math Placement

When taking the MDTP math portion of the placement test, students are given the option from one of four testing levels. Placement is based on the students’ score and related multiple-measures. Selection of an advanced-level test does not guarantee automatic placement into transfer-level course work. In the situations where a student does not answer enough questions to recommend course work, he/she is given a rating of “No Placement” and advised to take a lower-level test.

More than one-third of assessed students place two levels below transfer and another one-third place into college-level math. Similar to English, in spring 2016, math also began using high school GPA for placement. Based on preliminary data from spring 2016, an additional ten percent will be eligible for transfer-level math.



Source: PeopleSoft Testing Data.

Figure 17. Math Placement Levels

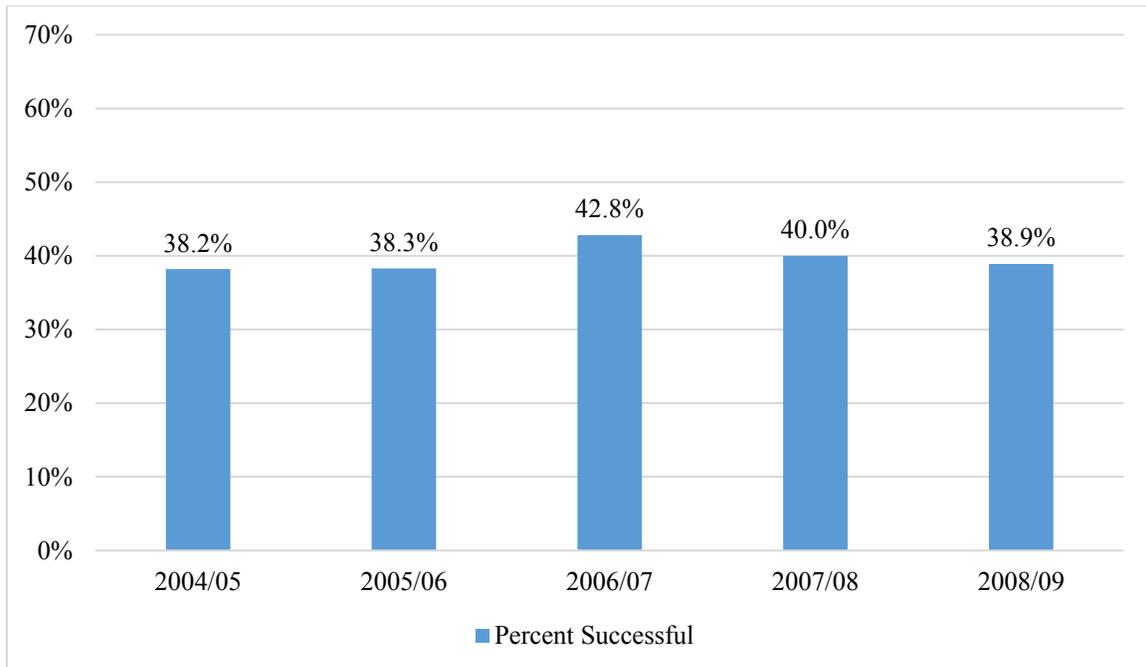
Basic Skills Progression

Basic skills progression is tracked for English, ESL, and math. In each section, data are presented (where relevant) from the Student Success Scorecard, the Basic Skills Tracker, and the College's Student Equity Plan ([IN-1](#)).

English

Student Success Scorecard

The California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard measure is defined as the percentage of basic skills English students who enroll in a pre-transfer course and successfully complete a college-level English course within a six-year period. Although there was a slight increase in 2006/07, overall the percentage of students progressing to transfer-level English is consistent at 38 to 39 percent.



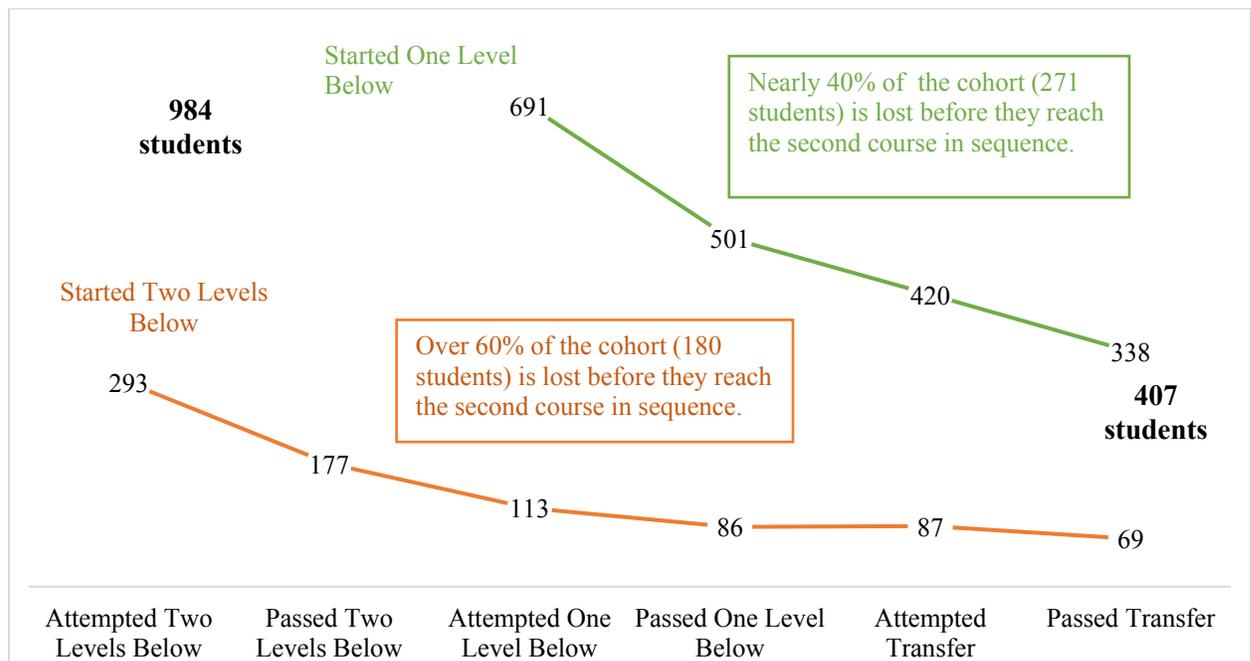
Source: CCCCCO Student Success Scorecard.

Figure 18. English Progression—Student Success Scorecard

Basic Skills Tracker

Movement through the basic skills sequence is a particular area of focus for the College. The Basic Skills Tracker provided by the Chancellor’s Office makes it possible to illustrate the journey students take on their way to transfer-level course work.

The chart below focuses on students who attempted their first English class in fall/spring 2011/12 and were tracked through fall/spring 2014/15. Nine-hundred eighty-four students enrolled in a basic skills English course, and only 407 (41 percent) successfully passed a transferable English class.



Source: CCCC Basic Skills Tracker

Figure 19. English Progression—Basic Skills Tracker

It is also important to note:

- Of students who started one level below basic skills, 49 percent successfully passed transfer English, but only 24 percent of those who started two levels below achieved that goal.
- Before attempting the second step in their sequence, 451 students (78 percent of those who did not pass transfer) were lost.
- Hispanic students are overrepresented in starting cohorts (47 percent of starting cohorts) and underrepresented in success groups (equity index of 0.84 across both cohorts).

Student Equity Plan

An important element in the assessment of success is the equity index, which is the ratio of students in the initial population compared to those in the population who successfully achieved the outcome. For example, if the student population is 60 percent female, the proportion of students successfully completing a transfer-level English should be 60 percent female, or an equity index of one. Anything less than one shows evidence of disproportionate impact.

The disproportionate impact analysis indicates a slight equity gap for males with an average percentage point gap of 0.2 percent. Males of color, however, experienced a significant impact, specifically Hispanic/Latino males (4.4 percent gap), black/African American males (7 percent gap), Pacific Islander males (20.6 percent gap), and Native American males (11 percent gap). Because white males account for nearly 45 percent of the sample, and their success rate is above average at 42.3 percent, the overall gap for males does not accurately represent the impact experienced by many males of color.

For ethnicity, the percentage point gap analysis reveals a disproportionate impact for black/African American students (two percent gap), Filipino students (four percent gap), Hispanic/Latino (one percent gap), and Pacific Islander students (fourteen percent gap). With the exception of Filipino and Asian students, males performed worse than their female counterparts of the same ethnicity.

In general, with each successive age group, success rates decreased, with the largest gap seen in the 50 and above age group at 15.7 percent. As the age groups increase beyond 18, however, the sample size decreased significantly, making it difficult to draw meaningful conclusions.

**Table 20. All Basic Skills English Cohorts
Percentage Point Gap by Demographic Group**

Target Population	Started (n)	Successful (n)	Successful (%)	Compared to Avg. 39.6%	Students Needed to Reach Average	Equity Index
Female	1,790	716	40.0%	0.4%		1.0
Male	1,634	643	39.4%	-0.2%	4	1.0
Unknown Gender	27	9	33.3%	-6.3%	2	0.8
Asian	115	52	45.2%	6%		1.1
Black/African American	297	112	37.7%	-2%	6	1.0
Filipino	129	46	35.7%	-4%	6	0.9
Hispanic/Latino	1,109	429	38.7%	-1%	10	1.0
Native American/ Alaska Native	30	12	40.0%	0%		1.0
Pacific Islander/ Native Hawaiian	59	15	25.4%	-14%	9	0.6
White	1,447	591	40.8%	1%		1.0
Unknown Ethnicity	265	111	41.9%	2%		1.1
Below 18	230	107	46.5%	6.9%		1.2
18-24	2,493	1,020	40.9%	1.3%		1.0
25-29	300	108	36.0%	-3.6%	11	0.9
30-39	218	75	34.4%	-5.2%	12	0.9
40-49	164	47	28.7%	-10.9%	18	0.7
50+	46	11	23.9%	-15.7%	8	0.6
Foster Youth	-	-	-	-	-	-
Veterans	142	62	43.7%	4.1%		1.1
DSPS	420	178	42.4%	2.8%		1.1
Economically Disadvantaged	1,232	487	39.5%	-0.1%	2	1.0
All	3,451	1368	39.6%	0%		

Source: *Student Equity Plan 2015–2018.*

**Table 21. All Basic Skills English Cohorts
Percentage Point Gap by Gender and Ethnicity**

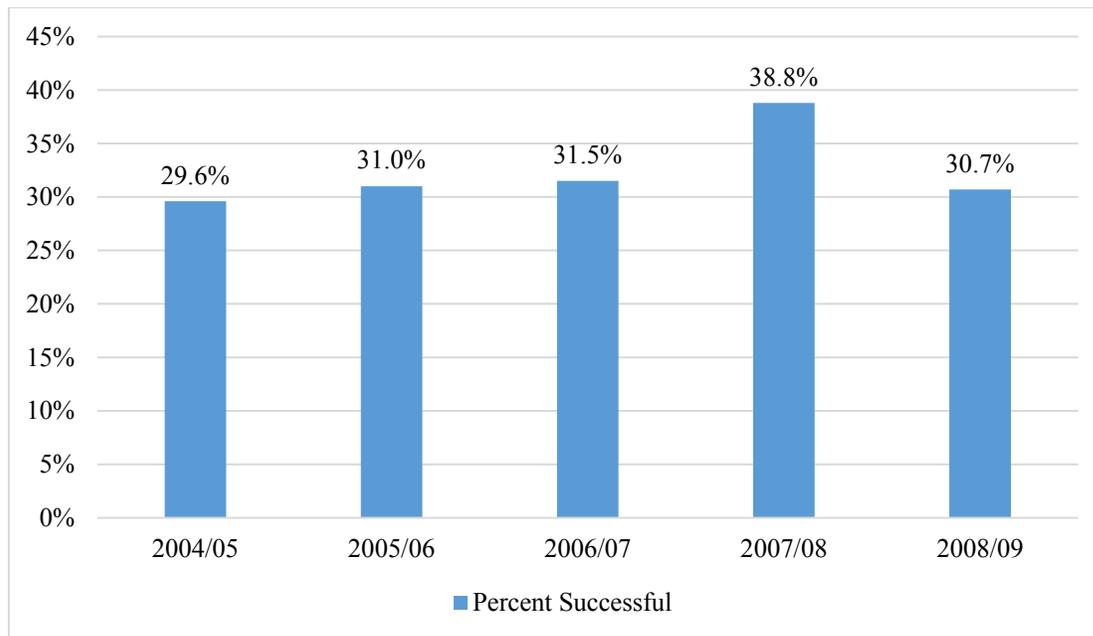
	Target Population	Started (n)	Successful (n)	Successful (%)	Compared to Avg. 39.6%	Students Needed to Reach Average
Females	Asian	59	23	39.0%	-0.6%	1
	Black/African American	158	67	42.4%	2.8%	
	Filipino	55	18	32.7%	-6.9%	4
	Hispanic/Latino	626	260	41.5%	1.9%	
	Native American/ Alaska Native	16	8	50.0%	10.4%	
	Pacific Islander/ Native Hawaiian	38	11	28.9%	-10.7%	5
	White	710	280	39.4%	-0.2%	2
	Unknown Ethnicity	128	49	38.3%	-1.3%	2
	All Females	1,790	716	40.0%	0.4%	
Males	Asian	56	29	51.8%	12.2%	
	Black/African-American	138	45	32.6%	-7.0%	10
	Filipino	74	28	37.8%	-1.8%	2
	Hispanic/Latino	475	167	35.2%	-4.4%	21
	Native American/ Alaska Native	14	4	28.6%	-11.0%	2
	Pacific Islander/ Native Hawaiian	21	4	19.0%	-20.6%	5
	White	730	309	42.3%	2.7%	
	Unknown Ethnicity	126	57	45.2%	5.6%	
	All Males	1,634	643	39.4%	-0.2%	4

Source: *Student Equity Plan 2015–2018*.

English as a Second Language (ESL)

Student Success Scorecard

The Student Success Scorecard measure is defined as the percentage of ESL students who enroll in a pre-transfer course and successfully complete a college-level ESL/English course within a six-year period.



Source: *Student Equity Plan 2015–2018*.

Figure 20. ESL Progression—Student Success Scorecard

Student Equity Plan

The disproportionate impact analysis indicates an equity gap for males of approximately six percent on average during the five reporting years. When disaggregating by gender and ethnicity, Hispanic/Latino students are the only female group below average, while conversely, black/African American, Filipino, Hispanic/Latino, white, and unknown males are all below average. Asian males are the only male group to perform above average.

In the most recent reporting year, Hispanic/Latino, Pacific Islander, and white students performed below average, with gaps present in all three ethnic groups. Because of low student count within some of the basic skills cohorts, the College conducted an analysis of the last five reporting years to determine if the same trends existed in aggregate over the entire timespan. The results revealed that the gap for white students disappears completely,

while the percentage point gap for Hispanic/Latino students decreases from seven to four percent. In addition, the gap for black/African American students is one percent.

For age, students over the age of 30 appear to be disproportionately impacted, with success rates getting lower with each successive age group over 18.

**Table 22. All ESL Cohorts
Percentage Point Gap by Demographic Group**

Target Population	Started (n)	Successful (n)	Successful (%)	Compared to Avg. 32.5%	Students Needed to Reach Average	Equity Index
Female	507	177	34.9%	2.4%		1.1
Male	203	54	26.6%	-5.9%	12	0.8
Unknown Gender	4	1	25.0%	-7.5%	1	0.8
Asian	126	53	42.1%	10%		1.3
Black/African American	19	6	31.6%	-1%	1	1.0
Filipino	34	13	38.2%	6%		1.2
Hispanic/Latino	373	108	29.0%	-4%	14	0.9
Native American/ Alaska Native	-	-	-	-	-	-
Pacific Islander/ Native Hawaiian	3	0	0.0%	-33%	1	0.0
White	128	42	32.8%	0%		1.0
Unknown Ethnicity	31	10	32.3%	0%		1.0
Below 18	24	8	33.3%	0.8%		1.0
18-24	288	118	41.0%	8.5%		1.3
25-29	110	37	33.6%	1.1%		1.0
30-39	173	51	29.5%	-3.0%	6	0.9
40-49	81	13	16.0%	-16.5%	14	0.5
50+	38	5	13.2%	-19.3%	8	0.4
Foster Youth	0	0	0	-	-	-
Veterans	4	2	50.0%	17.5%		1.5
DSPS	33	12	36.4%	3.9%		1.1
Economically Disadvantaged	241	100	41.5%	9.0%		1.5
All	714	232	32.5%	0%		

Source: *Student Equity Plan 2015–2018*.

**Table 23. All ESL Cohorts
Percentage Point Gap by Gender and Ethnicity**

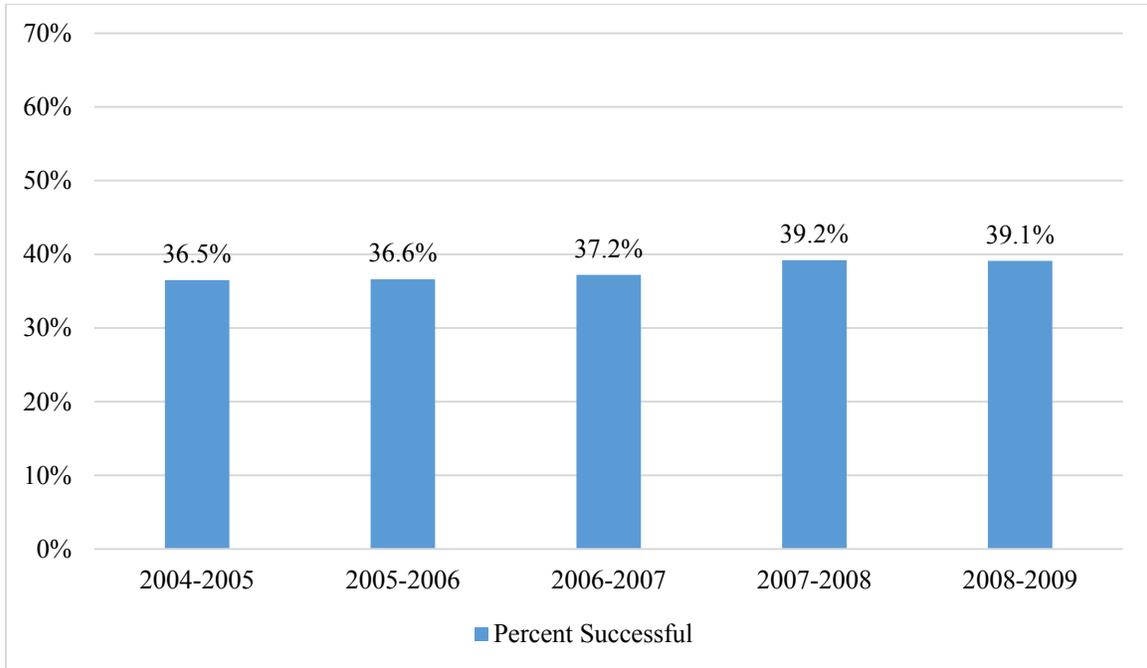
	Target Population	Started (n)	Successful (n)	Successful (%)	Compared to Avg. 32.5%	Students Needed to Reach Average
Females	Asian	99	39	39.4%	6.9%	
	Black/African American	12	4	33.3%	0.8%	
	Filipino	27	12	44.4%	11.9%	
	Hispanic/Latino	253	79	31.2%	-1.3%	4
	Native American/ Alaska Native	0	0	0.0%		
	Pacific Islander/ Native Hawaiian	3	0	0.0%		
	White	91	35	38.5%	6.0%	
	Unknown Ethnicity	22	8	36.4%	3.9%	
	All Females	507	177	34.9%	2.4%	
Males	Asian	26	14	53.8%	21.3%	
	Black/African American	7	2	28.6%	-3.9%	1
	Filipino	7	1	14.3%	-18.2%	2
	Hispanic/Latino	118	29	24.6%	-7.9%	10
	Native American/ Alaska Native	0	0	0.0%		
	Pacific Islander/ Native Hawaiian	0	0	0.0%		
	White	36	6	16.7%	-15.8%	6
	Unknown Ethnicity	9	2	22.2%	-10.3%	1
	All Males	203	54	26.6%	-5.9%	12

Source: *Student Equity Plan 2015–2018*.

Math

Student Success Scorecard

The Student Success Scorecard data are defined as the percentage of math students who enroll in a pre-transfer course and successfully complete a college-level math course within a six-year period. There has been a steady increase in the percentage of students completing a college-level math course over the past five cohort years.



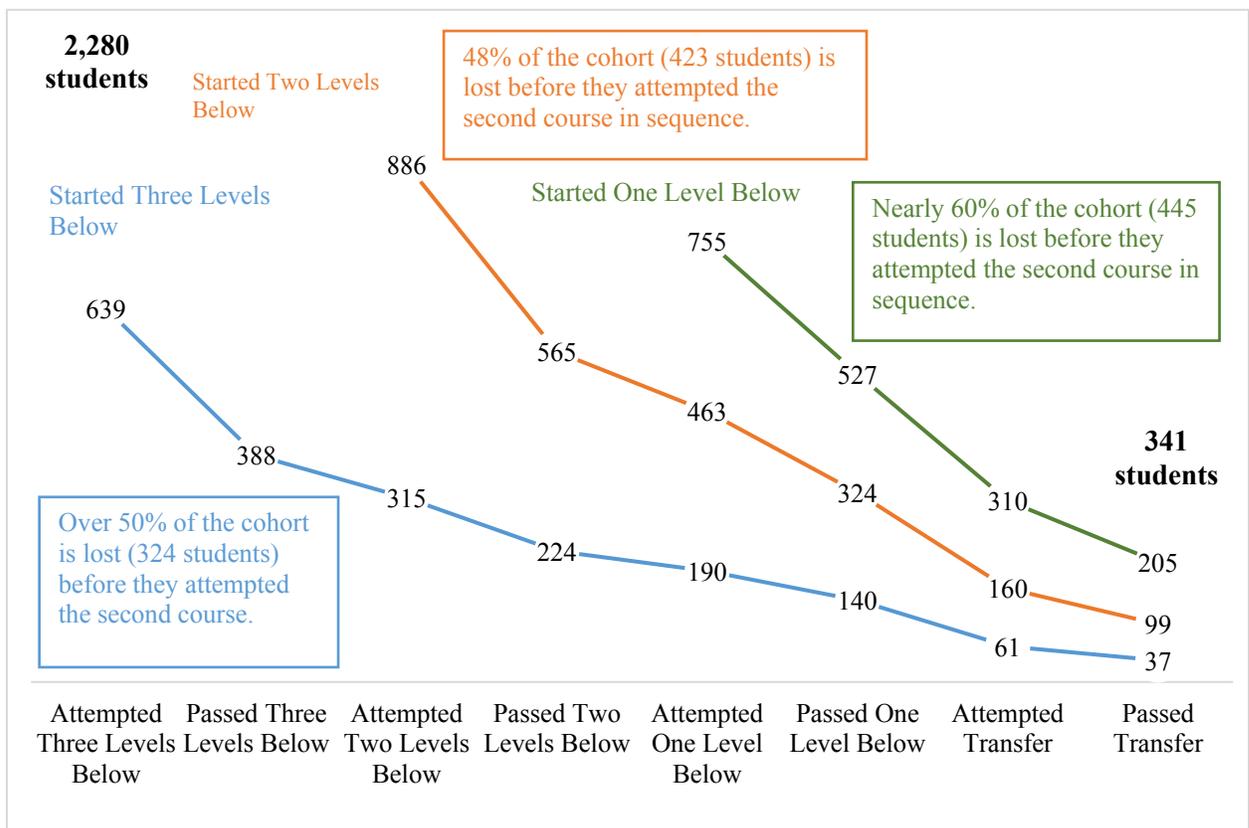
Source: CCCC Student Success Scorecard.

Figure 21. Math Progression—Student Success Scorecard

Basic Skills Tracker

Similar to the English pathway experience, the chart below focuses on students attempting their first math class in fall/spring of 2011/12. These students are then followed through the fall/spring of 2014/15. Of the 2,280 students who enrolled in a basic skills math course, only 341 (15 percent) successfully passed a transferable math class.

Not every student is required to complete a college-level math class. Intermediate algebra (Math 64) satisfies the requirement for the associate degree, and many students do not progress beyond that point. But the percentage of students who successfully passed Math 64 is still less than half (43 percent) of the population who entered the basic skills math sequence.



Source: CCCC Basic Skills Tracker.

Figure 22. Math Progression—Basic Skills Tracker

It is also important to note:

- Of those who entered the basic skills sequence:
 - Twenty-seven percent of those who started one level below passed a transfer class.
 - Eleven percent of those who started two levels below passed a transfer class.
 - Six percent of those who started three levels below passed a transfer class.
- Sixty-one percent of those who did not pass transfer (1,192 students) never attempted the second course in the sequence.
- Twenty-nine percent of those who began their math sequence in fall/spring 2011/12 (669 students) were lost between enrollments (i.e., between completing one level and attempting the next).
- Nearly 15 percent of the College headcount (1,939 students) did not complete the pre-transfer sequence.
- Hispanic and African American students were the most disproportionately impacted (equity index for three levels below 0 and 0.57; equity index for two levels below 0 and 0.65).
- Fifty-three percent of the starting cohorts were students of color; 43 percent of those in the success groups were students of color.
- African American and Hispanic students are more likely to be placed at lower levels.

Student Equity Plan

For gender, the disproportionate impact analysis indicates that there is a slight equity gap for males of two percentage points. Similar to previous trends within the male gender, only Asian and white students are performing at or above average, with all other male groups falling below average. Black/African American males have the largest gap at 19.6 percent.

Black/African American students (15 percent gap), Hispanic/Latino students (3 percent gap), and Pacific Islander students (14 percent gap) each fell below the average and experienced disproportionate impact. The percentage point gap analysis reveals slight disproportionate impact for students aged 25 to 29. Finally, economically disadvantaged students have a slight percentage point gap of three percent.

**Table 24. All Basic Skills Math Cohorts
Percentage Point Gap by Demographic Group**

Target Population	Started (n)	Successful (n)	Successful (%)	Compared to Avg. 37.7%	Students Needed to Reach Average	Equity Index
Female	3,342	1,305	39.0%	1.3%		1.0
Male	2,281	814	35.7%	-2.0%	46	0.9
Unknown Gender	41	18	43.9%	6.2%		1.2
Asian	146	74	50.7%	13%		1.3
Black/African American	367	84	22.9%	-15%	55	0.6
Filipino	177	65	36.7%	-1%	2	1.0
Hispanic/Latino	1544	541	35.0%	-3%	42	0.9
Native American/ Alaska Native	49	19	38.8%	1%		1.0
Pacific Islander/ Native Hawaiian	79	19	24.1%	-14%	11	0.6
White	2843	1175	41.3%	4%		1.1
Unknown Ethnicity	459	160	34.9%	-3%	13	0.9
Below 18	274	124	45.3%	7.6%		1.2
18-24	3,890	1,496	38.5%	0.8%		1.0
25-29	613	221	36.1%	-1.6%	10	1.0
30-39	458	155	33.8%	-3.9%	18	0.9
40-49	297	102	34.3%	-3.4%	11	0.9
50+	132	39	29.5%	-8.2%	11	0.8
Foster Youth	-	-	-	-	-	-
Veterans	308	134	43.5%	5.8%		1.2
DSPS	574	216	37.6%	-0.1%	1	1.0
Economically Disadvantaged	1,900	660	34.7%	-3.0%	57	0.9
All	5664	2137	37.7%			

Source: *Student Equity Plan 2015–2018*.

**Table 25. All Basic Skills Math Cohorts
Percentage Point Gap by Gender and Ethnicity**

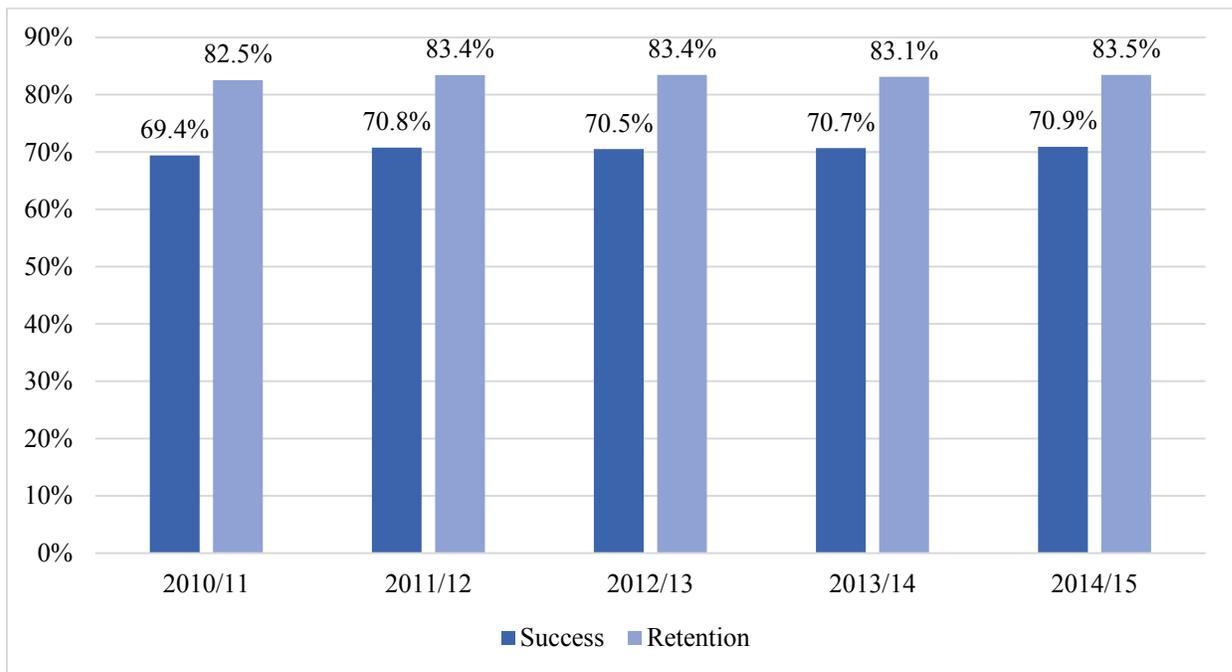
	Target Population	Started (n)	Successful (n)	Successful (%)	Compared to Avg. 37.7%	Students Needed to Reach Average
Females	Asian	83	41	49.4%	11.7%	
	Black/African American	216	56	25.9%	-11.8%	26
	Filipino	96	37	38.5%	0.8%	
	Hispanic/Latino	945	348	36.8%	-0.9%	9
	Native American/ Alaska Native	29	13	44.8%	7.1%	
	Pacific Islander/ Native Hawaiian	55	13	23.6%	-14.1%	8
	White	1654	701	42.4%	4.7%	
	Unknown Ethnicity	264	96	36.4%	-1.3%	4
	All Females	3,342	1,305	39.0%	1.3%	
Males	Asian	63	33	52.4%	14.7%	
	Black/African American	151	28	18.5%	-19.2%	29
	Filipino	80	28	35.0%	-2.7%	3
	Hispanic/Latino	591	190	32.1%	-5.6%	34
	Native American/ Alaska Native	20	6	30.0%	-7.7%	2
	Pacific Islander/ Native Hawaiian	23	6	26.1%	-11.6%	3
	White	1,175	466	39.7%	2.0%	
	Unknown Ethnicity	178	57	32.0%	-5.7%	11
	All Males	2,281	814	35.7%	-2.0%	46

Source: *Student Equity Plan 2015-2018*

Student Success and Retention

Student success is defined as the percentage of students who complete a class with a grade of “C” or better. A student is considered “retained” if he/she finishes the course without a “W” or an “MW” (Military Withdrawal) grade. Both overall rates have remained stable over the last five years.

Overall



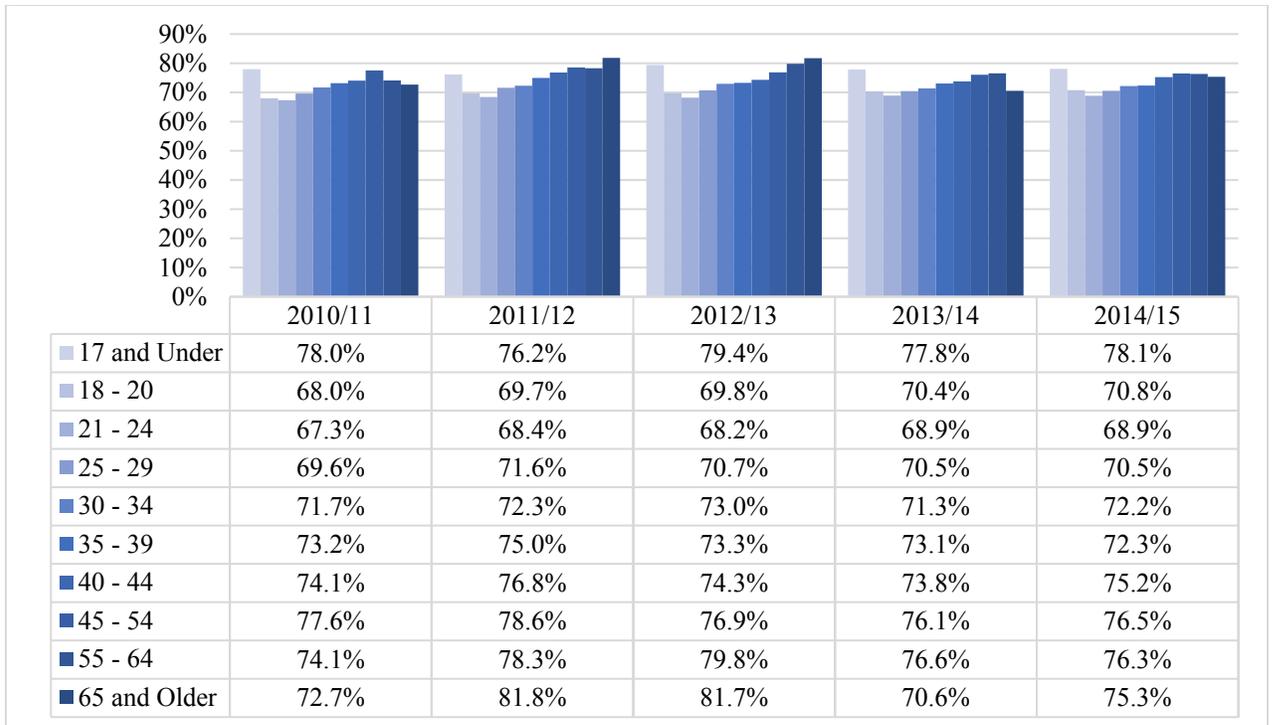
Source: MiraCosta College MIS Data.

Figure 23. College-Wide Success and Retention

Age

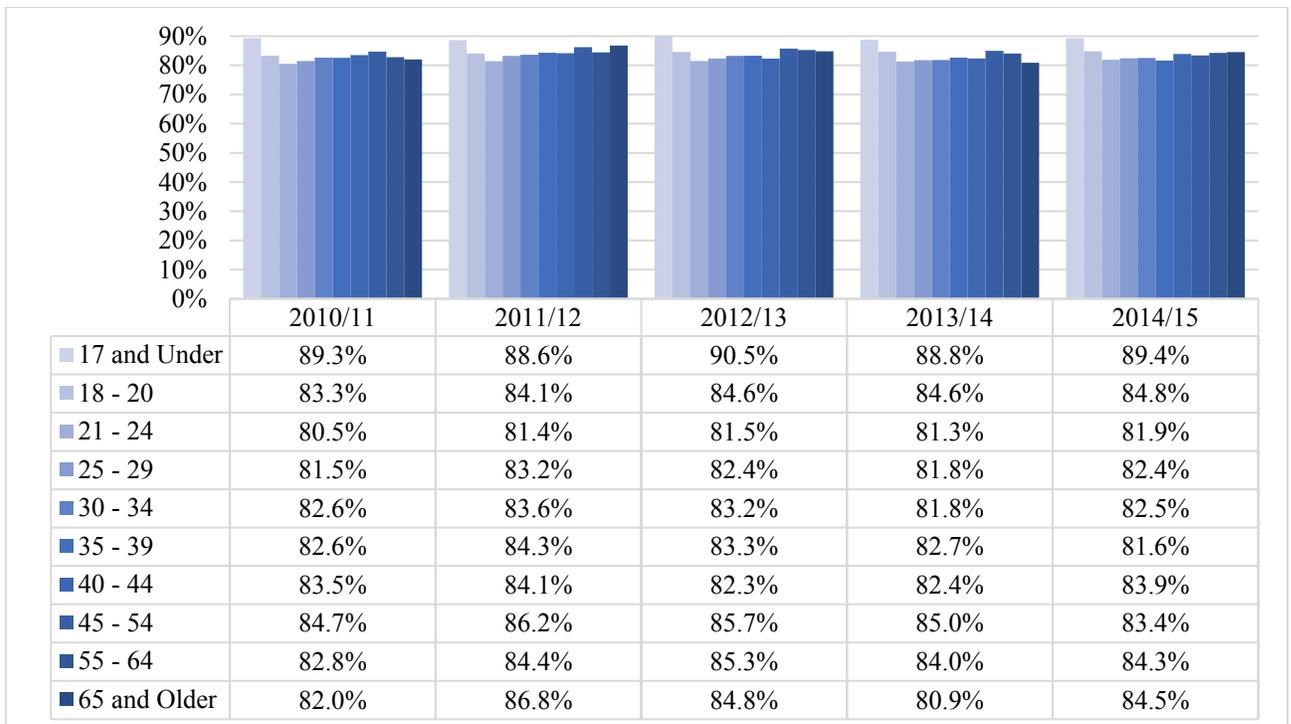
Success data are based on all credit course work taken over the course of specific academic years, summer terms included. Students aged 17 and under had the highest rates of retention out of any group. Many of these students were concurrently enrolled high school students taking a single class.

Older students appear to perform better than their 18- to 24-year-old counterparts. This effect is not as pronounced in retention as it is in the success group, but there is a slight increase.



Source: MiraCosta College MIS Data.

Figure 24. Success by Age

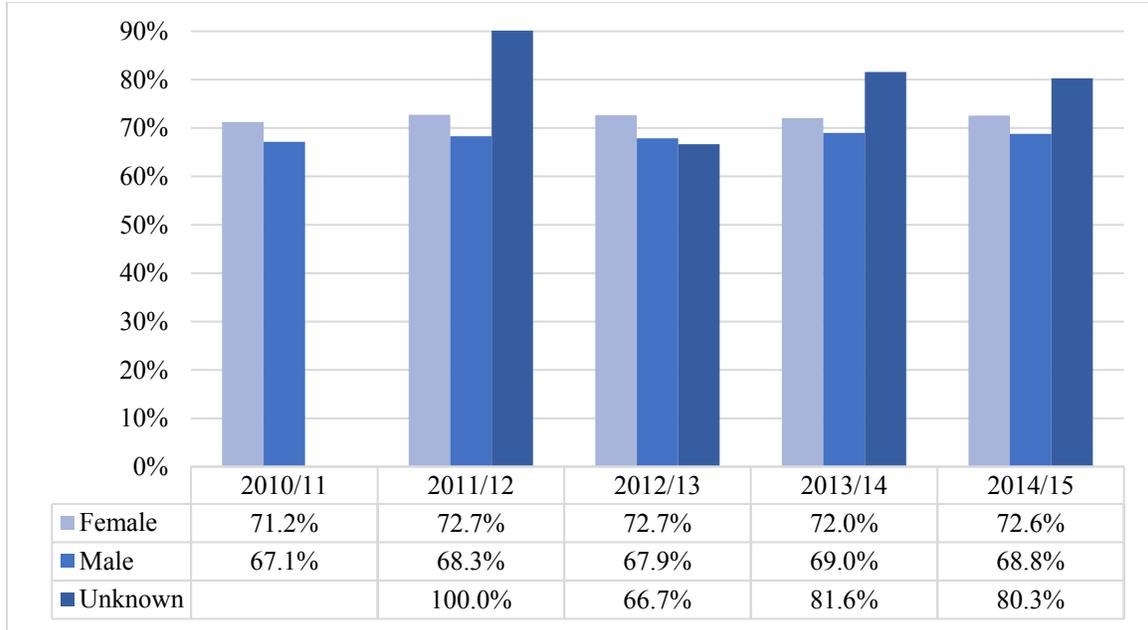


Source: MiraCosta College MIS Data.

Figure 25. Retention by Age

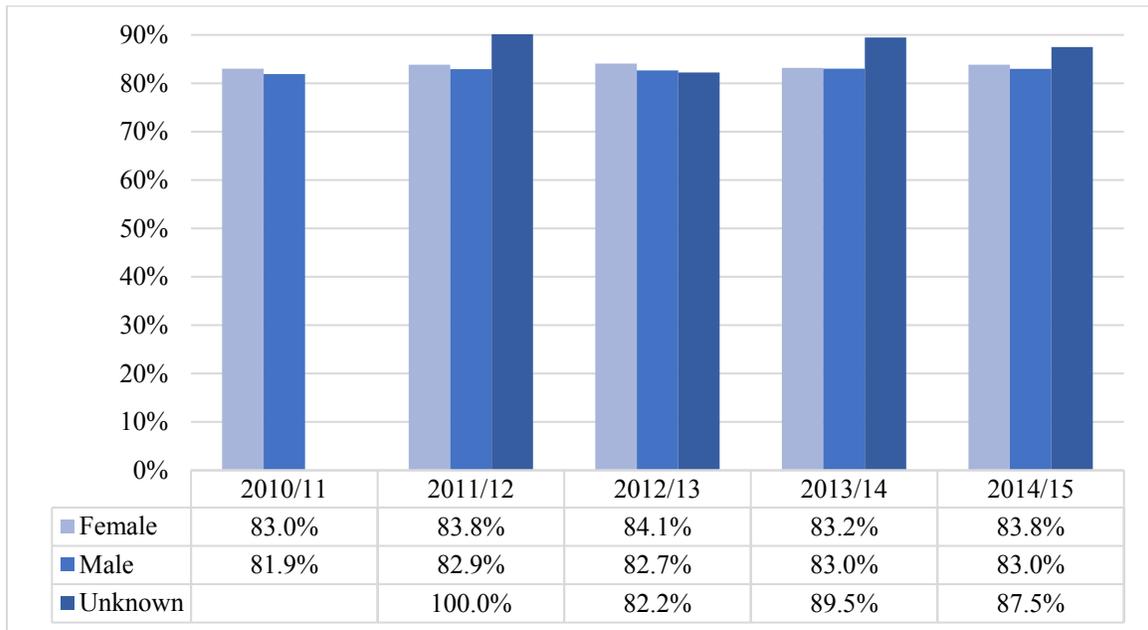
Gender

Over the last five years, female students have shown higher success rates than male students, but the gap in retention rates between the two groups is not as wide.



Source: MiraCosta College MIS Data.

Figure 26. Success by Gender

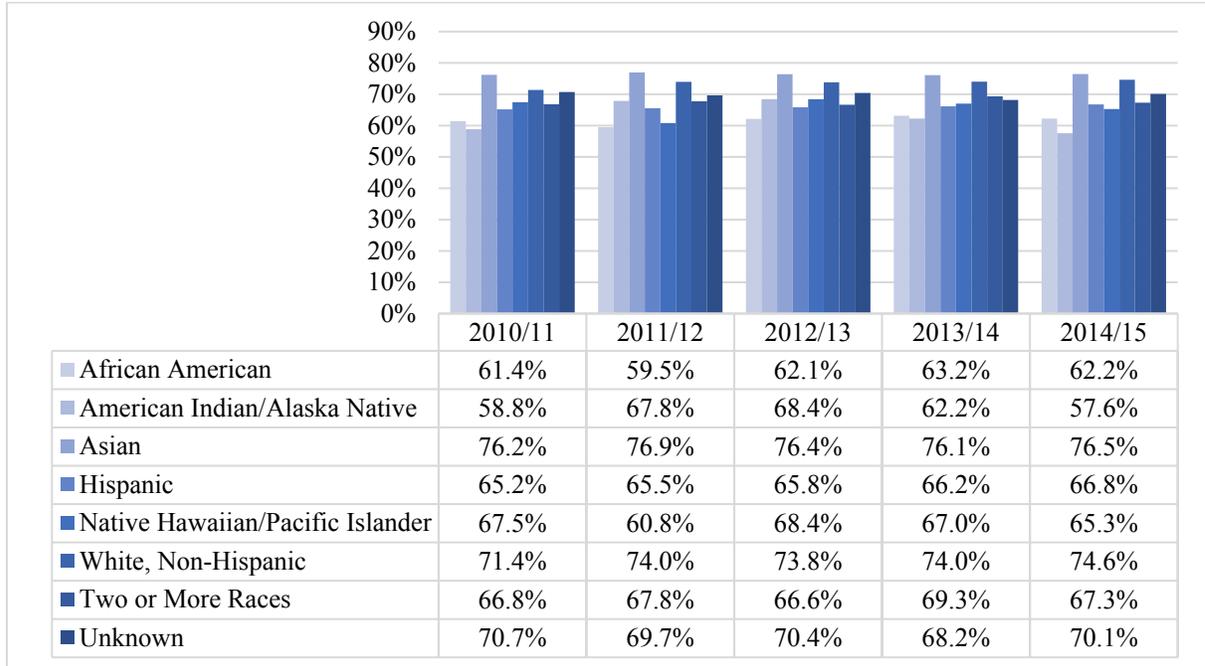


Source: MiraCosta College MIS Data.

Figure 27. Retention by Gender

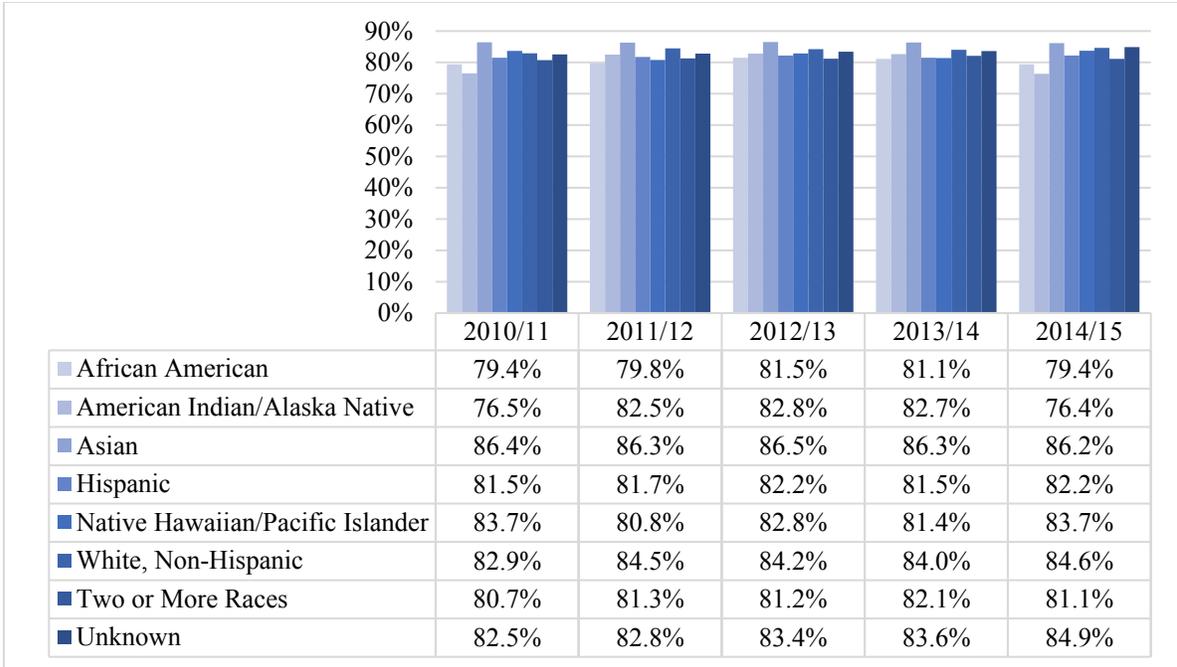
Ethnicity

Success and retention rates tracked over time and disaggregated by ethnicity indicate achievement gaps between ethnic groups. Hispanic and African American students do not succeed at the same rate as their counterparts. This issue is currently being addressed through the College’s student success and equity initiatives. More than three-quarters of all students are retained in classes, while gaps in retention for African American and American Indian/Alaska Native still exist.



Source: MiraCosta College MIS Data.

Figure 28. Success by Ethnicity

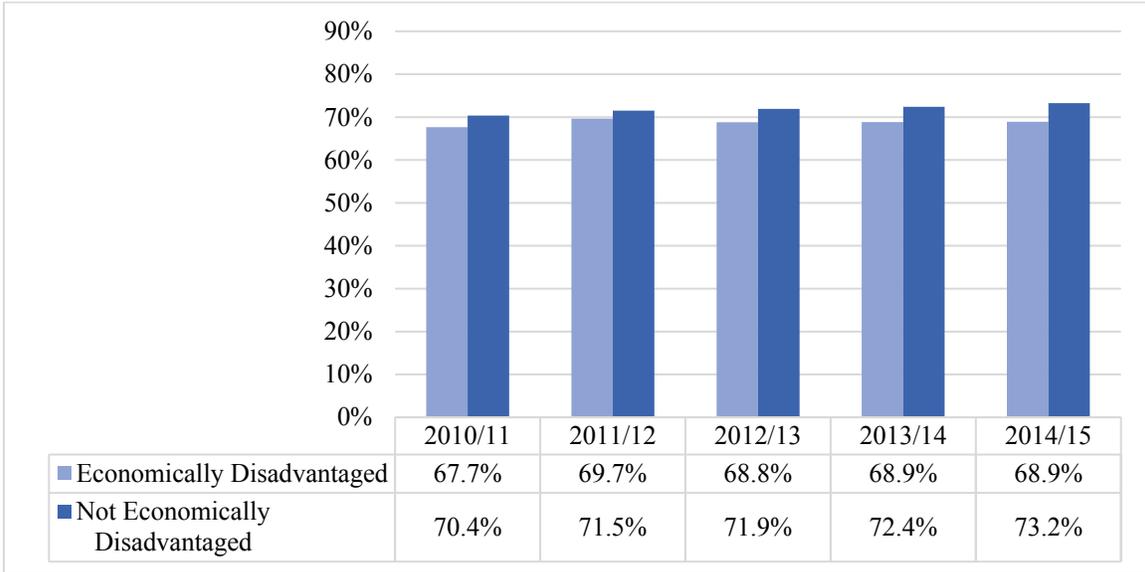


Source: MiraCosta College MIS Data.

Figure 29. Retention by Ethnicity

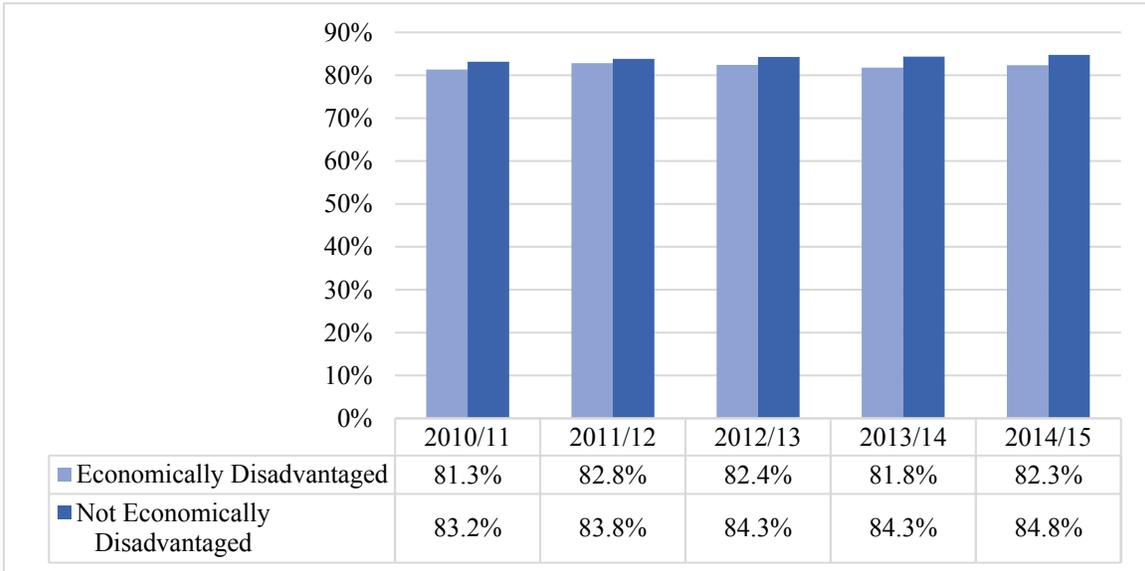
Economically Disadvantaged

Students who are not economically disadvantaged consistently show slightly higher success and retention rates. The gap in student retention based on economic status is narrower compared to other disaggregated groups.



Source: MiraCosta College MIS Data.

Figure 30. Success by Economic Status



Source: MiraCosta College MIS Data.

Figure 31. Retention by Economic Status

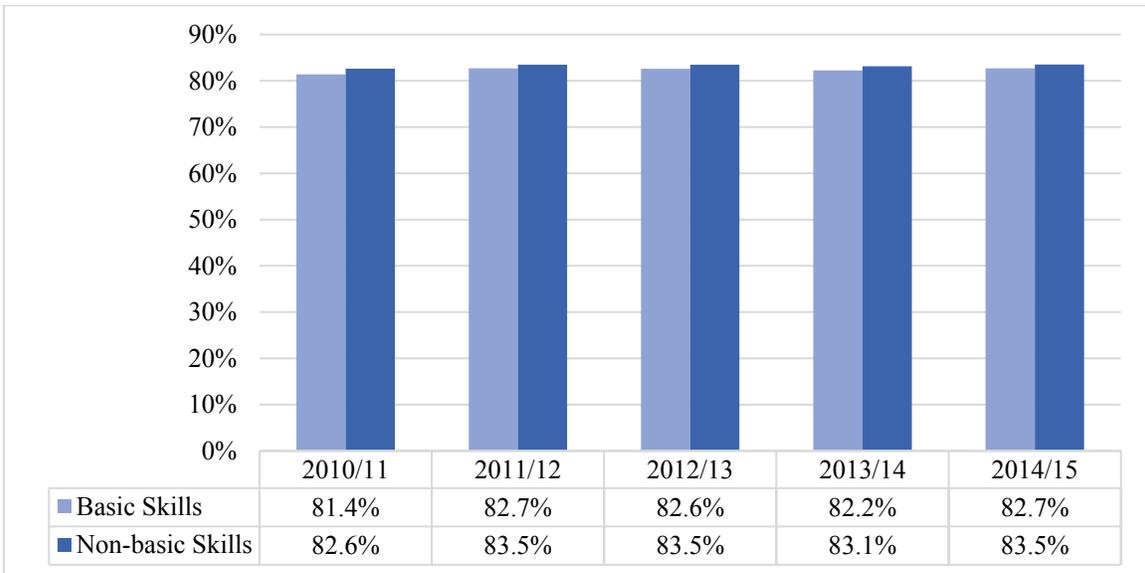
Basic Skills Course Status

This metric compares student success rates in courses designated as basic skills with non-basic skills course offerings. Success rates for non-basic skills courses range eight to ten percentage points higher than for basic skills. Retention in both basic and non-basic skills courses are consistently over 80 percent with a very narrow gap between the two groups.



Source: MiraCosta College MIS Data.

Figure 32. Success by Basic Skills Status

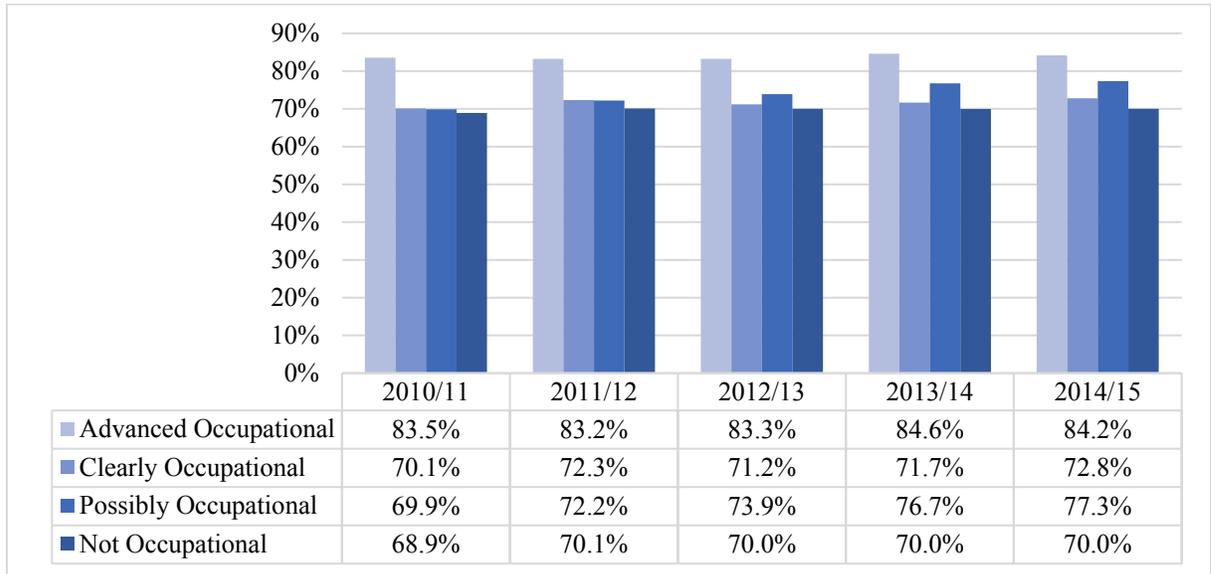


Source: MiraCosta College MIS Data.

Figure 33. Retention by Basic Skills Status

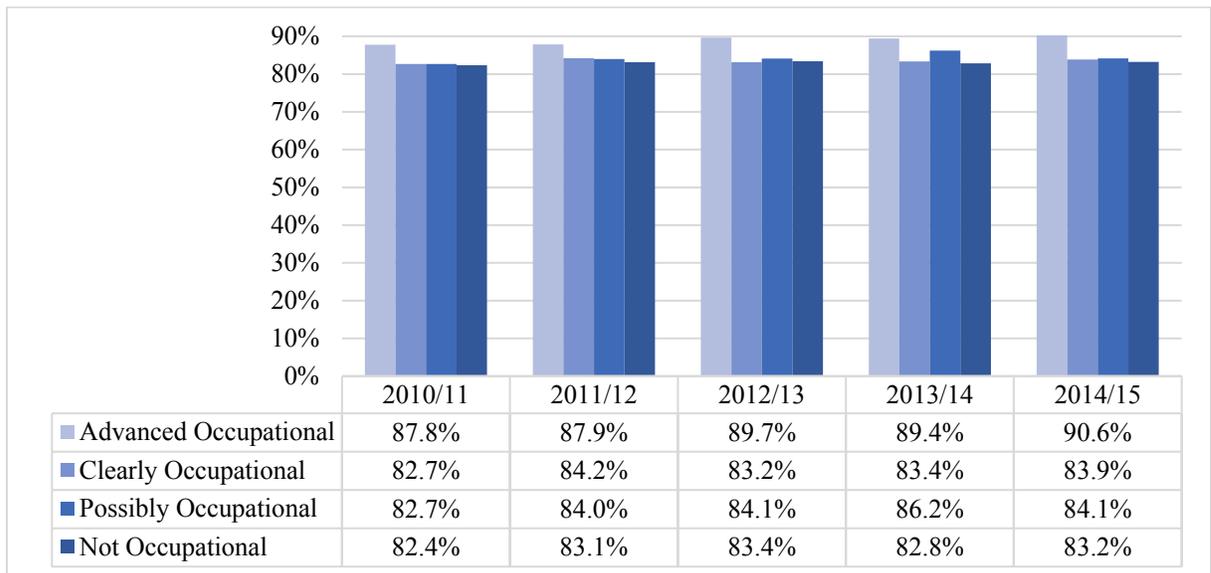
Occupational Course Status

Success rates for students in occupational courses are greater than 70 percent for all categories, with those in the most advanced courses performing the best. Retention rates have increased over time in each category with advanced occupational rates exceeding 90 percent.



Source: MiraCosta College MIS Data.

Figure 34. Success by Occupational Course Status

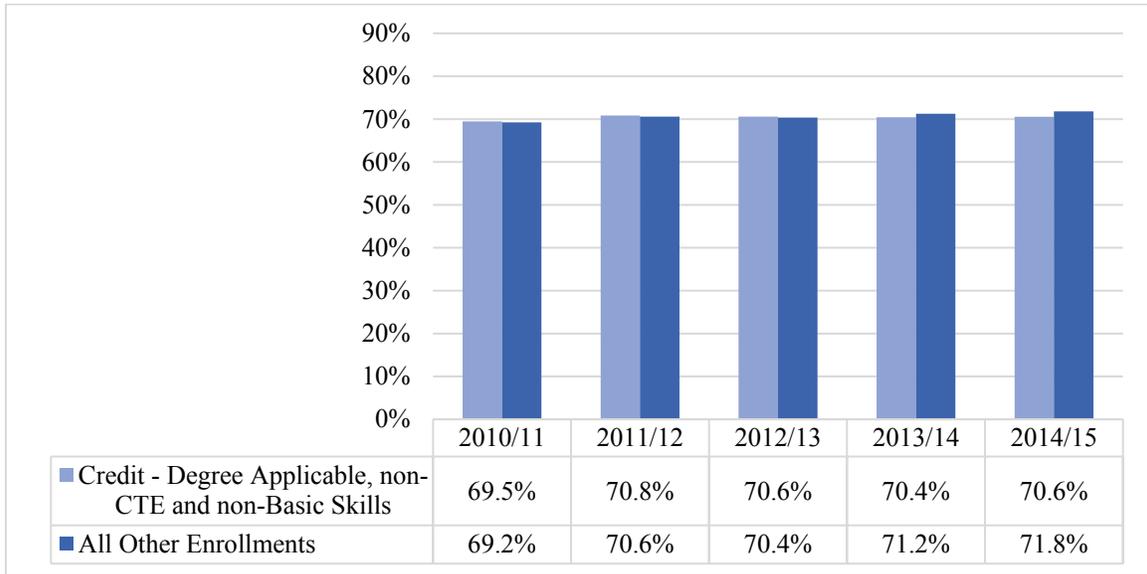


Source: MiraCosta College MIS Data.

Figure 35. Retention by Occupational Course Status

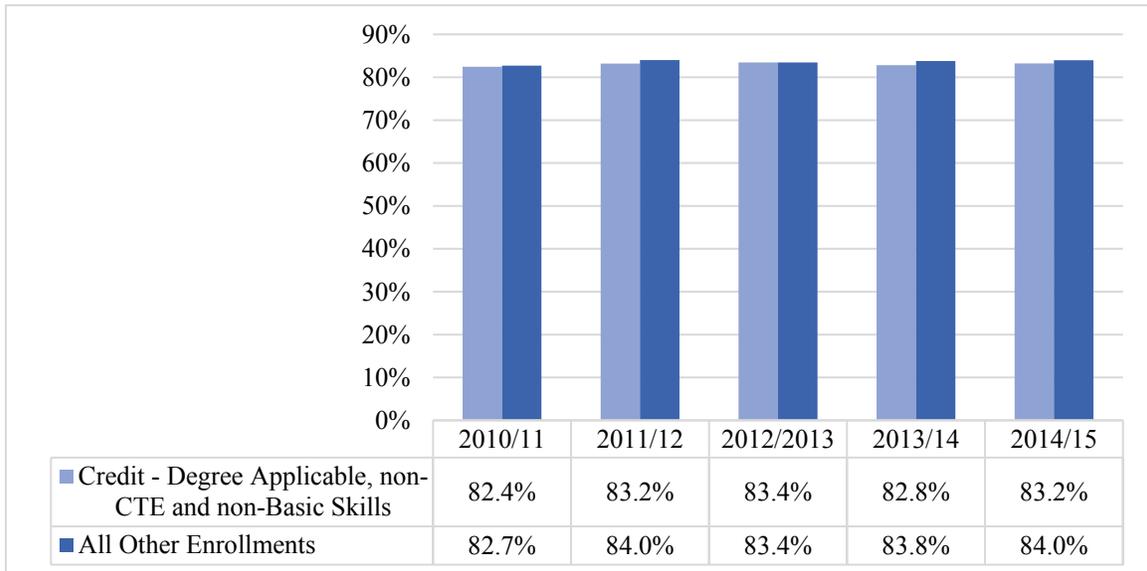
Degree Applicability

These metrics compare success and retention rates in courses that are degree-applicable (non-career technical education and non-basic skills) versus other enrollments. Both success and retention show remarkable consistency between course types and over time.



Source: MiraCosta College MIS Data.

Figure 36. Success by Degree Applicability

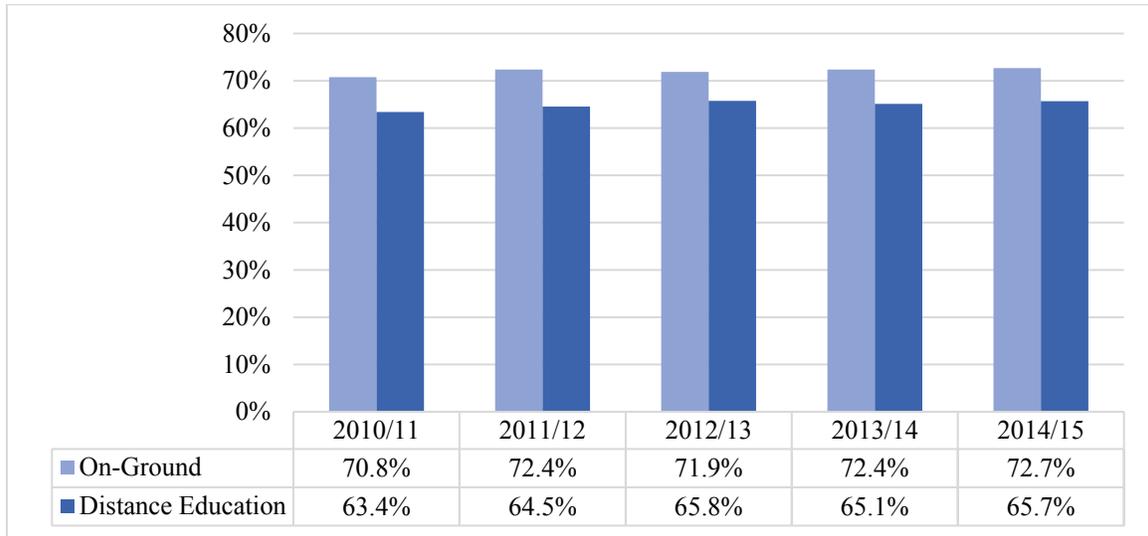


Source: MiraCosta College MIS Data.

Figure 37. Retention by Degree Applicability

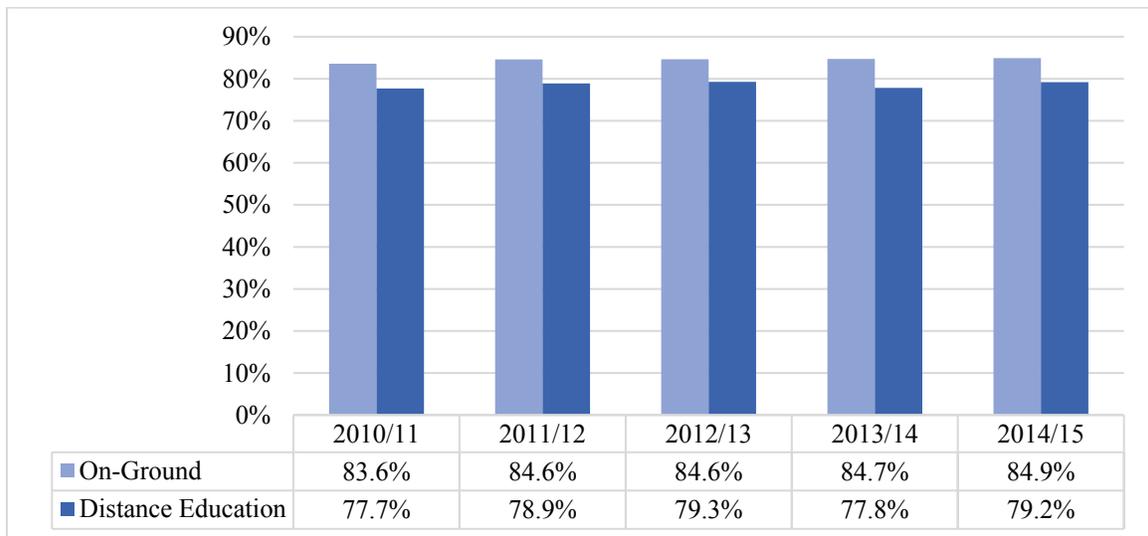
Distance Education Status

These metrics compare the success and retention rates of on-ground (face-to-face) classes with distance education courses (defined as having at least a 51 percent online component). On-ground classes exhibit success and retention rates that are six to eight percentage points higher than distance education offerings. Both modalities have seen a slight increase in both success and retention between 2010/11 and 2014/15.



Source: MiraCosta College MIS Data.

Figure 38. Success by Distance Education Status

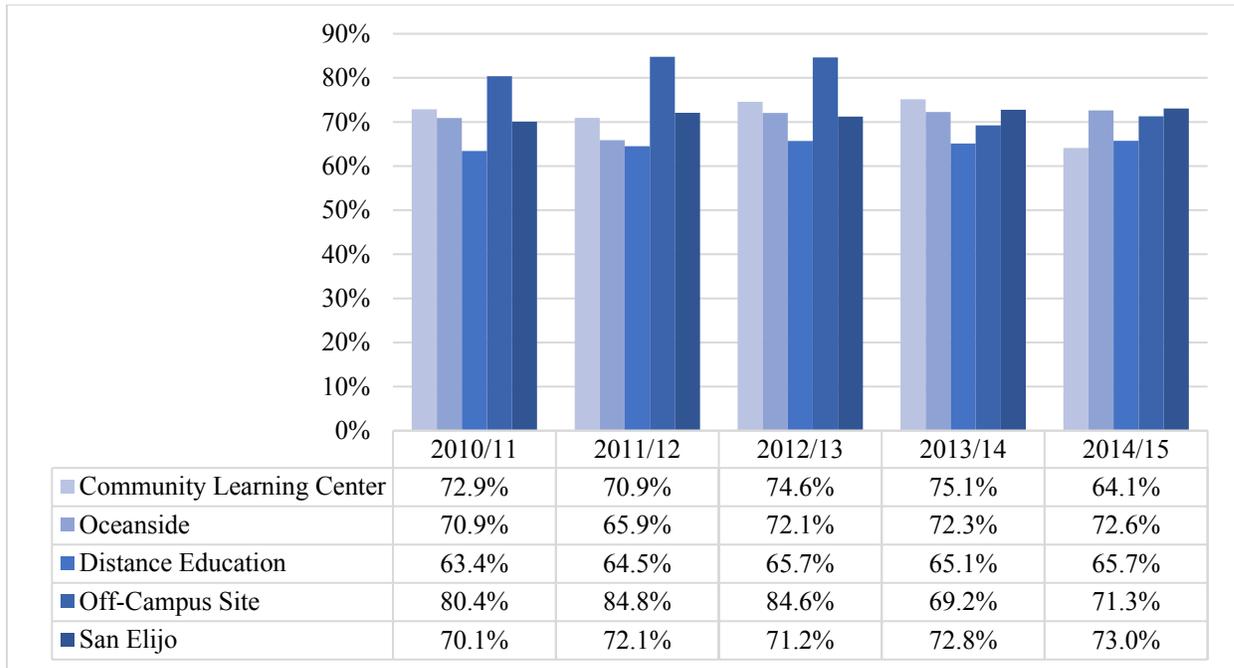


Source: MiraCosta College MIS Data.

Figure 39. Retention by Distance Education Status

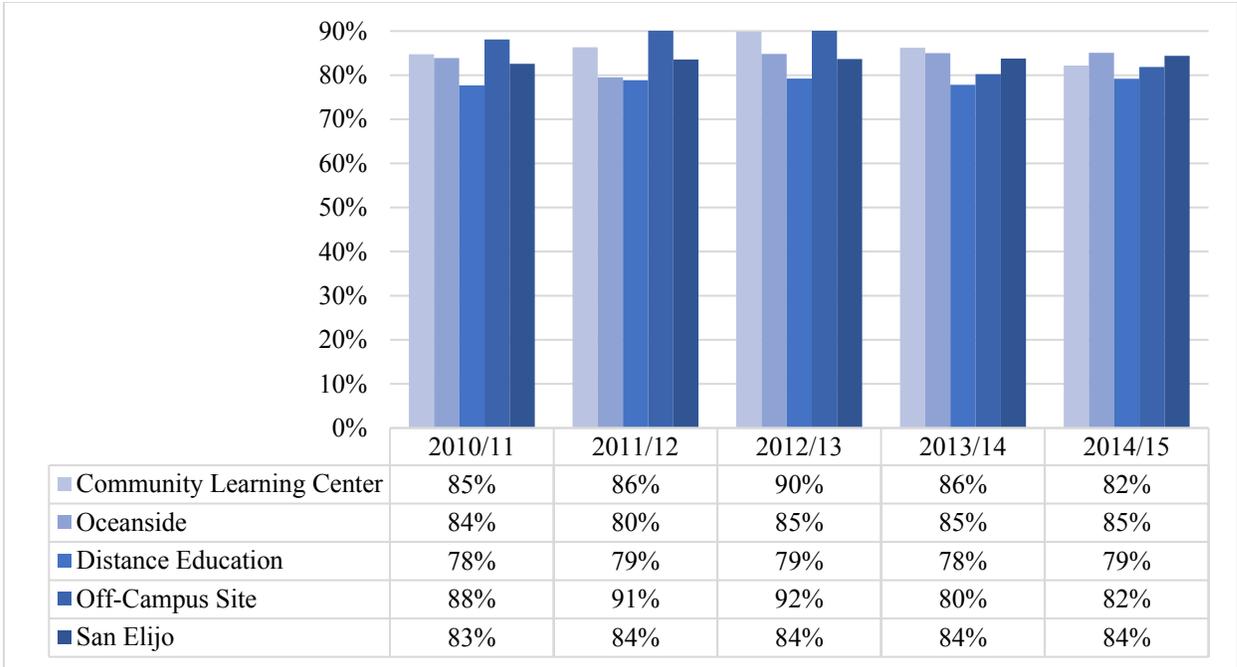
Campus

The College offers courses in a number of locations and modalities. Transfer, basic skills, and career technical education courses are offered primarily at the OC and SEC. Some basic skills courses, along with adult high school and noncredit courses, are offered at the CLC. In addition, courses have been offered via distance education and at off-campus sites, such as local high schools and community centers. Three locations—Oceanside, San Elijo, and distance education—have shown a slight overall increase in both success and retention over the past five years. The highest reported success and retention rates over the same time period occurred at off-campus sites from 2010 through 2013.



Source: MiraCosta College MIS Data.

Figure 40. Success by Location/Modality



Source: MiraCosta College MIS Data.

Figure 41. Retention by Location/Modality

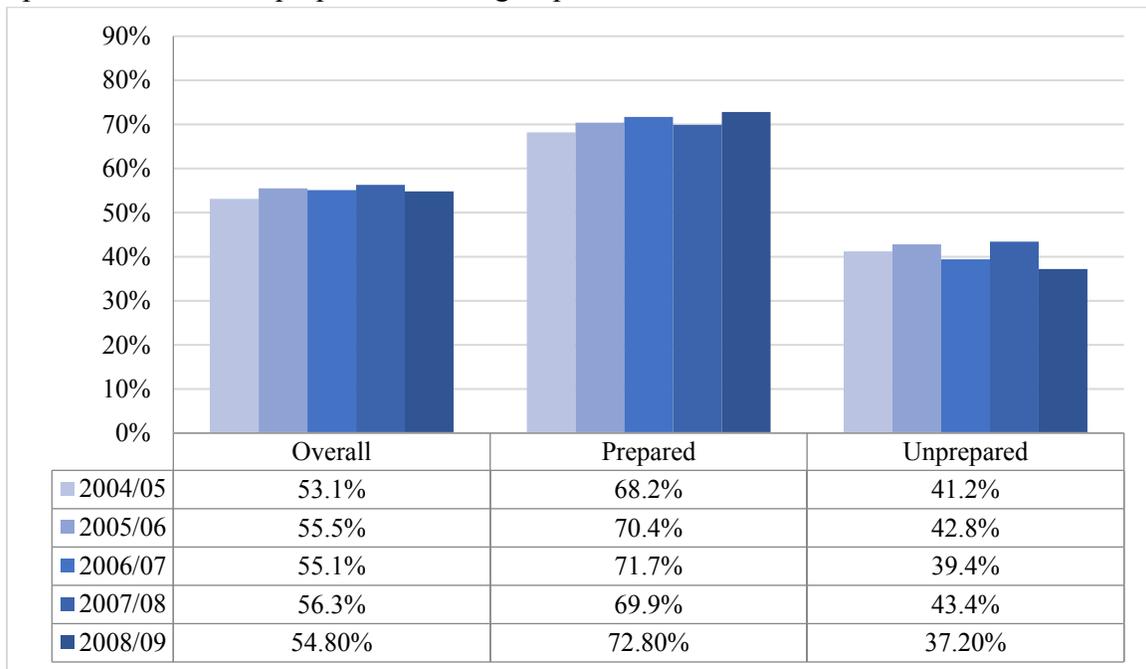
Program Completion

The Chancellor’s Office Student Success Scorecard provides program completion information using statewide data to report back to the individual colleges. The scorecard defines student completion as first-time college students achieving one of the following outcomes within six years:

- Completed a degree
- Completed a certificate
- Transferred to a four-year institution.

Data are provided to the colleges in overall totals and disaggregated by college preparedness. Students who are considered “unprepared for college” attempted an English/math course at a remedial level. Students whose lowest English/math course was college level are considered “college prepared.”

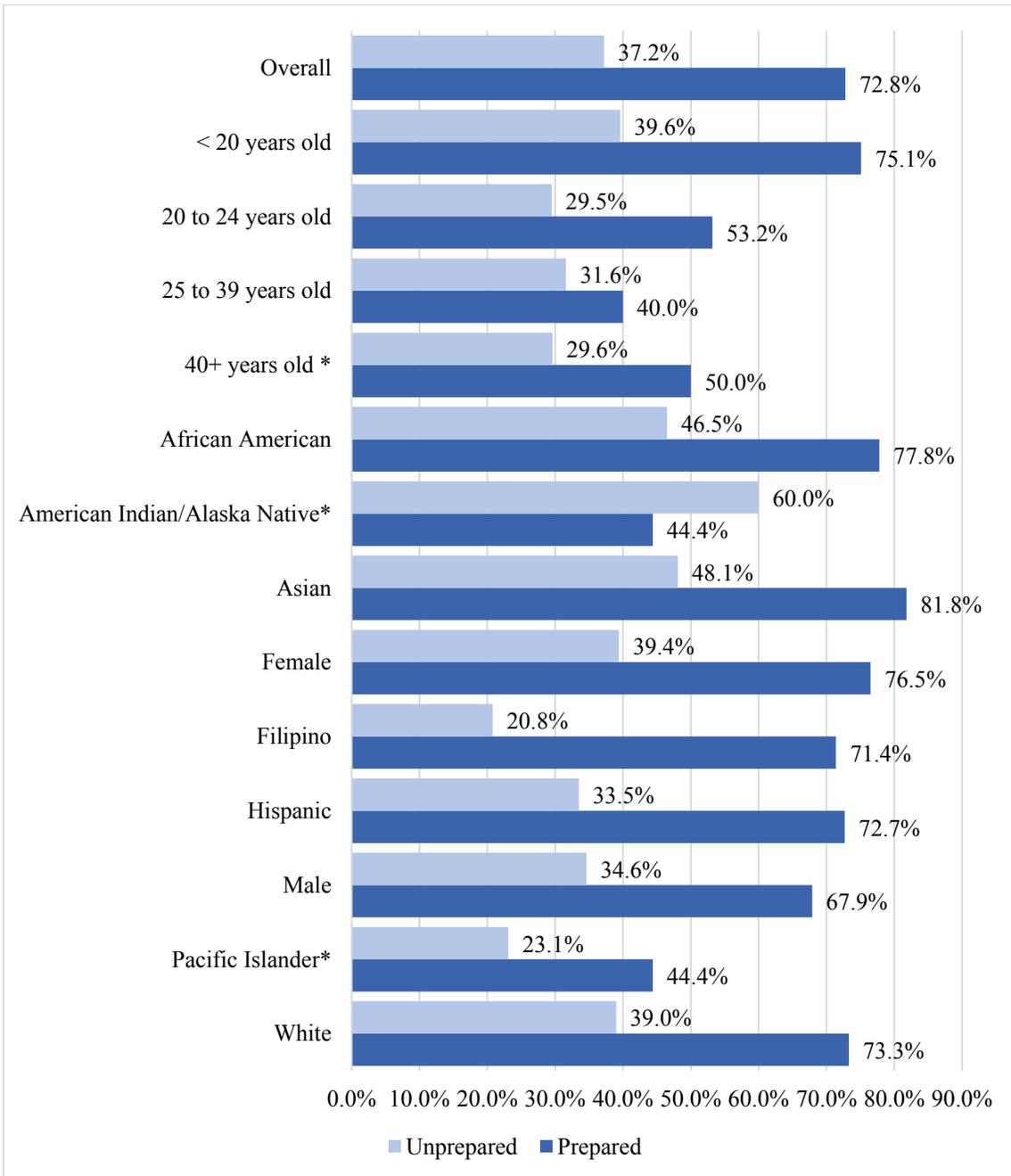
The completion rate has remained relatively stable over the past five years, with a slight upward trend for the prepared student group.



Source: CCCC Student Success Scorecard.

Figure 42. Program Completion by College Preparedness

When program completion data are disaggregated by demographic characteristics, the differences in the completion rates are more apparent. Care should be taken with this disaggregation as the total number of students in the group (“n”) is very small in some cases.



Source: CCCC Student Success Scorecard.

*Total size of the population was less than ten students.

Figure 43. Program Completion Rate by Demographic Characteristics and Preparedness

Employment Rates

The Chancellor’s Office provides employment data as part of the Perkins Core Indicator Reports. Employment is determined by matching social security numbers with the unemployment base wage file. This file is composed of individuals who are currently employed and paying for unemployment insurance. Students who appear in the wage file in any quarter of the year following the cohort year are considered employed.

Comparisons were made with employment rates of all California community college students. In some cases, the MiraCosta cohorts were very small, resulting in a wide range of rates over time. Over the six-year period reported, MiraCosta students have consistently been employed at higher rates in fine arts, applied arts, and commercial services. Employment rates have also exceeded those of California community college students in recent years in the areas of architecture and related technologies and biological sciences. The College has typically seen lower employment rates for agriculture and natural resources; media and communications; and engineering and applied industries.

NOTE: If a chart has an asterisk (*) at the end of the title, one or more years of MiraCosta data has fewer than ten students comprising the cohort.

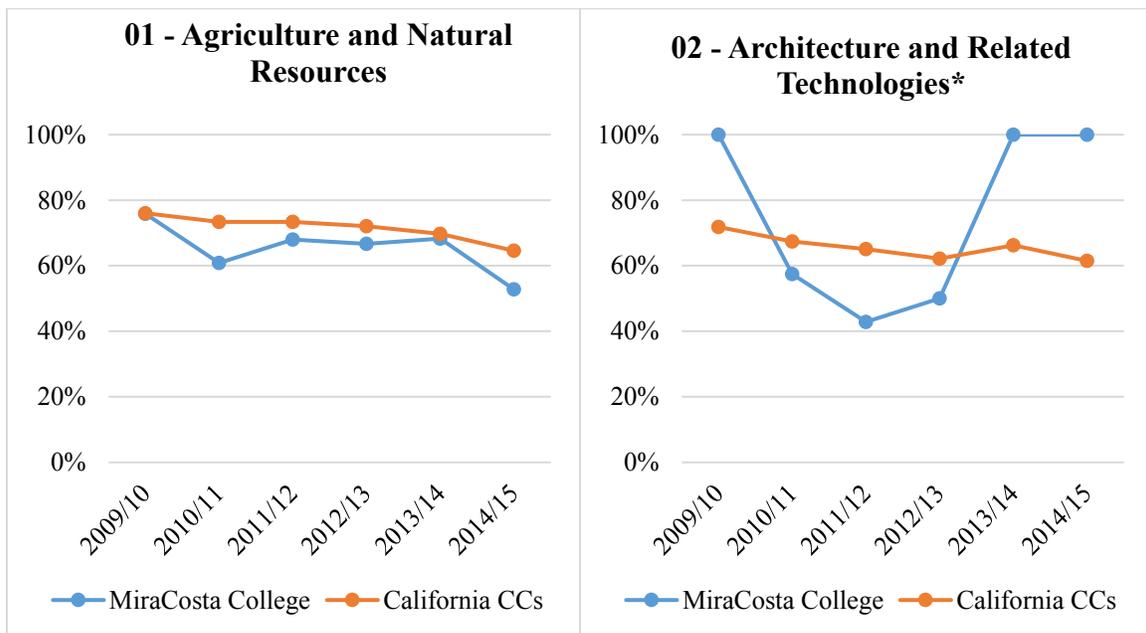


Figure 44. Employment Rates

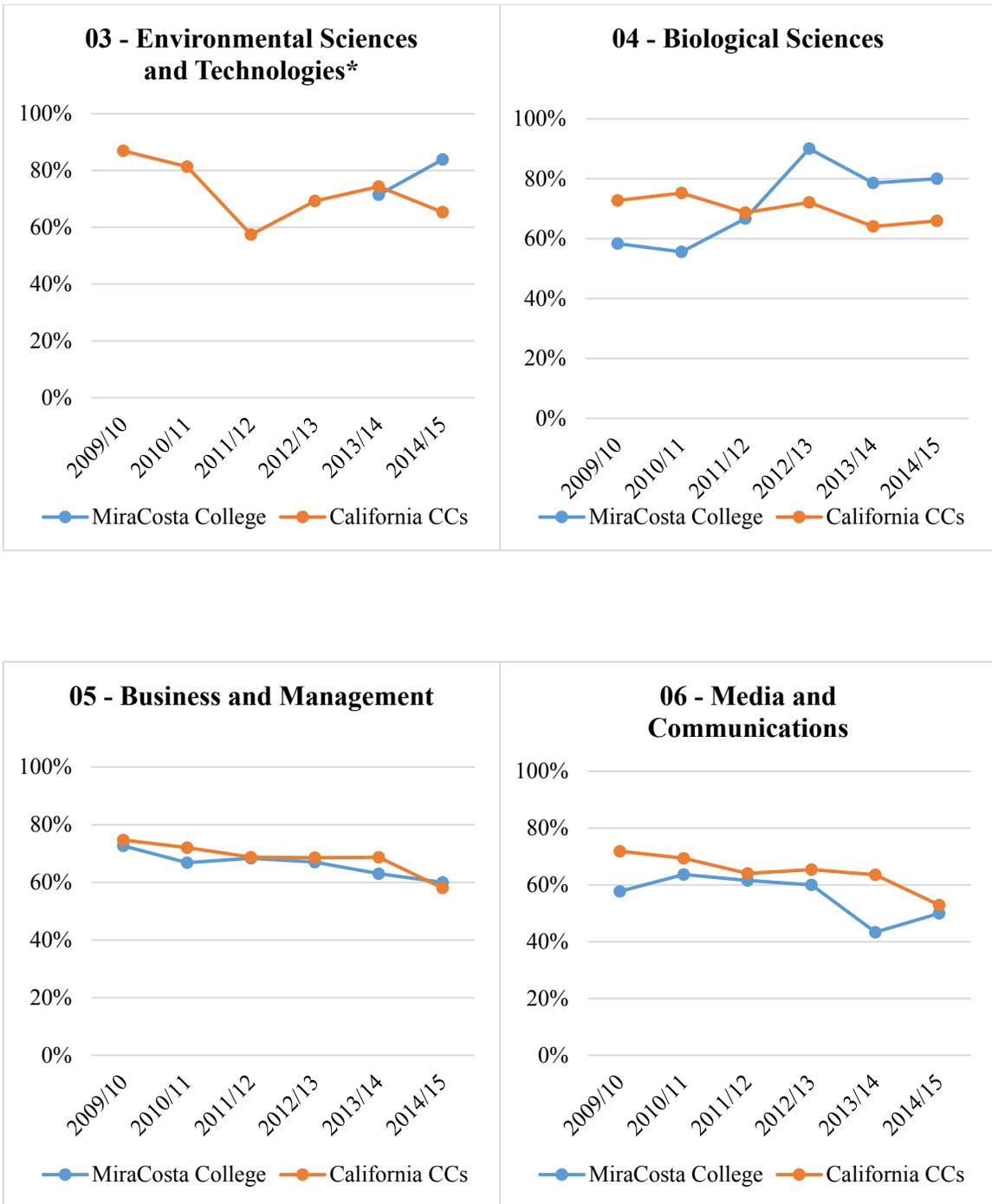


Figure 44. Employment Rates (continued)

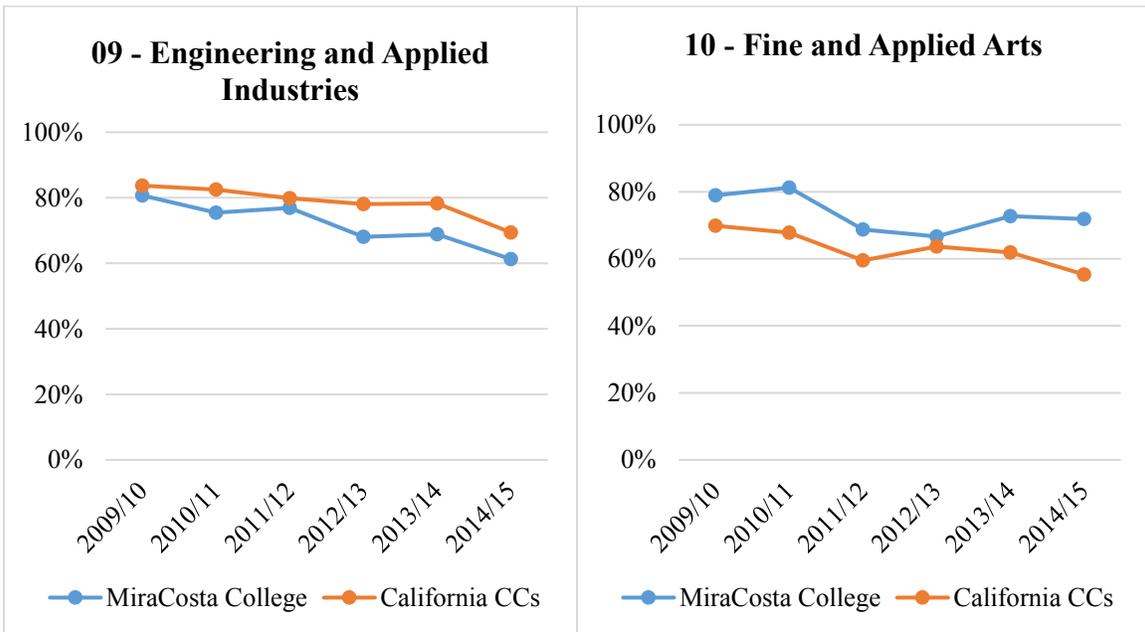
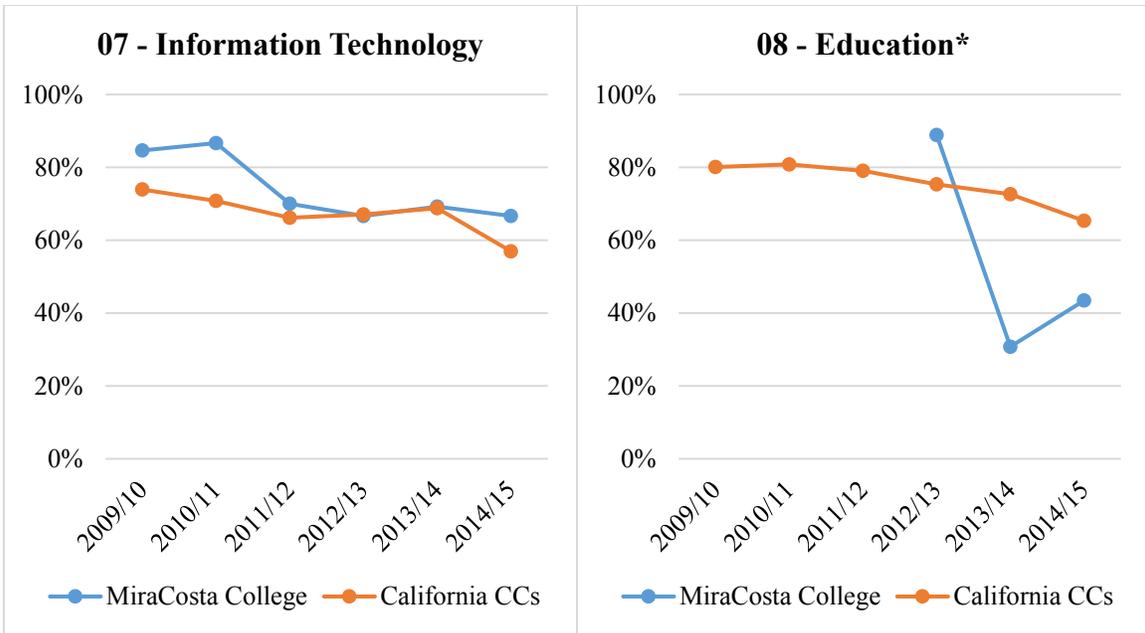
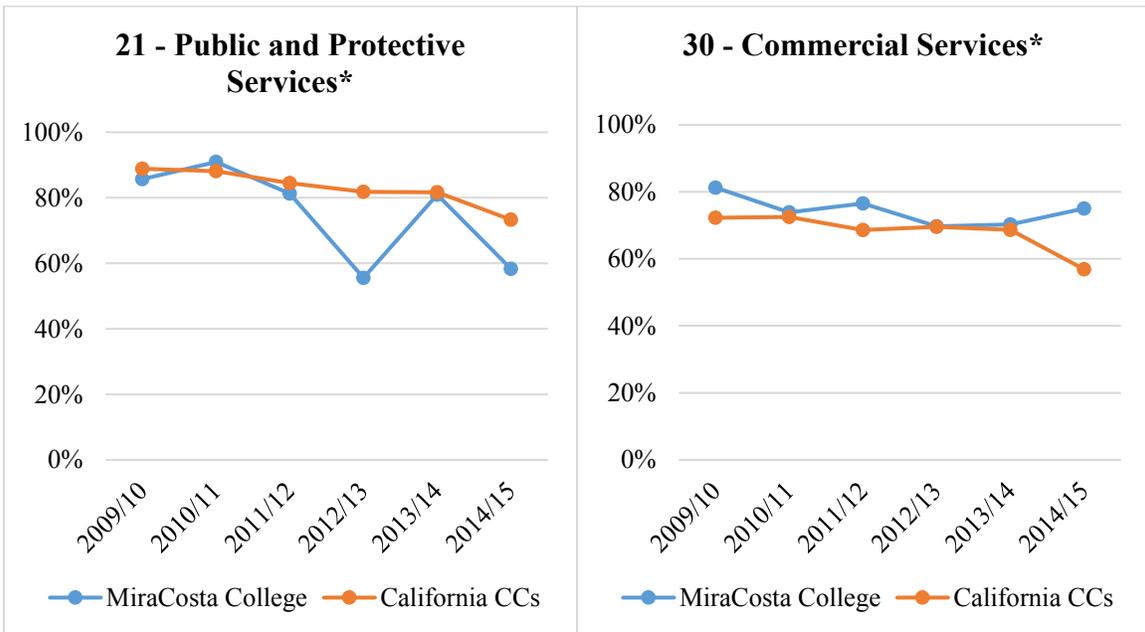
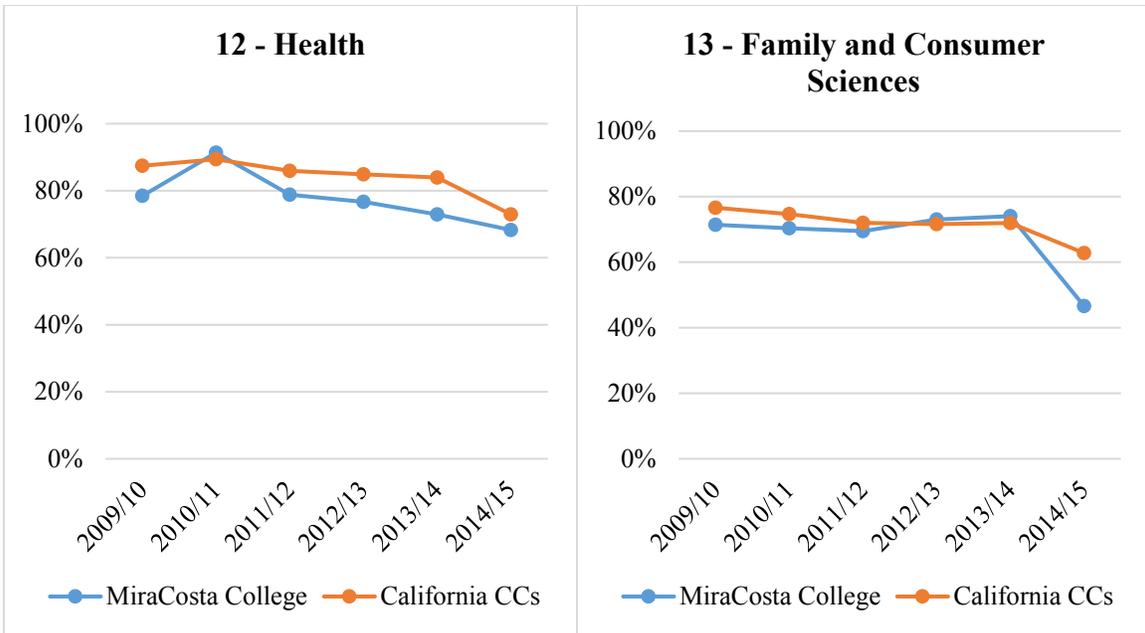


Figure 44. Employment Rates (continued)



Source: Perkins Core Indicator Reports.

Figure 44. Employment Rates (concluded)

Institution-Set Standards

MiraCosta has a series of set standards that it follows longitudinally to measure student success. These figures are updated annually and posted on the College’s student success dashboard. The College has reviewed historic data as well as county and statewide averages in setting these standards.

Course Success

Student success is defined as the percentage of students who receive a passing grade of “C” or better. The institution-set-standard is based on the statewide success rate of 63 percent. While the overall success rates have been largely flat over the last five years, the rate has been above the statewide rate.

Table 26. Institution–Set Standards—Course Success

Data Element	Definition of the measure	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Avg.	Institution-Set Standard
Course Success Rate (percent)	Successful course completion, grade of “C” or better if graded, over the number of students enrolled when the general enrollment period ends.	69.4	70.8	70.5	70.7	70.9	70.5	69.1

Source: MiraCosta College MIS Data.

Persistence

The ACCJC standard set by institution is based on the Student Success Scorecard. It is defined as “the percentage of degree, certificate and/or transfer-seeking students starting first time tracked for six years who enrolled in the first three consecutive terms.

Table 27. Institution–Set Standards—Persistence

Data Element	Definition of the measure	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	5-Year Avg.	Institution-Set Standard
Persistence (percent)	Percentage of degree, certificate and/or transfer-seeking students starting first time tracked for six years who enrolled in the first three consecutive terms.	68.1	67.2	71.0	69.4	69.4	69.1	47.5

Source: CCCCO Student Success Scorecard.

Degree/Certificate Completion

In setting the standards for degree and certificate completion, the Student Success Committee considered multiple methods. Within the last three years, the College created a series of liberal arts degrees, which resulted in a rapid increase in the number of degrees awarded, making a five-year average inappropriate for comparison.

The five-year average is included for consistency, but the comparison to the standard is based on the 2012/13 totals. While there has been a slight decline in the number of degrees and certificates awarded in 2014/15, these totals remain above the set standard.

The institution-set standard of 1,367 for certificates was based upon original totals that included CSU and IGETC certificate counts and were reported in the 2014 ACCJC Annual Report. In spring 2016, MiraCosta obtained clarification from the ACCJC that certificate counts should not include those two categories; thus, the certificate trend data below reflect more accurate counts. As a result, the College will revisit and adjust the institution-set standard for certificates when it reconvenes its governance meetings in fall 2016.

Table 28. Institution–Set Standards—Degree/Certificate Completion

Data Element	Definition of the measure	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Avg.	Institution-Set Standard
Degrees	Number of students awarded degrees in a given year	607	828	1,011	1,221	1,156	965	1,077
Certificates	Number of students awarded certificates of achievement in a given year.*	396	319	377	346	380	364	1,367

* Note: Excludes CSU and IGETC Certification
 Source: PeopleSoft Degree/Certificate Data.

Transfer Volume

Transfer volume is the number of MiraCosta College students who transfer to a University of California or California State University in a given year. The institution-set standard was based upon the volume of students transferring in the 2012/13 academic year.

The number of students transferring to the University of California fell below the standard for the first time in 2014/15. The factors that most impacted the decline in transfers were tuition increases and changes in the transfer agreements between MiraCosta College and the University of California, San Diego. Students must now have a grade point average of 3.5 (compared to 3.0 in the past) and a family income no greater than \$40,000.

Table 29. Transfer Volume to the UC and CSU

Data Element	Definition of the measure	2010/11	2011/12	2012/13	2013/14	2014/15	5-Year Avg.	Institution-Set Standard
University of California	Number of MiraCosta College students who enrolled at the University of California in a given academic year.	244	266	268	282	243	261	268
California State University	Number of MiraCosta College students who enrolled at the California State University in a given academic year.	509	457	605	719	716	601	605

Sources: University of California Office of the President and California State Analytic Studies.

Licensure Pass Rates

Licensure exams are all within the Allied Health Department. After completing their course work at MiraCosta College, students sit for the exams with the applicable licensing board. The College set the standards based on 85 percent of the three- to five-year passing rate (2009/10 through 2013/14). Currently, all of the nursing and surgical technology pass rates are above the institution-set standard.

Table 30. Allied Health Licensure Pass Rates

Data Element	2010/11	2011/12	2012/13	2013/14	2014/15	5- Year Avg.	Institution- Set Standard
Registered Nursing Exam	97%	93%	100%	98%	98%	97.0%	82.7%
Licensed Vocational Nursing (LVN) Exam	70%	91%	89%	100%	100%	87.8%	81.2%
Certified Nursing Assistant Exam							
Written Portion	96%	99%	100%	96%	94%	97.0%	83.1%
Skills Portion	92%	88%	92%	90%	92%	90.8%	76.8%
Surgical Technology Exam		90%	69%	79%	69%	76.8%	68.0%

Source: Various licensing organizations.

ORGANIZATION OF SELF EVALUATION PROCESS

While MiraCosta maintains an ongoing effort to adhere to the best practices of the Accreditation Standards, the College began a more intensive self evaluation of its processes and practices in fall 2013 in order to prepare this self evaluation report. Below is a summary of the timeline and tasks for the self evaluation effort.

Semester	Tasks
Fall 2013	<ul style="list-style-type: none"> • President’s Advisory Committee for Accreditation and Institutional Effectiveness (PACAIE) began reviewing how well College practices and policies were meeting Accreditation Standards with the intent to identify gaps and discuss how to close them. • PACAIE began collecting relevant evidence.
Spring 2014	<ul style="list-style-type: none"> • Superintendent/president, accreditation liaison officer (ALO), and Institutional Effectiveness Committee (IEC) appointed an Accreditation Core Team (ACT) of eight faculty, staff, and administrators. • ALO and technical writer attended ACCJC training.
Summer 2014	<ul style="list-style-type: none"> • ACT developed plan to coordinate and produce the self evaluation report. • Team leads for each Standard or substandard were identified; technical writer provided templates and supporting materials.
Fall 2014	<ul style="list-style-type: none"> • ACT members presented on accreditation at All College Day. • ALO invited College constituents to participate in the self evaluation process. • ALO, ACT, and Public Information Office (PIO) began developing the accreditation communication plan. • Standard teams began developing narrative, continued to collect evidence, and identified possible improvement plans. • College hosted an ACCJC training; all ACT members attended. • ACT adjusted timeline when site visit changed from spring 2016 to fall 2016.
Spring 2015	<ul style="list-style-type: none"> • IEC approved modified self evaluation report timeline. • ACT developed draft Accreditation Project Plan. • ACT members attended ASCCC Accreditation Institute and ACCJC Accreditation Standards Symposium.
Fall 2015	<ul style="list-style-type: none"> • ACT was expanded to include additional expertise. • Writing of Standard responses and collection of evidence continued.
Spring 2016	<ul style="list-style-type: none"> • Standard sections were compiled, refined, and then reviewed by College constituents. • First-read draft was reviewed; representative College councils approved the self evaluation report. • Final version of the self evaluation report was prepared.
Summer 2016	<ul style="list-style-type: none"> • ALO submitted self evaluation report to ACCJC and evaluation team members.
Fall 2016	<ul style="list-style-type: none"> • Evaluation team visits the College.

ACCREDITATION CORE TEAM LEADS

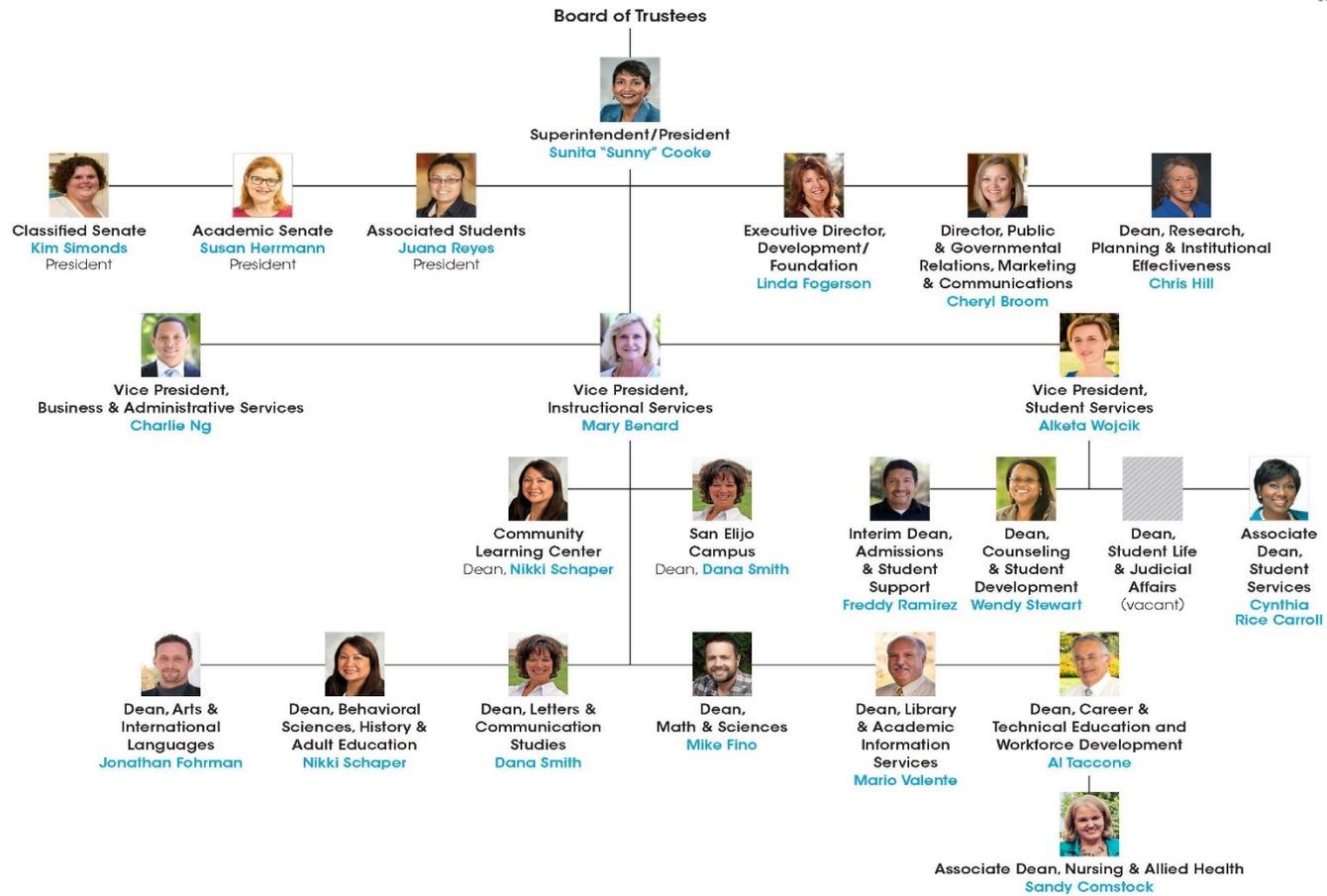
STANDARD	NAME(S)	Position
I.A	Jonathan Fohrman	Dean, Arts and International Languages
I.B	Carlos Lopez Alketa Wojcik	Dean, Mathematics and Sciences Dean, Admissions and Student Support
I.C	Cindy Dudley	Technical Writer, Instructional Services
II.A	Cindy Dudley Mike Fino Jonathan Fohrman Shannon Gracey Al Taccone	Technical Writer, Instructional Services Biotechnology Faculty, Academic Senate President Dean, Arts and International Languages Math Faculty, SLO Coordinator Dean, CTE and Workforce Development
II.B	Michelle Ohnstad John Thomford Mario Valente	Library Operations Coordinator Biology Faculty Dean, Academic Information Services
II.C	Lisa Menuck Cynthia Rice Wendy Stewart Alketa Wojcik	Coordinator, Testing Services Associate Dean, Student Services, San Elijo Dean, Counseling and Student Development Dean, Admissions and Student Support
III.A	Charlie Ng Sheri Wright	Vice President, Business and Administrative Services Director, Human Resources
III.B	Tom Macias Charlie Ng	Director, Facilities Vice President, Business and Administrative Services
III.C	Lisa Menuck Jennifer Paris Mario Valente	Coordinator, Testing Services Electronic Resources Librarian Dean, Academic Information Services
III.D	Charlie Ng Katie White	Vice President, Business and Administrative Services Director, Fiscal Services
IV.A	Mike Fino Mark Yeager	Biotechnology Faculty, Academic Senate President Chemistry Faculty
IV.B	Alketa Wojcik	Dean, Admissions and Student Support
IV.C	David Broad Sunny Cooke William Fischer Jacqueline Simon	President, Board of Trustees Superintendent/President Member, Board of Trustees Member, Board of Trustees
IV.D	N/A	

ORGANIZATIONAL INFORMATION



Organizational Chart

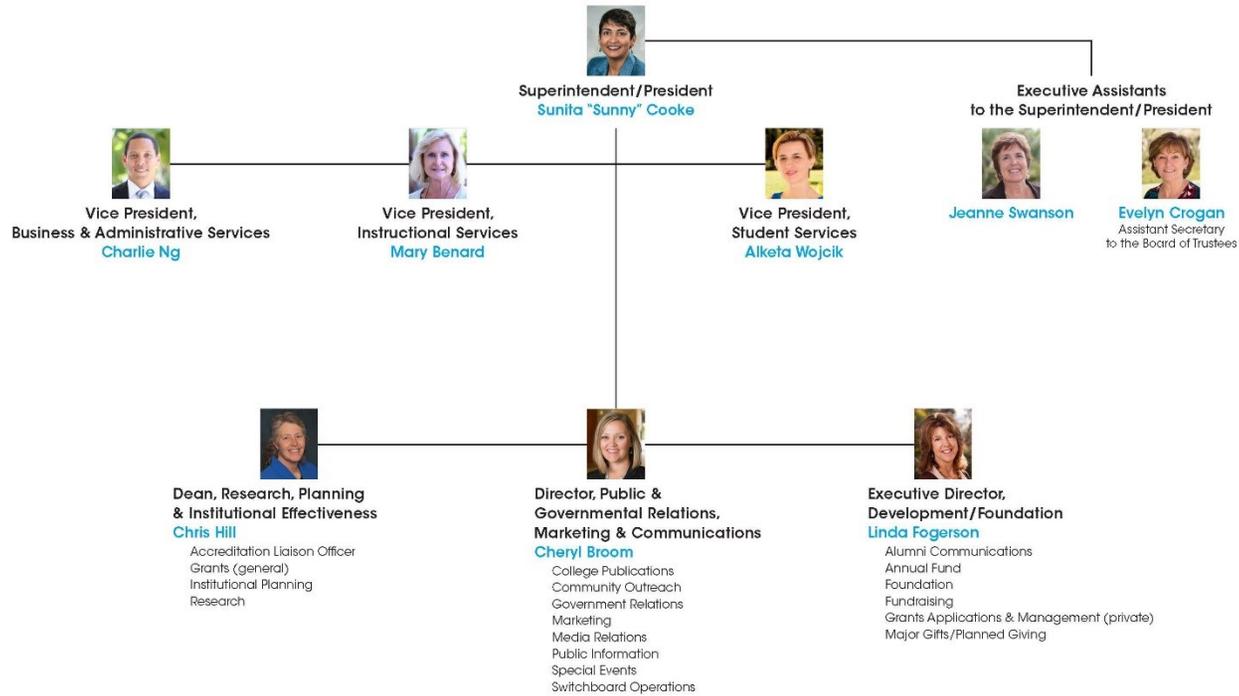
July 1, 2016





Office of the Superintendent/President Functional Chart

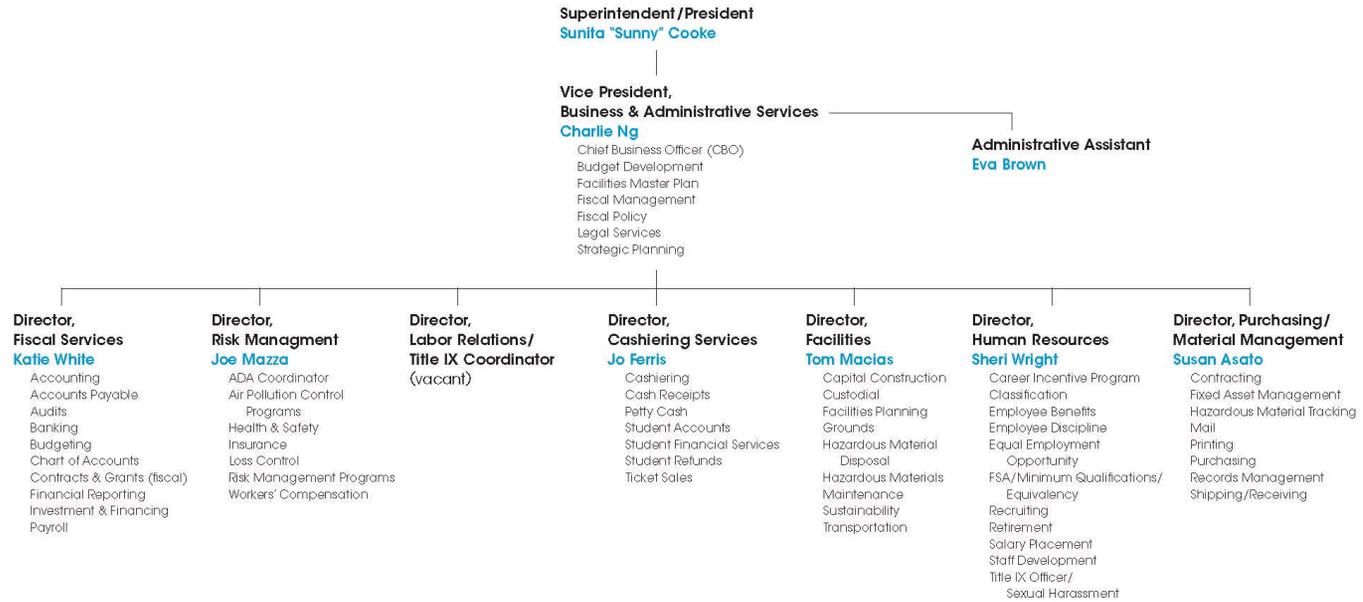
July 1, 2016





Business & Administrative Services Division Functional Chart

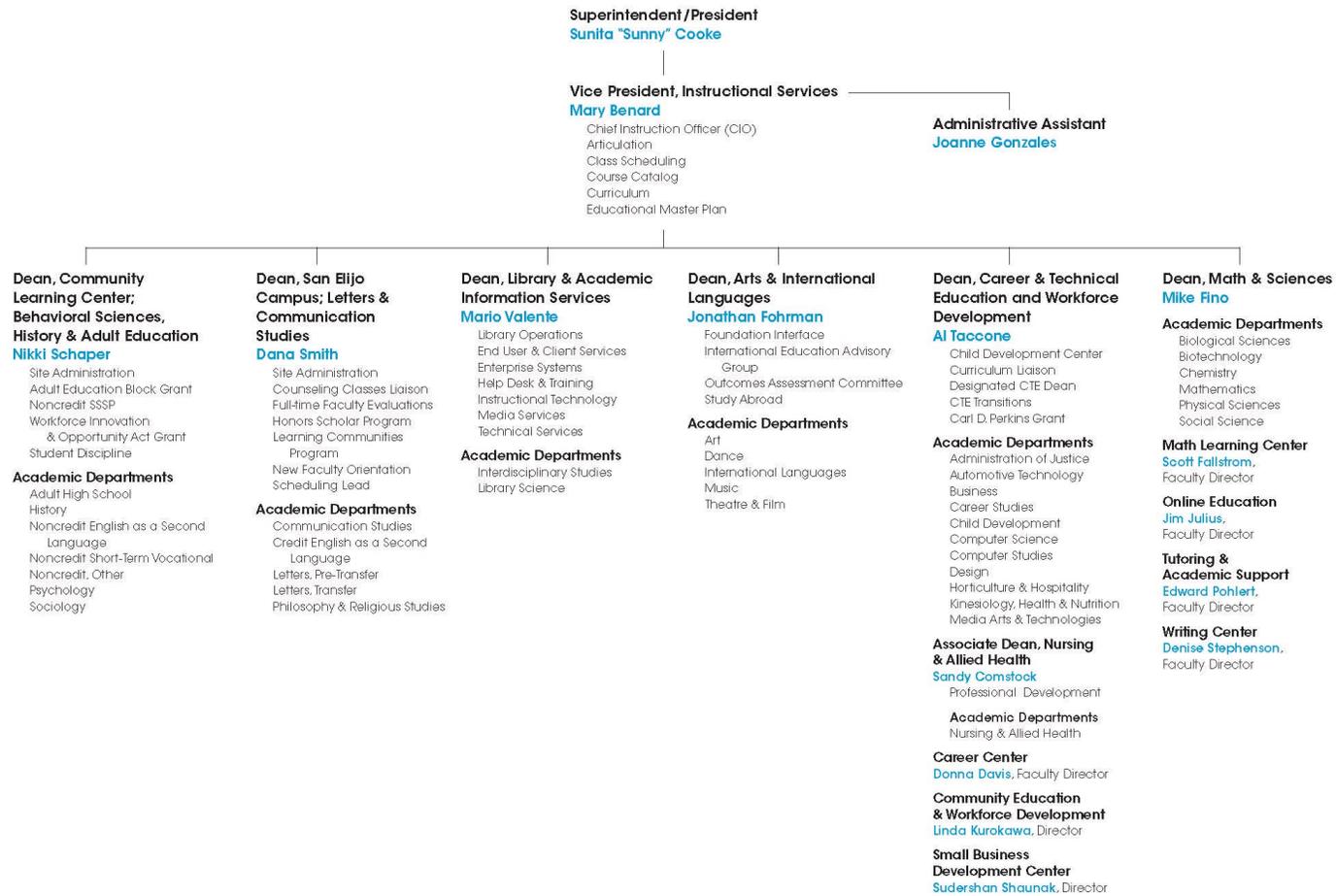
July 1, 2016





Instructional Services Division Functional Chart

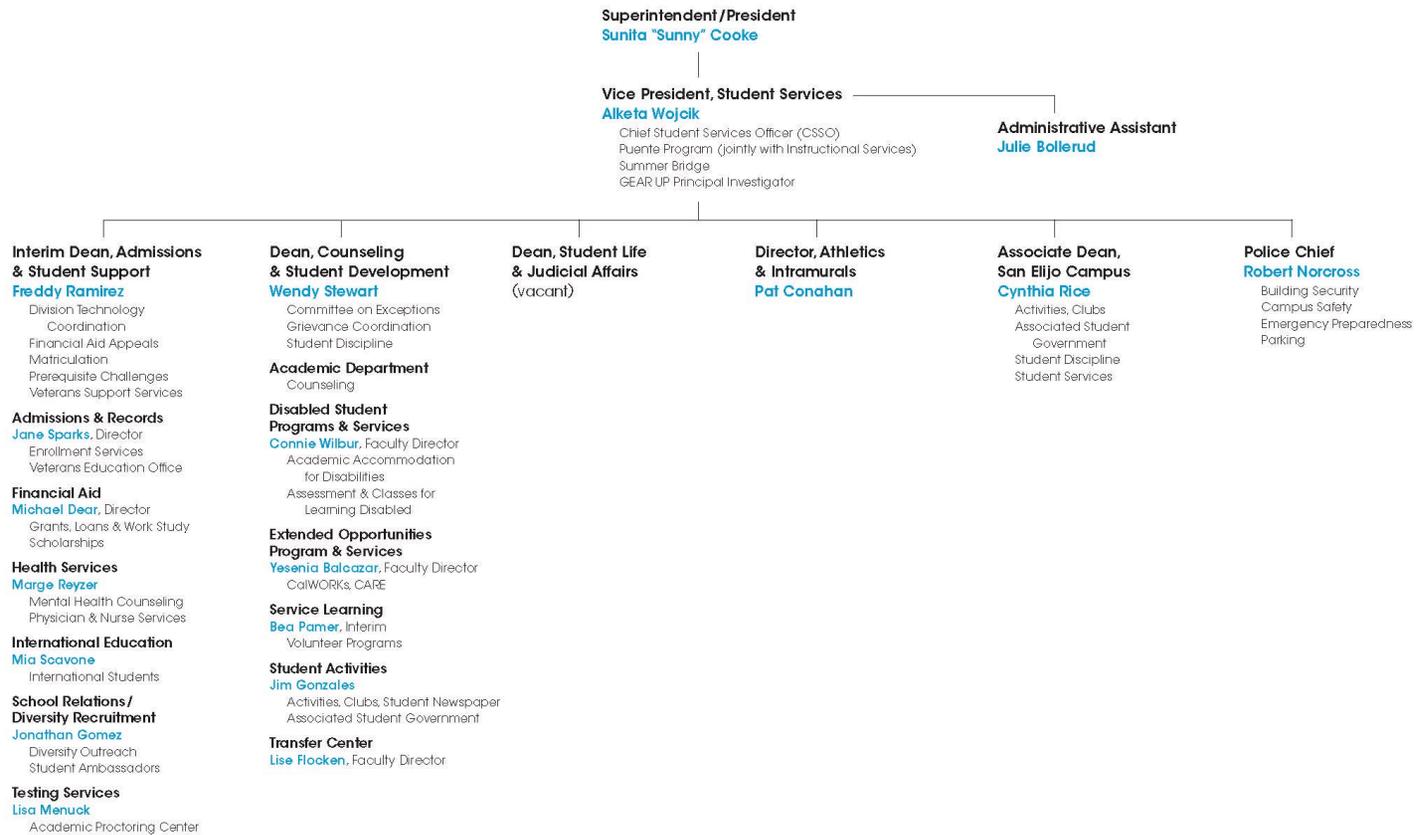
July 1, 2016





Student Services Division Functional Chart

July 1, 2016



CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

The institution is authorized or licensed to operate as a post-secondary 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.

MiraCosta College is a member institution of the California Community Colleges under the direction of the California Community Colleges Board of Governors and is authorized by the California Education Code to operate as an open-admission, public institution ([IN-2](#)). The College acts under the direct authority of the MiraCosta Community College District Board of Trustees. The programs and services offered by the College follow the guidelines outlined in the California Code of Regulations, title 5. In addition, MiraCosta is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges ([IN-3](#)).

2. Operational Status

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

MiraCosta has been in full and continuous operation since 1934. Students are actively pursuing certificate and undergraduate degree programs offered by the College. In 2014/15, MiraCosta enrolled 21,263 credit students (unduplicated and annualized), up slightly from the 21,246 served in 2013/14 and down from the 21,836 enrolled in 2012/13. Students earned 1,367 certificates in 2012/13, 1,430 in 2013/14, and 1,387 in 2014/15. Degrees awarded totaled 1,077 in 2012/13, increased in 2013/14 to 1,319, and fell slightly in 2014/15 to 1,257. MiraCosta College credit and noncredit class schedules are available in print at all College sites as well as on the College website ([IN-4](#)). The class schedules clearly identify the location (site) where sections are offered and whether classes are offered online or in hybrid formats.

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

As a comprehensive community college, MiraCosta currently has 858 active credit courses in its curriculum inventory, 95 percent of which are transferable, and 64 educational programs that lead to an associate degree. More than 70 percent of MiraCosta College students identify transfer or associate degree completion as their primary objective.

4. Chief Executive Officer

The institution has 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 institution informs the Commission immediately when there is a change in the institutional chief executive officer.

MiraCosta College's chief executive officer is Dr. Sunita V. Cooke, who was officially appointed to her role as superintendent/president by the board of trustees in October 2014 (IN-5) and assumed the role in January 2015. As chief executive officer, she also serves as secretary of the board. The superintendent/president's primary responsibility is to the institution. The board delegates to the superintendent/president the authority to administer board policies for the College via Board Policy 2430 (IN-6). The superintendent/president oversees all programs and support services implemented at the College.

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As required by law, MiraCosta undergoes regular financial audits conducted by external certified public accountants. The College has had unqualified audits for the past five years. The MiraCosta Community College District Board of Trustees reviews the annual audit reports to ensure the financial stability of the College. The annual audit reports are also publicly displayed on the College website. Approved as a Title IV institution, MiraCosta complies with all federal requirements to award financial aid. MiraCosta meets this Eligibility Requirement by ensuring it has a balanced budget that supports all of MiraCosta's educational programs.

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Policy on Rights and Responsibilities of the Commission and Member Institutions

Timely and Appropriate Effort

Throughout the 2015/16 academic year, and as the self evaluation report was being prepared, regular presentations were given to the board of trustees ([IN-7](#)). These presentations highlighted the findings from the self evaluation process from each of the Standards. In spring 2016, the first draft of the entire report was shared via the College website along with a form inviting feedback on each of the Accreditation Standards. A notice was sent to the entire campus announcing the opportunity to review and comment on the report ([IN-8](#)). The comments and content shared on those forms was incorporated into the final draft of the report. The final draft of the report was also shared with the College community via the College portal site, presentation, discussion, and approval in the representative governance councils (i.e., Academic Senate, Administrative Council, Associated Student Government, and Classified Senate) ([IN-9](#)).

Follow up with evaluation team

Currently, the College has received no third party comment but will cooperate with the evaluation team as required if such comment occurs.

Compliance with commission policy regarding third-party comment

In addition to the opportunities for third-party comment shared above, the self evaluation report was presented to the board of trustees in a public meeting for a first read in May 2016 ([IN-10](#)) and final approval in June ([IN-11](#)). Both agendas included an opportunity for public comment.

Conclusion

The College complies with this Commission policy.

Policy on Institutional Degrees and Credits

Credit Hour Assignments and Program Length

The College is guided in its development of curriculum and programs by the Chancellor's Office Program and Course Approval Handbook and uses the Chancellor's Office Student Attendance Accounting Manual to ensure that all credit courses are scheduled within the correct range of student contact hours relative to course units. The Courses and Programs Curriculum Committee (CPCC), a subcommittee of the Curriculum and Programs Committee

(C&P), is responsible for ensuring that curriculum and programs are of appropriate length, breadth, and rigor. All associate degrees offered at MiraCosta comprise a minimum of 60 units of degree-applicable course work and include a minimum of 18 units in a major or an area of emphasis. In addition, MiraCosta has been approved to offer a bachelor's degree in biomanufacturing and has developed a degree that will enable students to complete the requisite 120 units.

Consistency in tuition across degree programs

Fees are regulated for the California Community Colleges statewide. For credit certificate and associate degree courses, the fee is currently set at \$46 per unit. Based upon participation in the baccalaureate pilot program, the College will collect tuition of \$84 per unit for upper-division courses (in addition to the base \$46 per unit).

Clock hour conversions to credit hours

The College does not offer any credit clock hour courses or programs.

Conclusion

The College complies with this Commission policy. More detailed information regarding this topic can be found in Standards II.A.5 and II.A.9.

Policy on Transfer of Credit

Disclosure to students and public

Transfer-of-credit policies are made available to students and the public in both the College catalog ([IN-12](#)) and on the MiraCosta College website ([IN-13](#)). Information about transfer of credit from foreign institutions can be found in a brochure that is available on the College website ([IN-14](#)). The transfer of credits related to the new baccalaureate program for both lower and upper division are described on the Biomanufacturing Bachelor's Degree FAQ webpage ([IN-15](#)).

Criteria used to accept credits for transfer

MiraCosta evaluates courses from other U.S. regionally accredited colleges or universities for associate degree requirements based on C-ID number or course description, comparable or equivalent content and student learning outcomes, and appropriate prerequisites.

Reciprocity among regionally accredited institutions of higher education determines how University of California and California State University general education courses transfer among colleges. Students with foreign transcripts must use an approved foreign transcript evaluation agency to determine course equivalences.

Conclusion

The College complies with this Commission policy. More detailed information regarding this topic can be found in Standard II.A.10.

Policy on Distance Education and Correspondence Education

Determination and classification of courses as distance or correspondence education

Distance education courses and programs are one method to assist MiraCosta in meeting its mission of providing educational opportunity to diverse learners. Departments propose distance education courses and programs based on consideration of student demand, labor market data, program review findings, and College-wide planning documents.

Approval of distance education courses occurs within the CPCC according to the guidelines set forth in the Courses and Programs Committee Handbook ([IN-16](#)). The director of Online Education, who is a permanent member of the CPCC, ensures distance education courses are approved separately and approved courses match the same standards of quality as all approved courses at the College (per California Code of Regulations, title 5, sections 55206 and 55202, respectively). The director and CPCC are also responsible for ensuring the courses approved for online delivery are compliant with Accreditation Standards and local policies as set forth in MiraCosta's Online Education Plan ([IN-17](#)).

Regular, substantive, instructor-initiated interaction with students is addressed in Administrative Procedure 4105 ([IN-18](#)) and is one of the essential elements included in the Online Educators Committee Class Quality Guidelines document ([IN-19](#)). Best practice examples are also included in the same document. Instructors typically use their syllabus to communicate the methods for regular and effective instructor-student contact, which can include regular online discussions, online office hours, web conferencing, and screen-sharing sessions ([IN-20](#)).

Verification of identity of distance education students

The College has procedures and processes in place to verify that a student who registers for a distance education course is the same student who participates in and completes the course or program and receives academic credit ([IN-18](#)). MiraCosta has implemented a single user id and password for employees and students across all College systems, including PeopleSoft Campus Solutions (SURF), Degree Works, Class Scheduler, and Blackboard. For application systems that reside outside of the District data center, such as Moodle, Canvas, and CCC Apply, the same user id and password are authenticated by the College before credentials are passed to the intended system using Shibboleth, a federated authentication protocol. The District security standards require that student passwords be changed once a year while faculty and staff must change passwords twice a year. Passwords cannot be repeated and there are minimal standards for password length: a mix of upper, lower, special, and numeric

characters. The user id and password are locked if the password is entered incorrectly multiple times within a short window. The Help Desk can unlock the password upon request after user id verification.

The Online Education Department carefully reviews all classes listed as hybrid or online at the beginning of each term to determine whether or not they are in compliance with Administrative Procedure 4105. The department then contacts course instructors who are not using a College content management system to make sure students' identities will be authenticated via proctored exam or an alternative technology.

Sufficient technology infrastructure for distance education

The College ensures that both hardware and software are current and sufficient to support MiraCosta's distance education offerings. Software includes course management systems, plagiarism programs, collaborative tools (i.e., voice authoring and web conferencing), screencasting, and virtual desktops with specialized software. In addition, Academic Information Services works collaboratively with the Professional Development Program to support instruction for faculty and staff in the effective use of the available technology. Instruction can be customized or can occur as group training opportunities. Individual support is also provided via email, phone, or in person when needed. In addition, just-in-time training and support are provided to students for applicable student systems via computer lab instructional aides as well as online self-help materials.

Conclusion

The College complies with this Commission policy. More detailed information regarding this topic can be found in Standards I.C.8, III.C.1, III.C.2, III.C.3, and III.C.4.

Policy on Representation of Accredited Status

On its accreditation webpage ([IN-21](#)), the College posts information related to accreditation by the ACCJC as well as program-specific accrediting bodies. MiraCosta's accreditation status is also listed in a number of publications, including the College catalog, class schedules, and student planner. Contact information is provided for each as well as links for submitting complaints. The ACCJC accreditation status is also posted on the accreditation website.

Conclusion

The College complies with this Commission policy. More detailed information regarding this topic can be found in Standard I.C.1.

Policy on Student and Public Complaints Against Institutions

MiraCosta has a clearly delineated board policy and procedure for students or the public to share their concerns or complaints ([IN-22](#)). The steps for resolving an issue, as well as references and relevant forms, are available on the Concerns and Complaints webpage on the College website ([IN-23](#)). From that webpage, an individual can also find links to submit complaints regarding the institution to the ACCJC or the Chancellor's Office. In addition, links to file complaints with program-specific accrediting agencies can be found on the accreditation webpage. Similar information can be found in the College catalog ([IN-24](#)).

Students who believe a decision or action by an instructor, a College official, or another student has adversely affected his or her status, rights, or privileges as a student may follow the procedures described in the student rights and grievances process ([IN-25](#)), which can be found on the College website ([IN-26](#)) or in the catalog ([IN-27](#)).

The College considers formal complaints to be concerns that have escalated beyond the departmental level. In order to enhance organization of, and access to, submitted complaints, the College recently shifted to a software package (Maxient) as the singular repository for such complaints. Complaints entered into Maxient remain in the system indefinitely.

Conclusion

The College complies with this Commission policy.

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

MiraCosta provides accurate, timely, and appropriately detailed information regarding its mission, programs (certificate, associate degree, and baccalaureate), services, locations, and learning outcomes. Communication occurs in a variety of ways, including the following:

- Posting of signage in appropriate locations on campus
- Publication of information in print forms (e.g., catalog and class schedules)
- Publication of information on the College website
- Course outlines, course syllabi, and College catalog (in the case of learning outcomes)
- Educational program brochures and fliers
- Student planners

Depending on the type and relevancy of the information, responsibility for the accuracy of the information lies with a number of offices including the Public Information Office, Student Services Division, Instructional Services Division, and President's Office.

As mentioned in sections above, information about the College's accredited status can be found on the College website, in the catalog, in both credit and noncredit class schedules, in the annual student planner, and in the College's annual report.

Conclusion

The College complies with this Commission policy. More detailed information regarding this topic can be found in Standards I.C.1 and I.C.2.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The College contracts for a number of student support services and works to ensure that all such services meet all applicable laws, codes and regulations, and Accreditation Standards. Services include the following:

- Higher One (for financial aid disbursement)
- Highstreet IT Solutions (customization of PeopleSoft components)
- Community College League of California consortium (for library digital content)
- SirsiDynix Symphony (for managing the Library's collections)
- Kanda Institute for Foreign Languages

Conclusion

The College complies with this Commission policy. More detailed information regarding this topic can be found in Standards II.B.4, III.D.10, and III.D.16.

Policy on Institutional Compliance with Title IV

MiraCosta College regularly reviews and updates policies, procedures, and business practices to ensure compliance with federal Title IV rules and regulations.

Audit findings

The institution practices effective oversight of all finances, including management of financial aid, grants, and externally funded programs. The U.S. Department of Education has

raised no issues on financial responsibility requirements, program recordkeeping, or other administrative requirements. The independent annual auditor's report for the past eight years has reported that each major federal program is in compliance and there were no material weaknesses, deficiencies, or audit findings. While recent audit findings have met all compliance and resulted in "no finding" on financial reporting or internal controls, the District also chose to develop internal control steps to perform self-audits as a basis for improvement within various departments and launched an internal control project with a third-party consultant to do so.

For financial aid, the most recent three-year default rate (fiscal year 2012) for the College is 9.4 percent. MiraCosta has consistently been below the acceptable range of 30 percent and has not had to undertake remedial efforts. In the event that the College ever falls outside the range, an arrangement with a consulting firm approved by the Chancellor's Office will help the College develop and implement a default management plan.

Conclusion

The College complies with this Commission policy. More detailed information regarding this topic can be found in Standards III.D.10 and III.D.15.

Evidence:

- IN-1 Student Equity Plan, 2015–2018
- IN-2 California Education Code Sections 70901, 70902
- IN-3 ACCJC Statement of Accreditation Status
- IN-4 Class Schedule and College Catalog Webpage
- IN-5 Presidential Appointment, BOT Minutes, 10-1-14
- IN-6 BP 2430: Delegation of Authority
- IN-7 Accreditation Schedule of BOT Presentations
- IN-8 Email Invitation for Accreditation Review and Comments
- IN-9 Schedule of Council Accreditation Discussions
- IN-10 Accreditation First Read, BOT Agenda, 5-18-16
- IN-11 Accreditation Approval, BOT Agenda, 6-22-16
- IN-12 Credit from Other Colleges
- IN-13 Transfer Information and Guaranteed Admission
- IN-14 Evaluation of Foreign Transcripts
- IN-15 Biomanufacturing Baccalaureate FAQ Webpage
- IN-16 C&P Distance Ed Approval, p. 66
- IN-17 Online Education Plan, pp. 3–6
- IN-18 AP 4105: Distance Education
- IN-19 Class Quality Guidelines, p. 1
- IN-20 MAT 165 Syllabus, spring 2016
- IN-21 Accreditation Webpage
- IN-22 BP 3440: Campus Complaint Process
- IN-23 Concerns and Complaints webpage

- IN-24 Complaints Process Print and Digital Catalog 2015–2016 p. 329
- IN-25 AP 5530: Student Rights and Grievances
- IN-26 Students Rights and Grievances webpage
- IN-27 Digital Catalog 2015–16, pp. 345–347

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A Mission

I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

MiraCosta's mission statement outlines the broad educational purpose of the College, its intended student population, and its commitment to student learning and achievement by pledging to "provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success." These educational opportunities include university-transfer course work, career technical education, basic skills education, and lifelong-learning courses for both face-to-face and online students. The mission also clearly states the degrees and other credentials the College offers include undergraduate degrees and certificate programs. These varied educational purposes and programs are strongly aligned with the overarching mission of the California Community Colleges. In addition, the College mission statement informs institutional planning as described in section I.A.2.

MiraCosta College Mission

The MiraCosta Community College District mission is to provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers undergraduate 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.

(Approved by the BOT September 9, 2015)

In September 2011, as part of a regular review process, the MiraCosta Community College District Board of Trustees approved a revised mission statement that was developed through District-wide participation and consultation ([I.A.1-1](#), §VI.A). In January 2015, as part of the opportunity provided by California Senate Bill 850, MiraCosta College was among 15 two-year institutions selected to participate in the Baccalaureate Degree Pilot Program by offering a bachelor's degree in biomanufacturing.

Although the new degree clearly fits within the existing workforce and economic development aspects of the mission, the College reviewed the mission and legislative requirements of Senate Bill 850. The College's four governance councils (Academic Senate, Administrative Council, Classified Senate, and Associated Student Government) considered replacing the word "associate" in the mission with "undergraduate" to be more inclusive of the new baccalaureate program in biomanufacturing. The four governance councils and board of trustees (BOT) approved the change in fall 2015 ([I.A.1-2](#), §IX.A).

Analysis and Evaluation

The College's mission statement defines its overarching purpose in terms of its broad range of programs and its commitment to offering high quality educational experiences while seeking to support the College's diverse learners in successfully achieving their educational goals.

The College meets Standard I.A.1 and Eligibility Requirement 6.

Evidence

- I.A.1-1 Mission Statement, BOT Minutes, 9-20-11, §VI.A
- I.A.1-2 Mission Statement, BOT Minutes, 9-9-15, §IX.A

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The mission statement is the touchstone for the College's integrated planning model that is composed of a ten-year comprehensive master plan, a series of three-year strategic plans, and an annual institutional program review process. The College measures how effectively it is accomplishing the mission in three critical ways:

1. Assessing progress on achieving the action plans and objectives that are set out in the College's Strategic Plan and align to the institutional goals outlined in the District's Comprehensive Master Plan.
2. Reflecting on and analyzing data as part of the annual program review process.
3. Assessing and comparing institutional-level metrics against institution-set standards and evidence-based goals that are aligned with the mission.

The process of preparing the *2011 Comprehensive Master Plan (CMP)* included reviewing both internal data (to evaluate progress in meeting the mission) and external data (to analyze and plan for changes in the external landscape) while also considering the evolving needs of the College's community ([I.A.2-1](#)). Examples of those data include the following:

- *Regional population and population growth*, disaggregated by age, race/ethnicity, first language, gender, income, educational attainment, and high school graduation rates.
- *Employment and employment growth*, including data sets covering employment by community (within the District's service area), employment and earnings by industry sector, labor market demand, and areas of opportunity for career and technical programs.
- *Enrollment trends and student characteristics*, which included a wide range of data covering student demographics, achievement, and completion as well as Accountability Reporting for the Community Colleges data to show MiraCosta's performance relative to a peer group of comparable institutions.
- *Perceptions of the District* as held by students and the broader community and captured by surveys and interviews.

Institutional Goals

1. 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.
2. MiraCosta Community College District will become the institution where each student has a high probability of student success.
3. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
4. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
5. MiraCosta Community College District will be a conscientious community partner.

(Approved by the BOT November 15, 2011)

This master planning included the setting of overarching institutional goals (see text box), which were informed by the extensive data reviewed. These goals guide the College toward achieving its mission. Specific strategies to achieve these goals are currently voiced in the *Strategic Plan 2014–2017* through the setting of institutional objectives and action plans

([I.A.2-2](#)). These are updated in a three-year cycle, most recently in 2013/14 following an extensive review of institutional performance data as well as updated environmental scan data. A similar data review is planned in 2016/17 as the College prepares to develop a new three-year strategic plan.

The College's institutional program review process requires instructional and service programs (and combinations thereof) to undertake an annual review and analysis of data each fall ([I.A.2-3](#)). The programs use data on student achievement, student outcomes, and program productivity to evaluate how well they are meeting the commitments voiced in the 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. As part of this process, programs develop plans to improve in individual areas. These plans are explicitly linked to the strategic plan's objectives, the CMP's institutional goals, and—by extension—the College mission. Once completed, program authors and supervisors evaluate the submitted program reviews on a number of factors, including how well the program is meeting the mission of the College ([I.A.2-4](#)).

In addition, MiraCosta annually reviews institutional-level metrics, including relevant data on student success, equity gaps, and completion, as well as the achievement of student learning outcomes as a way of measuring the College's effectiveness in accomplishing its mission.

In 2015/16, the College also began participating in the Achieving the Dream Initiative. The first year of inquiry involved additional analysis and collection of student success and focus group data that will culminate in data-informed action planning designed to significantly boost student success and address the achievement gap. All of these activities enable the College not only to keep a close eye on how well it is achieving its commitments to students and the community as set out in its mission statement but also to make adjustments as needed for continuous improvement.

Online education provides additional opportunities for rich educational experiences that foster student success and broaden access. In the *Educational Plan Addendum 2016–2020*, the College expressed an intent to further support the growth of online instruction and support services. This area of significant student demand has seen considerable growth of 43 percent from fall 2010 to fall 2014 ([I.A.2-5](#)).

The College will begin offering a bachelor's degree in biomanufacturing in fall 2017 and will begin collecting and analyzing data associated with the program at that time.

Analysis and Evaluation

MiraCosta has developed an integrated and regular process of data review and subsequent planning used to evaluate its effectiveness in meeting its mission and to determine institutional priorities for advancing its mission.

The College meets Standard I.A.2.

Evidence

- I.A.2-1 Data Elements, 2011 Comprehensive Master Plan, Chapter 2
- I.A.2-2 Strategic Plan, 2014–2017
- I.A.2-3 Data Elements, Program Review Handbook, pp. 16–19
- I.A.2-4 Evaluation Factors, Program Review Handbook, pp. 20–21
- I.A.2-5 Educational Plan Addendum, 2016-2020

I.A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The integrated planning processes mentioned in section I.A.2 are essential for evaluating effectiveness in accomplishing the mission and likewise play a key role in ensuring that the mission guides institutional decision making, planning, and resource allocation.

Relevant institutional goals are outlined in the *2011 Comprehensive Master Plan* ([I.A.3-1](#)). Goal 1 speaks to the mission’s educational and quality commitments, Goal 2 speaks to the mission’s commitment to student success, and Goal 5 speaks to the commitment to the community. The remaining two goals identify good practices, the implementation of which will support the College’s institutional effectiveness and ability to fulfill its mission. The institutional goals enumerated in the CMP are carried forward into the institutional objectives and action plans within the Strategic Plan, which, in turn, provide the basis for planning at the program level ([I.A.3-2](#)).

The institutional program review process provides a key mechanism by which the College’s programs and services are aligned with its mission. The process fosters meaningful discussion about the needs and opportunities for continuous improvement among colleagues and supervisors and then among the wider campus as requests for resource allocation are considered ([I.A.3-3](#)).

Program review is an annual process in which instructional (both face-to-face and distance education) and noninstructional programs (and combinations thereof) analyze program performance by comparing quantitative and qualitative data and reflection on outcomes. Improving student learning and achievement is central to the analysis of program effectiveness for instructional disciplines and student services programs. For administrative departments/support programs, the process is intended to support enhanced performance of their services. The process entails three key steps: *Review, Reflect, Plan* ([I.A.3-4](#)). The review and reflection steps are intended to prompt the development of plans to sustain or improve programs. Forms located in the plan section of the institutional program review contain areas for identifying links to the College mission, institutional goals, and institutional objectives, identifying responsible parties and needed resources, and reporting progress and outcomes ([I.A.3-5](#)).

Demonstrated alignment to the institutional goals and objectives and—by extension—the institutional mission is a central focus of resource allocation decisions as well. For example, the resource allocation rubrics used by the Budget and Planning Committee (BPC) to guide the committee’s annual recommendations for funding program review plans are designed to award priority based on connection to the institutional goals and either student learning outcomes or strategic plan objectives ([I.A.3-6](#)). Based on these evaluations, BPC makes recommendations to the superintendent/president as documented in the resource allocation process flowchart ([I.A.3-7](#)). In the *Final Budget Fiscal Year 2015–16*, the College allocated more than \$1.1 million as a result of the previous year’s program review and resource allocation processes ([I.A.3-8](#); [I.A.3-9](#)).

The mission plays a similar role in the allocation of other resources. For example, advancement of College plans is the first area of consideration in the Academic Affairs Committee’s guidelines for evaluating full-time faculty hiring requests ([I.A.3-10](#)). The second area of consideration in the guidelines is support for student success, which is also part of the mission. Other areas of consideration are necessary factors to take into account, including full-time-to-part-time faculty ratios, external factors (e.g., regulatory compliance), and statistics regarding program efficiency and demand. Some of these additional factors also relate to elements of the mission, goals, and objectives, including stewardship, access, fulfillment of community needs, supporting capacity for innovation, and so on.

It is through such considerations that the mission plays a very central role in resource allocation decisions. In addition to program review, the College’s Student Success and Support Program (SSSP) and Student Equity Plans also align with the mission and have been used to determine classified and administrative hiring needs required to support the plans and therefore the mission.

The centrality of the mission to planning and decision making can also be seen in the alignment of information technology objectives to the institutional goals and objectives in both the *Technology Plan 2015–2018* ([I.A.3-11](#)) and the *Online Education Plan 2015–2018* ([I.A.3-12](#)).

These links between the mission and institutional planning, decision making, and resource allocation are also reinforced through board policies and administrative procedures, governance processes, and management decisions. Board Policy 6200 specifies that criteria for budget development should support the District’s mission and comprehensive master plan and link the results of program review ([I.A.3-13](#)). Administrative Procedure 6250 on budget management reiterates these commitments and further specifies that “resource allocation decisions include the stakeholders who participate in determining the relative contributions of the various programs toward district goals and objectives” ([I.A.3-14](#)).

The College will begin offering a bachelor’s degree in biomanufacturing in fall 2017 and will begin collecting and analyzing data associated with the program at that time.

Analysis and Evaluation

The College has worked diligently to develop and refine processes that integrate long-term comprehensive master planning, three-year strategic planning objectives, and annual program review with resource allocation processes. Regular reflection and analysis have resulted in improvements to the process. The successful implementation of these processes demonstrates how significantly the mission, and the commitment to focus on student success, are used to guide and direct planning and resource decisions.

The College meets Standard I.A.3.

Evidence

- I.A.3-1 Institutional Goals, 2011 Comprehensive Master Plan, pp. 124–128
- I.A.3-2 Institutional Objectives, Strategic Plan 2014–2017, pp. 9–30
- I.A.3-3 Philosophy, Program Review Handbook, p. 2
- I.A.3-4 Process, Program Review Handbook, pp. 4–6
- I.A.3-5 Program Review Plan Forms
- I.A.3-6 Rubric for Program Review Plan Funding Requests, 2015–16
- I.A.3-7 Resource Allocation Process and Flowchart
- I.A.3-8 Superintendent/President’s Funding Announcement, 10-2-15
- I.A.3-9 BPC Recommendations, 2015-16
- I.A.3-10 AAC Guidelines for Faculty Hiring Requests
- I.A.3-11 Technology Plan, 2015–2018, Appendix E, p. 29
- I.A.3-12 Online Education Plan, 2015–2018, Appendix B, pp. 19

- I.A.3-13 BP 6200: Budget Preparation
I.A.3-14 AP 6250: Budget Management

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The MiraCosta College mission statement is displayed in the BOT meeting room, most campus offices, and all classrooms. It is published in Board Policy 1200 ([I.A.4-1](#)), on the College website ([I.A.4-2](#)), and in a number of College publications including the following:

- College Catalog ([I.A.4-3](#))
- Student Planner and Handbook ([I.A.4-4](#))
- *MiraCosta College Annual Report, 2014–2015* ([I.A.4-5](#))
- *Final Budget Fiscal Year 2015–16* ([I.A.4-6](#))
- *2011 Comprehensive Master Plan* ([I.A.4-7](#))
- *Strategic Plan 2014–2017* ([I.A.4-8](#))
- *Educational Plan Addendum 2016–2020* ([I.A.4-9](#))
- *Technology Plan 2015–2018* ([I.A.4-10](#))
- *Student Equity Plan 2015–2018* ([I.A.4-11](#))
- Courses and Programs Committee Handbook ([I.A.4-12](#))
- Program Review Handbook ([I.A.4-13](#))
- *Staffing Plan 2015/16 – 2017/18* ([I.A.4-14](#)).

The College evaluates and revises its mission every three years or as deemed necessary as part of the ten-year comprehensive master planning process. The College reviewed and its board approved updates to the mission statement in 2011 ([I.A.1-1](#), §VI.A), in 2014 ([I.A.4-15](#), §VIII.A), and in 2015 ([I.A.1-2](#)).

Reviewing and updating the College mission statement is a collaborative process. For example, in fall 2013, a mission statement task force reviewed pertinent Accreditation Standards, past mission statement development processes, literature on best practices, and sample statements and development processes from other colleges. The task force selected a consultation process that best allowed for wide input within the established time frame, making use of two instruments: a short electronic survey, which generated both qualitative and quantitative data, and a free-response query posted on large posters at several locations throughout the District that invited stakeholders to indicate why they came to MiraCosta. The

task force's charge was to review the mission statement for currency and to particularly consider the question of whether the mission should be amended to incorporate online education more explicitly.

Based on an analysis of the feedback from stakeholders, the task force recommended that the mission did not need to be updated to more explicitly address online education. In 2014, the Online Education Plan task force developed vision and mission statements for online education, connecting key ideas of equity, access, and opportunity in the District mission to strategic planning for online education at MiraCosta. These online education vision and mission statements are published in the *Online Education Plan 2015–2018* as follows:

MiraCosta Online Education Vision

MiraCosta's Online Education leverages an increasingly rich array of teaching and learning resources, experiences, and environments. MiraCosta College will lead in providing effective and innovative Online Education as an integral means of equitable access and student success.

MiraCosta Online Education Mission

MiraCosta College embraces student-centered, engaging, and accessible Online Education that meets student needs, enhances the learning experience, and broadens access to superior educational opportunities and support services.

The mission statement task force suggested the College take up to one year within the ten-year master planning cycle to review the mission, which would allow for greater depth of dialog and fuller consideration of related elements, such as College vision and values ([I.A.4-16](#)).

The board of trustees (BOT) reviewed the task force's recommendations and, with an interest in strengthening the commitment to educational quality, voted unanimously to modify the phrase "*to provide educational opportunities*" by inserting the word "*superior.*"

In fall 2015, as discussed in Standard I.A.1, the College reviewed the legislative requirements relative to California's community college baccalaureate pilot program and recommended an update to the mission to remove the specification that MiraCosta offers *associate* degrees. This update was discussed through governance at each of the four councils, and the proposed change was supported and brought to the BOT on August 26, 2015. On September 9, 2015, the board unanimously approved a revision to the mission statement, which substituted the word "undergraduate" for "associate."

Analysis and Evaluation

Per board policy, the MiraCosta College mission statement is periodically reviewed and updated as necessary. Such a review is accomplished collegially with input from constituent groups throughout the College, and the BOT approves each iteration of the statement. The mission statement is displayed throughout the College and published widely on the website as well as in numerous campus publications.

The College meets Standard I.A.4 and Eligibility Requirement 6.

Evidence

- I.A.1-1 Mission Statement, BOT Minutes, 9-20-11, §VI.A
- I.A.1-2 Mission Statement, BOT Minutes, 9-9-15, §IX.A
- I.A.4-1 BP 1200: District Mission
- I.A.4-2 Mission Statement on College Website
- I.A.4-3 Mission Statement, College Catalog, 2015–16, p. 10
- I.A.4-4 Mission Statement, Student Planner and Handbook, 2015-16, p. 4
- I.A.4-5 Mission Statement, Annual Report, 2014–15, p. 3
- I.A.4-6 Mission Statement, Final Budget Fiscal Year, 2015–16, p. 6
- I.A.4-7 Mission Statement, Comprehensive Master Plan, 2011, p. 8
- I.A.4-8 Mission Statement, Strategic Plan, 2014-17, p. 2
- I.A.4-9 Mission Statement, Educational Plan Addendum, 2016–2020, p. 6
- I.A.4-10 Mission Statement, Technology Plan, 2015–2018, p. 5
- I.A.4-11 Mission Statement, Student Equity Plan, 2015–2018, p. 2
- I.A.4-12 Mission Statement, Courses and Programs Committee Handbook, 2015–2016, p. 13
- I.A.4-13 Mission Statement, Program Review Handbook, p. 2
- I.A.4-14 Mission Statement, Staffing Plan, 2015-16 – 2017-18, p. 1
- I.A.4-15 Mission Statement, BOT minutes, 2-19-14, §VIII.A
- I.A.4-16 Summary Report of the Mission Statement Task Force, 11-12-13

I.B Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

MiraCosta demonstrates a sustained, substantive, and collegial dialog about academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Dialog about student achievement takes place at the department level through program review and the institutional level through evaluation of progress on strategic plan objectives and comprehensive master plan goals and directions. In addition, the board of trustees engages in discussion about student success via workshops and presentations and supports campus efforts to improve student success and completion, most recently the College's involvement in the Achieving the Dream initiative.

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

This assessment of outcomes, dialog on results, evaluation during program review, and action planning are implemented across all programs—instructional, support, and hybrid. (Support programs, such as Admissions and Records, combine resources and personnel to deliver a service toward a stated outcome; hybrid programs, such as Counseling, combine resources, personnel, curriculum, and students to deliver a service toward a stated outcome.) Whether they assess outcomes that are focused on instruction (e.g., course-level SLOs), administration (e.g., administrative unit outcomes), or support (e.g., service area outcomes), all programs discuss and document assessment findings and resultant changes during the program review process.

After program review documents are submitted, the dialog on SLOs continues at wider levels. Such matters are discussed between program review writers and their deans or supervisors. They are also discussed within governance committees when the Academic Affairs Committee reviews faculty hiring requests and the Budget and Planning Committee reviews all other resource requests. In all of these cases, the meaningful incorporation of

outcomes assessment is an expectation and an important consideration for resource allocation decisions. The Institutional Program Review Committee also reviews a significant sample of program reviews, evaluating the extent to which they foster continuous improvement. Hence, just at the level of course and program outcomes, a very sustained and substantive dialog takes place as part of an annual cycle of continuous improvement.

The College also engages in dialog about program- and institutional-level SLOs (PSLOs and ISLOs, respectively) during assessment days ([I.B.1-1](#)), and the Outcomes Assessment Committee (formerly the Student Learning Outcomes Assessment Committee) conducts regular professional development activities to provide opportunities for additional discussion.

The annual program review process for all instructional programs includes a review of student achievement data, including success rates, retention, and degree attainment. The data are disaggregated by gender, ethnicity, age, and mode of instruction (i.e., distance education) to address outcomes based on equity ([I.B.1-2](#)). Each department reflects on the program review data in department meetings and develops improvement plans based on the data. Data related to distance education courses are compared and discussed at the department level as well as the institutional level in the program review prepared by the director of Online Education.

Dialog about student achievement also took place in the development of the *2011 Comprehensive Master Plan* (CMP), subsequent Educational Plan Addendum, and Strategic Plan. The *Strategic Plan 2014–2017* has student success at the forefront, and throughout its development and evaluation, student data on achievement and outcomes are considered ([I.A.2-2](#)).

Governance committees also engage in discussion about student achievement and learning outcomes, academic quality, and institutional effectiveness as part of their charge, including the following ([I.B.1-3](#)):

- **Academic Affairs Committee (AAC):** leads discussions on academic standards and quality.
- **Budget and Planning Committee (BPC):** formulates and recommends policies and procedures related to planning and budget management.
- **Courses and Programs (C&P) Committee:** formulates and recommends policies and procedures related to programs and courses offered by the District; responsible for curriculum review and program development related to SLOs.
- **Institutional Program Review Committee (IPRC):** oversees the program review process and ensures SLOs are incorporated into academic program review.

- **Outcomes Assessment Committee (OAC):** facilitates meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness.
- **Student Success Committee (SSC):** evaluates the College's overall effectiveness in supporting and improving student success.

Initially, the Student Learning Outcomes and Assessment Committee (SLOAC) was tasked with assessing ISLOs. In fall 2015, as part of the evaluation of the College's governance structure and based on dialog at Assessment Day in October 2015, extensive discussion took place on the importance of learning outcomes and the role outcomes have played in the direction of the College. It was determined that SLOAC, as a subcommittee of the Academic Senate, did not have membership from all College constituencies. The recommendation to create a new governance committee was forwarded to all College councils and approved. In February 2016, the Outcomes and Assessment Committee (OAC) was formed to replace SLOAC.

The mission of this new governance committee is to facilitate meaningful dialog and assessment practices that support the ongoing improvement of student learning and institutional effectiveness. The OAC also provides planning, support, facilitation, communication, and leadership that promote the achievement of College goals pertaining to outcomes assessment. The new committee is composed of faculty, classified staff, administrators, and student representatives ([I.B.1-4](#)).

In addition to engaging in substantive dialog about the continuous improvement of student learning and achievement, the College has sustained a collegial dialog about student equity for more than 20 years. In 1993, MiraCosta established a Student Equity Plan Committee, which included administrators, credit and noncredit faculty, staff, researchers, and student participants. With the most recent revision of the Student Equity Plan, the Student Equity Plan Committee was amended to include individuals involved with current institution-wide planning and evaluation efforts, including accreditation, the Educational Plan Addendum, and the Student Success Committee, which was formed as a governance committee in fall 2013 and charged with guiding student equity, the Student Success and Support Program (SSSP), and basic skills planning ([I.B.1-5](#)).

The Student Success Committee (SSC) discusses student success monthly and is responsible for recommending and evaluating related institutional-set standards as well as the College's SSSP, Basic Skills Initiative, and Student Equity Plans. The College intentionally included all plans and standards under one committee to allow for broad dialog about student learning, student achievement, and the integration of plans that scale student success and focus on student equity. As part of that effort, the committee opens up the meeting to the entire college

once a month to discuss student achievement, student equity, and student success. The dialog that takes place strives to understand the students and data and then to reflect on what MiraCosta should do to increase student success.

With the focus on statewide student success initiatives, as well as the information gained through dialog surrounding program review and various College plans, the campus community felt a sense of urgency to determine how to coordinate student success plans and efforts in a way that would be the most impactful for increasing student success. In fall 2015, the College joined the Achieving the Dream initiative with the goal of learning how to use evidence and data about student learning to integrate efforts for continuous improvement for students. Achieving the Dream is a three-year commitment, and the first year is dedicated solely to inquiry about student learning and achievement. Through this inquiry in fall 2015 and spring 2016, the College has had meaningful discussions at All College Day forums and monthly SSC meetings about who MiraCosta's students are, how well they are learning (through quantitative data), and what challenges and barriers to success they face (through qualitative data) ([I.B.1-6](#)).

The SSC continually studies the District's efforts to provide equitable services and learning opportunities to current and prospective students. This commitment to student equity continues with recent efforts to update, revise, and refine the Student Equity Plan submitted every three years to the California Community Colleges Chancellor's Office.

Acknowledging institutional responsibility to ensure success for all MiraCosta students, the SSC has worked to review relevant data and design goals and activities geared toward equitable outcomes for the College's diverse student population. In fall 2015 and spring 2016, in cooperation with the Minority Male Community College Collaborative, MiraCosta held several focus groups with minority students to learn about their college experiences, their challenges, and areas for improvement. The findings were shared with faculty and staff, and the results were incorporated in the discussions and goals of the Achieving the Dream plan. Additionally, in spring 2016, approximately 90 faculty and other MiraCosta employees completed the Minority Male teaching certificate ([I.B.1-7](#)).

Finally, the College Council, composed of governance committee chairs as well as constituent council representatives, plays an essential role in facilitating discussions to ensure the governance process and priorities, accreditation processes, integrated plans, and other activities promote institutional effectiveness.

Analysis and Evaluation

MiraCosta College has successfully demonstrated that the campus community is engaged in collegial dialog on a regular basis regarding student outcomes, student achievement, student equity, and institutional effectiveness. These discussions occur within department meetings, during preparation of annual program review documents, within governance committees and councils, as part of the development of planning documents, and during College-wide events targeted to the topics of outcomes assessment and student achievement.

In order to increase effectiveness in directing institutional priorities, the College plans to enhance mechanisms for all constituents, including associate (part-time) faculty and students, to engage in dialog about outcomes assessment results (including disaggregated data) and their use for planning and improvement at program and institutional levels.

The College meets Standard I.B.1.

Evidence

- I.A.2-2 Strategic Plan, 2014–2017
- I.B.1-1 Assessment Day Summary, January 2014
- I.B.1-2 Sample Program Review Data Packet, Biology
- I.B.1-3 Governance Manual
- I.B.1-4 OAC Charge and Composition
- I.B.1-5 Committee Charge Revision, SSC minutes, 9-27-13
- I.B.1-6 All-College Day agenda, Spring 2016
- I.B.1-7 Teaching Community College Men of Color Website

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

The College has defined and regularly assesses SLOs for all academic programs and student and learning support services. SLOs are defined at the course, program, general education, and institutional levels. As will be discussed later in this section, the College has considered the merging of its general education learning outcomes (GELOs) and ISLOs.

CSLOs

All courses have CSLOs that are regularly assessed. Each official course outline of record must include at least one SLO. CSLOs are reviewed and approved by the OAC (formerly

SLOAC) prior to the Courses and Programs Curriculum Committee's second reading and approval of each new course ([I.B.2-1](#)).

Each academic department designates a SLO lead who is responsible for ensuring information regarding SLOs is disseminated to the discipline faculty, CSLOs are assessed at least once within the six-year cycle, and the assessment results are evaluated and discussed. The lead also enters the assessment results, action plans, and follow-ups (when applicable) into the outcomes assessment database (TracDat).

CSLO assessment discussions occur in a collaborative manner and their organization varies among departments. For example, the Math Department's SLO group meets monthly during the academic year to discuss CSLOs, assessment tools, and results. This group then plans for larger discussion opportunities with all full-time and associate faculty. English Department faculty, on the other hand, grade the essays they use to assess CSLOs as a group, which provides ample opportunity for discussion. They also designate a day where all English faculty, including associate faculty, discuss results and formulate plans.

CSLOs cannot be changed unless they have been assessed at least once. This process allows for dialog and reflection on selecting appropriate learning outcomes for courses. Faculty members demonstrate their investment in the assessment process through the diverse and creative methods they employ to assess CSLOs, evaluate results, and use those data to develop and implement curricular and/or pedagogical improvement plans that will lead to greater student success. For example, based on assessment results in English pre-transfer courses from fall 2014, faculty developed action plans to provide professional development in areas such as the integration of active, critical reading strategies and the use of a range of texts and innovative approaches to enhance essay development. In the earth sciences, where students achieved success above the expected level in four of the five CSLOs, faculty reviewed the assessment tool and student responses related to the fifth, less-than-successful outcome. Based on that evaluation, slight changes were made to the assessment question to provide better alignment with the grading rubric and clarification for students.

PSLOs

All academic programs at the College have PSLOs that are published in the catalog ([I.B.2-2](#)) and on the Outcomes webpage ([I.B.2-3](#)). The College utilizes the California Code of Regulations, title 5, section 55000(g) definition of an academic program as a cohesive set of courses that results in a certificate or degree.

Many disciplines at the College do not have their own degree but instead are part of—and make a significant contribution to—the liberal arts associate degree, which is composed of general education courses and a more focused area of emphasis that serves as the major.

Students earn the degree by completing a certified general education pattern that assists them in meeting transfer admission requirements to the University of California (UC) or the California State University (CSU) or by completing the locally developed MiraCosta general education pattern. The established PSLO for the liberal arts degree is informed by CSU- and UC-defined general education program outcomes, and the inclusion of courses adheres to these criteria. Faculty without official programs whose courses feed into the liberal arts degree adhere to these overarching general education category goals as they assess, evaluate, and revise courses based on SLOs.

PSLOs are developed to align with the content and objectives of the program's core courses and to provide students with clear information on the learning they can expect to attain at the completion of that program. PSLO assessments are developed in a collaborative effort by the faculty of departments whose courses contribute to the core of a degree or certificate. All programs are assessed during the program review process via the program learning outcomes reflection area of the program review template ([I.B.2-4](#)). Assessment results for PSLOs are stored in TracDat.

SLOAC, now the OAC, has continually provided workshops and individual support to faculty to assist departments in developing and implementing various program assessment methods. Program assessment methods vary across disciplines and include direct assessments, such as capstone courses and portfolios (used primarily in career technical education and arts programs), as well as indirect assessments, such as surveys and student focus groups (used primarily in programs that have no prerequisite courses leading to a specific ending point except for the completion of required courses).

Course-level assessments are sometimes used to contribute to the overall assessment of a program when faculty dialog has established that the combination of core course assessment information provides a strong indication of whether the overall PSLOs have been met. For example, design faculty use a portfolio assessment that is based on a new portfolio and presentation course; media arts and technologies faculty use a capstone portfolio review. Music faculty conduct a similar capstone/performance review for applied music students, which is assessed continuously and is both formative and summative. The liberal arts program uses the Graduating Student Exit Survey as an indirect assessment of PSLOs. (This same instrument has also been adopted for ISLO assessment and serves both purposes.)

OAC-facilitated workshops have fostered discussion between interdisciplinary faculty groups to identify common outcomes in support and core courses within a program and to engage faculty in discussions that focus on meaningful program assessment. Recognizing that the most robust and informative assessment occurs when a student has completed all courses within a program, these discussions have also acknowledged that the use of course-level

assessment to inform program-level assessment can be used to capture students at various points in the process of program completion, and this data can provide direction to all faculty who support a program with their courses.

While PSLOs were developed and assessed for degrees and certificates of achievement in 2013/14, SLOAC members participated in professional development workshops and recognized that PSLOs would also be beneficial for certificates of proficiency. PSLOs were created during that academic year for certificates of proficiency and are currently assessed.

Distance education (DE)

Classes taught through DE have the same curriculum as courses taught in the traditional face-to-face method; however, faculty must complete a supplemental form that is part of the official course outline of record to indicate that all instructors assigned to teach the course will be able to meet the DE requirements and expectations described in Administrative Procedure 4105 ([IN-18](#)).

As part of program review, departments are explicitly prompted to analyze outcomes data disaggregated by fully online, hybrid (a combination of online and in-person), and in-person modalities. The prompt also requires faculty to reflect on SLOs for their courses taught via distance education ([I.B.2-5](#)).

Student and learning support services

All student and learning support services have established SLOs for appropriate programs that can measure direct student learning. Hybrid programs, such as Counseling, Disabled Students Programs & Services, and Career Services, have SLOs for each of the courses they offer.

More than a decade ago, all Student Services departments developed service area outcomes (SAOs) and assessment methods for each outcome. The outcomes were correlated to the division goals, and they were assessed and reviewed annually at department meetings, division meetings, and the annual Student Services Division retreat. Like instructional programs, SAO assessment and dialog were captured in TracDat.

As mentioned earlier, action plans are developed based on the discussion of assessment results. In an example from Health Services, peer educators conduct classroom presentations related to mental health services and recognizing depression. At the end of each session, short surveys are deployed to assess the learning that takes place as a result of the presentation. The results of one of these surveys in 2014 revealed that although 94 percent of

the students were able to identify one campus resource for mental health assistance, they were not sure of the exact physical location of Health Services. Following this and other feedback, presentations were adjusted to improve student learning of the information.

In fall 2014, the Student Services Division developed new goals and objectives. The division purposefully identified learning outcomes and assessments that were meaningful for the division's work. The division developed goals to reflect a new study published by the Research and Planning Group of the California Community Colleges called *Student Support (Re)Defined*, and SLOs/SAOs were also refined to connect to the student success factors identified by the study. The six success factors were also connected where appropriate to the ISLOs. The departments in the division are currently in the first year (2015/16) of assessing the new SLOs/SAOs ([I.B.2-6](#)).

Library

The Library Department has established SLOs for appropriate services and programs that can measure direct student learning (such as library instruction and reference services) and for library science courses, and it has SAOs for library services and resources. Since 2008, the Library Department has developed and revised assessment methods for its programs and services. The outcomes were correlated to division goals and the Library's mission statement, and they were assessed and reviewed annually at department meetings. SAO assessments have led to many improvements, including student "data packets" for reference services and remote database users, new student study rooms, increased numbers of textbooks on reserve, extended hours for final exam preparation, and increase in outreach and instruction for pre-transfer students.

Like instructional programs, SAO assessment and dialog are captured in TracDat. In spring 2016, using data from 2015 assessments, the department developed a new SLO for instruction. Assessments for the new outcome, which will be utilized to assess direct student learning in a variety of environments and settings, will be piloted in fall 2016 for full assessment in spring 2017.

President's Division

The President's Division is composed of the Research, Planning and Institutional Effectiveness, Public Information, and Foundation/Development Offices as well as the Office of the President. These areas have established administrative unit outcomes (AUOs) that are monitored regularly and reflected upon during program review. An example of an AUO developed for the Office of the President is the regular review and overhaul of board policies and administrative procedures. The progress on this outcome has been outlined on a

spreadsheet that tracks the review and revisions of board policies and administrative procedures as well as the date of approval (where appropriate) by the board of trustees ([I.B.2-7](#)). These updates are communicated to the College community each semester.

ISLOs and GELOs

MiraCosta has five faculty-developed and board-approved ISLOs:

- Effective communication
- Critical thinking and problem solving
- Professional and ethical behavior
- Information literacy
- Global awareness

The College currently assesses its ISLOs by utilizing course-level assessments, associate degree petitioner surveys, and student focus groups and by engaging in dialog about how CSLO assessments inform the ISLOs College wide. Dialog about ISLOs takes place through professional development workshops, All College Day events, All Chairs retreats, a monthly newsletter, and department meetings.

At the January 10, 2014 All College Day, MiraCosta faculty, staff, and administrators engaged in dialog about ISLOs, ISLO assessment, and how to make ISLO assessment more authentic by using multiple measures to assess student learning. This dialog encompassed feedback about the graduate survey assessment instrument as well as the critical thinking assessment used in the student focus groups. SLOAC used this feedback to redesign the survey instrument and to modify the critical thinking assessment used in the associate degree survey and the focus groups in that spring assessment cycle. Faculty also expressed concern that course mapping and the indirect assessment approach (e.g., the graduating student exit survey) were not comprehensive enough to connect ISLOs to individual student learning.

The All College Day event was followed by a full faculty senate meeting on January 31 in which participants further considered the ISLO assessment issues that were raised at the event. This further dialog among faculty resulted in the development of a new approach to ISLO assessments that involved the assessment of institutional outcomes at the course level and the use of the SURF gradebook system for recording results. It also led to the adoption of a common rubric to assess critical thinking, laid the groundwork for the adoption of rubrics to assess other ISLOs, and led to enhancements to the Graduating Student Exit Survey and graduating student focus group assessments, including a new direct assessment of critical thinking ([I.B.2-8](#)). The College has continued to use the SURF database for assessing course-level ISLOs across the disciplines, adopting common rubrics, and expanding this to include other ISLOs.

In 2012, the College mapped all courses to the ISLOs and used this to inform which courses can best be used for assessment of each of the specific ISLOs. All courses were rated from one to five in the “ISLO mastery matrix,” where a rating of one demonstrates little connection with the given ISLO and a rating of five demonstrates a strong connection to the given ISLO ([I.B.2-9](#)). The committee sorted the courses by ISLO rating in the mastery matrix and randomly selected from courses that rated the given ISLO as a five in the mastery matrix for assessment and subsequent dialog. The SURF assessment began as a pilot with the critical thinking and problem solving ISLO. Several faculty groups discussed what exactly it meant to be a critical thinker. One group created a general rubric that allowed faculty to assess critical thinking in their courses and enter the results on the SURF grade roster. This practice enabled the College to collect more data, disaggregate the data (by gender, ethnicity, age range, etc.), and make comparisons to the aggregate. As of spring 2016, all ISLOs have been assessed through SURF, and this process has provided a more meaningful way to assess ISLOs than course mapping.

Due to the close correspondence between ISLOs and GELOs, the College focused assessment primarily on the areas of overlap. One area that is not addressed in both sets of institutional outcomes is the GELO for aesthetic literacy, which was assessed at the course level in spring 2016.

The College has been analyzing how the definition, configuration, and assessment of ISLOs and GELOs can best support sustainable, continuous quality improvement and enhance outcomes for students. Stakeholders from across the College reviewed both outcome sets at an Assessment Day on October 30, 2015, providing feedback to inform refinements, which included the recommendation to combine ISLOs and GELOs into one set of institutional outcomes. In spring 2016, the College hosted an assessment and planning day and began considering a new combined set of ISLOs. Three sets of ISLOs were presented to the College for a vote in late spring ([I.B.2-10](#)) with the expectation that final consideration and adoption of the new ISLOs will occur in fall 2016.

The College will begin offering a bachelor’s degree in biomanufacturing in fall 2017 and will begin collecting and analyzing data associated with the program at that time.

Analysis and Evaluation

The institution has defined student learning outcomes (and service area outcomes where appropriate) for all instructional programs and student and learning support services at the course, program, certificate, degree, and general education/institutional levels. Assessment and evaluation occurs in a continuous cycle of quality improvement.

The College meets Standard 1.B.2 and Eligibility Requirement 11.

Evidence

IN-18	AP 4105: Distance Education
I.B.2-1	Courses and Programs Committee Handbook, 2015–16 , p. 82
I.B.2-2	Sample Catalog section PSLO
I.B.2-3	Student Learning Outcomes Webpage
I.B.2-4	PSLO Reflection, Program Review Handbook, p. 6
I.B.2-5	Biology Department Program Review, 2015-16
I.B.2-6	ISLO Student Services Division Assessment Plan
I.B.2-7	BP-AP Tracking Document
I.B.2-8	ISLO Assessment, SLOAC meeting minutes, 2-4-14
I.B.2-9	IL Outcome Matrix, 2015-16
I.B.2-10	ISLO Survey Options, Spring 2016

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

In spring 2014, the College engaged in a dialog about establishing a process for setting student-success related institution-set standards. The standards for course completion, degree completion, certificate completion, transfer, career technical education (CTE) measures, and an additional area of focus that included fall-to-fall persistence were routed to the SSC. Extensive analysis and discussion took place to determine the standards, and the committee agreed to review the five-year running average, statewide average, and peer institution average for all five standards. For each standard, based on all three inputs, the committee recommended either the statewide average as the standard for performance or the College's prior year data or average when statewide data was not reliable. The committee's recommendations were then brought to the Academic Senate for approval and the other councils for information. The institution-set standards are published on the MiraCosta College SharePoint Portal as part of a student success dashboard ([I.B.3-1](#)).

The SSC annually reviews the standards from the Accrediting Commission for Community and Junior Colleges (ACCJC) annual report ([I.B.3-2](#)), assesses college-level progress toward the standards, and suggests improvements or recommendations to the standards. The committee's recommendations are then forwarded to the Academic Senate and the College Council for discussion and final approval. The board of trustees also annually reviews student success and achievement data as well as institutional-set standards as part of the board's data dashboard.

In spring 2015, the Framework of Indicators for the Institutional Effectiveness Partnership Initiative (IEPI) was added to the SSC for the blueprint of target goals related to student success and the BPC for target goals related to budget indicators. Again, the SSC had a meaningful discussion on reviewing the indicators and developed aspirational goals for each. Although aspirational goals take longer than one year to achieve, the committee felt strongly that the current initiatives that the College is undertaking (i.e., Equity Plan, Student Success and Support Program, Achieving the Dream) will ultimately impact the indicators and increase student success. Both the institution-set standards and the IEPI target goals were reviewed and approved by the College Council. The College will continue to annually track progress made toward both the institution-set standards and the IEPI indicators.

In addition to the institution-set standards, the College has incorporated into the program review process a requirement for departments to address quality of DE achievements as compared to face-to-face methods. Online Education also conducts its own program review annually, examining College-wide outcomes data for DE and non-DE courses and determining areas for further inquiry and improvement.

The College will begin offering a bachelor's degree in biomanufacturing in fall 2017 and will begin collecting and analyzing data associated with the program at that time.

Analysis and Evaluation

MiraCosta publishes its institution-set standards on a dashboard within the College's portal. The College regularly reviews institution-set standards and other institutional effectiveness metrics primarily through committee and council discussion and within the program review process. With the development of the College Council, those conversations will now have the potential of engaging an even wider group of representatives and groups, the involvement of which can help guide broader discussions on how the College can continuously improve its institutional performance relative to the standards it has set. Finally, the board of trustees reviews institutional-set standards and IEPI metrics annually.

The College meets Standard I.B.3 and Eligibility Requirement 11.

Evidence

- I.B.3-1 Student Success Dashboard
- I.B.3-2 ACCJC Annual Report, 2015

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College has a clearly defined integrated planning process that includes achievement and outcomes assessment data in all the stages of the planning cycle. As described in Standard I.A.2, the mission statement is the touchstone for the College's entire planning process, and the *2011 Comprehensive Master Plan* included a review of internal data to evaluate its progress at meeting the mission as well as external data to analyze and plan for changes in the external landscape and the evolving needs of the College's community. Due to its strong research foundation, the CMP frames all College conversations about student learning and achievement, based upon common data ([I.A.2-1](#)). The master planning process resulted in the development of five broad goals:

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;
- become the institution where each student has a high probability of achieving academic success;
- institutionalize effective planning processes through the systematic use of data to make decisions;
- demonstrate high standards of stewardship and fiscal prudence; and
- be a conscientious community partner.

In fall 2015, MiraCosta developed an addendum to the *2011 Comprehensive Master Plan* to update internal and external data and review the College's goals ([I.A.2-5](#)). Updated data were discussed and objectives were modified to meld the five goals with the most immediate as well as the long-term needs of the College.

To meet the five institutional goals, MiraCosta has created a strategic plan that identifies institutional objectives and action plans ([I.A.3-2](#)). The College has expressly identified action plans as the primary method of tracking progress made toward accomplishing the institutional objectives. Action plans specify tasks, assign responsibility, and include target dates, progress reports, and indices of program improvement.

Review of outcomes assessment and achievement data and reflection on student learning is incorporated in all planning efforts at the College, including program review (see Standard I.B.5) and the development of statewide Student Equity, Basic Skills Initiative, and SSSP

Plans. The College hired an additional research analyst in January 2015 with the primary focus of conducting studies related to student equity, student success, and basic skills students.

In the past two years, the College has engaged in meaningful dialog around basic skills students and equitable achievements among all MiraCosta students. The SSC designated an additional monthly meeting (“Fourth Fridays”) for institutional dialog on student success. During these meetings, the College community reviews studies on probationary students, basic skills students, degree completion, and disproportionately impacted students and discusses changes to the policies, procedures, and activities that need to occur to increase student success.

An example resulting from this type of data and conversation is the shift in assessment and placement practices from standardized assessment testing (i.e., Mathematics Diagnostic Testing Project and COMPASS) to adoption of a multiple measures approach in both English and math. Specifically, the College is using cumulative high school grade point average in conjunction with English and math course grades (modeled after the Multiple Measures Assessment Project). These placement practices began in fall 2015 for English and spring 2016 for math. Based on the fall 2015 data and preliminary data from spring 2016, an additional 20 percent of new students will be eligible for transfer-level English and an additional 10 percent for transfer-level math.

Joining Achieving the Dream (AtD) has resulted in additional assessment of student learning and achievement. As part of the process, AtD requires the College to go through a year of inquiry in assessing student achievement with an equity lens. Disaggregated data of student achievement (basic skills completion, transfer, and degree completion) were presented to all faculty and staff at the fall 2015 All College Day, and student focus group findings were presented at the spring 2016 All College Day. The goals of these workshops were to inform the campus community about MiraCosta’s basic skills students and to provide input on what the focus should be for the College’s AtD plan. The year of inquiry has allowed the College to reflect extensively on factors contributing to disproportionate success among MiraCosta’s students. The plan will include direction for adopting effective and evidence-based practices that will help more students achieve deep learning and achieve their educational goals while closing the achievement gap.

Analysis and Evaluation

The College has established processes for using assessment data to evaluate student learning and achievement. These processes start with the educational and strategic planning processes where disaggregated student data are examined along with community demographics and workforce data. Discipline-specific disaggregated data and outcomes assessment results are

reviewed annually during the program review process and, based on discussions of those data, departments develop action plans for improvement. College committees also review data annually when preparing student equity, SSSP, and basic skills plans. The College revisits institution-set standards on a regular basis and encourages departments to do so during program review. In addition to the systematic review of information as part of institutional planning processes, data are also reviewed related to the development and implementation of specific initiatives, such as AtD.

The College meets Standard I.B.4.

Evidence

- I.A.2-1 Data Elements, 2011 Comprehensive Master Plan, Chapter 2
- I.A.2-5 Educational Plan Addendum, 2016-2020
- I.A.3-2 Institutional Objectives, Strategic Plan 2014–2017, pp. 9–30

Institutional Effectiveness

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The systematic, ongoing institutional program review process focuses on the assessment of programs for how effectively they advance the College’s mission and improve student achievement and learning. The process is fundamental to, and incorporated throughout, all aspects of MiraCosta’s planning and budgeting approach. The mission is advanced not only by comparison against program standards but also through the planning portion of program review.

Prior to 2010, a thorough program review for each instructional department was completed every six years with a progress report every three years. Currently, program review, for all instructional and noninstructional programs, is completed every year.

The program review process, codified in the Program Review Handbook, can be summarized as following a format of “review, reflect, and plan,” which concludes with a validation process ([I.B.5-1](#)). The *review* component includes quantitative and qualitative data, both internal and external to the program. Each summer, departments are provided with a data

packet for their program. The data packet includes program performance, student achievement, and student demographics. Program performance addresses program efficiency of weekly student contact hours (WSCH), WSCH/full-time equivalent faculty (FTEF), full-time equivalent students (FTES), FTEF, fill rates, percentage of courses taught by associate (part-time) faculty, program enrollments, sections, and average enrollment per section. The data are disaggregated by courses taught face-to-face and online.

Student achievement data include student success, student retention, and degrees earned. The data are disaggregated by age, gender, and ethnicity. A five-year average for the program is provided as well as the statewide five-year average so departments can reflect on program standards. Student achievement data are also disaggregated by online and face-to-face courses so departments can address any discrepancies between student success for online courses versus their face-to-face counterparts. Student demographic data, in addition to age, ethnicity, and gender, provide information on student enrollment status, student goal orientation, and educational level.

The *reflect* component of the program review process requires academic programs to address program performance, results from SLO assessments, program resources, program personnel, and program curriculum and students. Noninstructional programs address program performance, AUOs and/or SLOs, and program personnel.

The *plan* forms address any improvements or changes to the program required as a result of gaps identified in the program review and reflection. Program plans are motivated either by institutional objectives and their associated action plans or by specific program findings motivated by data-based reflection against program standards. The plans are designed to advance the mission of the College and link to the institutional goals and SLOs.

After program reviews have been completed, program review authors and supervisors use an established scoring system to evaluate the extent to which the program is effectively meeting the mission of the College. The results of this evaluation are validated by the IPRC, which reports out on the results.

During the past six years, institutional program review has been the basis of resource allocation in direct support of student learning and achievement. The budgeting and resource allocation process prioritizes resources based on links to the College mission as well as to MiraCosta's institutional goals and objectives.

The program review process itself also undergoes regular review. Each year the IPRC reviews external survey feedback on the process from the College community as well as results from an internal survey of committee members. In addition, the committee asks for feedback on the process from program review authors. An IPRC subcommittee also evaluates

a random sample of program review submissions to assess the quality of the prompts and the responses. The results of the feedback and sample evaluation are used to refine the process, update the Program Review Handbook, and identify areas for training and support ([I.B.5-2](#)).

Analysis and Evaluation

The College has an annual process of program review that requires the departmental examination of, and reflection upon, quantitative and qualitative data. Program review data are disaggregated in a number of ways (including by mode of delivery) and compared with state standards. In addition, departments reflect on SLO assessment results and evaluate other program parameters, including curriculum, personnel, and resources. Based on those reflections, they develop action plans for program improvement that are evaluated and used by the College in allocating resources toward supporting student success and achieving the College's short- and long-term goals.

The College meets Standard I.B.5.

Evidence

- I.B.5-1 Validation Process, Program Review Handbook, p. 8
- I.B.5-2 Continuous Improvement, Program Review Handbook, p. 10

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

As mentioned in earlier sections, the College considers disaggregated student outcomes and achievement data in a number of situations. In preparation of the *2011 Comprehensive Master Plan*, as well as the *Educational Plan Addendum 2016–2020*, the College reviewed disaggregated student achievement data. Based on those analyses, the College identified strategic objectives and directions to address the performance gaps.

Examining disaggregated data is also key to the annual preparation and implementation of the College's Student Equity, Basic Skills, and SSSP Plans. As an example, the College identified black/African American males as a population in need of support in areas such as course completion and basic skills sequence completion. To begin addressing these

performance gaps, the College implemented a number of strategies, including executing multiple measures for placement in English and math, expanding the Umoja program, and creating professional development opportunities for faculty to learn key strategies for teaching men of color. Latinos make up 33 percent of the student population; as a Hispanic-serving institution, the College supports those students through programs such as Puente.

Resource allocation is also informed by the annual program review process, which relies on detailed review and reflection of both SLOs and disaggregated, discipline-specific student achievement data. The program review process described in section I.B.5 also uses the institutional objectives, in addition to program-specific gaps that might be identified, to guide the development of action plans designed to improve programs, request personnel, and advance overall institutional student success.

The College has also developed a process for assessing ISLOs in a disaggregated fashion (by student demographics and modality). As outlined more specifically in section I.B.2, faculty assess a specific ISLO in courses that most closely map to that ISLO. Assessment results for that ISLO for each student are recorded in the SURF student system at the same time the faculty records the final grade for the course. Thus, the outcomes assessment for that particular ISLO is attached to a student identification number, which allows the College to disaggregate the outcomes assessment results for more in-depth discussion about ISLO achievement ([I.B.6-1](#)).

Implemented strategies are evaluated for their effectiveness each year as the College reviews data for program review, prepares various student success plans, reviews and updates standards related to student success, and reviews success data for various campus initiatives.

Analysis and Evaluation

The College has established processes by which faculty and staff regularly examine, discuss, and utilize disaggregated achievement data and SLOs for planning and resource allocation aimed at continuous improvement. These processes include longer-term educational and strategic planning, student equity and success plan development, annual program review, and recurring ISLO assessment. Data review, program review, planning, and resource allocation are all integrated with the intent to develop strategies for improvement and to evaluate their effectiveness.

In order to improve institutional effectiveness, the College will enhance mechanisms for all constituents (including associate faculty and students) to engage in dialog about outcomes assessment results (including disaggregated data) and their use for planning and improvement at program and institutional levels.

The College meets Standard I.B.6.

Evidence

I.B.6-1 Sample ISLO Results, 2014-15

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The review of policies and practices occurs in a number of ways within the College. Board policies and administrative procedures are reviewed on a recurring basis and changes are made as needed ([I.B.7-1](#); [I.B.7-2](#)). Changes to board policies and procedures can occur also in response to a number of factors, including changes in regulatory requirements, committee discussions, or programmatic changes for face-to-face and distance education. The MiraCosta Community College District Governance Manual details the process for moving proposed changes to board policies and administrative procedures through the governance structure.

One example is the College's recent review of board policies and administrative procedures in preparation for offering a baccalaureate in biomanufacturing. The Courses and Programs Committee approved a proposed timeline for reviewing the affected board policies and administrative procedures and creating policies and procedures that would establish the criteria by which the committee would review the upper-division curriculum ([I.B.7-3](#)). At its March 10, 2016 meeting, the committee approved the new board policy and administrative procedure that establish the graduation requirements for the bachelor's degree ([I.B.7-4](#); [I.B.7-5](#)) as well as the policy and procedure that establish the philosophy and criteria for the baccalaureate program and general education ([I.B.7-6](#); [I.B.7-7](#)). The committee also approved three modified administrative procedures that were revised to accommodate the new bachelor's degree ([I.B.7-8](#); [I.B.7-9](#)).

Student support services' practices and policies are evaluated regularly and changes are made based on effective practices and research. One example of such a change made collaboratively between Student Services and Instructional Services was the modification of the matriculation process, which included changes in assessment to include multiple measures based on grade point average and courses completed in high school. Such change

caused a significant impact in students placing directly into transfer-level math and English courses, considerably closing the achievement gap for Hispanic and African American students. Another example is the review of College practices following the passage of Senate Bill 150, which allowed concurrently enrolled high school students who are nonresidents to be exempt from paying nonresident tuition. The College, recognizing the impact on equity for its undocumented student population, chose to adopt the practice. MiraCosta's work in AtD has also generated a renewed focus on reviewing board policies and administrative procedures through the lens of equity.

Analysis and Evaluation

MiraCosta is effective in evaluating its policies and practices in order to foster improvement. The College has a board policy and administrative procedure that guide regular review and revision of its policies and procedures. Practices and policies are also evaluated during the annual program review process, during governance self-assessment activities, and as a result of college planning and continuous improvement processes. Reviews of policies and practices can also occur in response to changing circumstances at the College or within the community.

The College meets Standard I.B.7.

Evidence

- I.B.7-1 BP 2410: Board Policies-Administrative Procedures
- I.B.7-2 AP 2410: Board Policies-Administrative Procedures
- I.B.7-3 Upper Division Curriculum, C&P Committee Minutes, 2-11-16
- I.B.7-4 BP 4100B: Graduation Requirements for Baccalaureate Degree
- I.B.7-5 AP 4100B: Graduation Requirements for Baccalaureate Degree
- I.B.7-6 Baccalaureate Program Philosophy, C&P Committee Minutes, 3-10-16
- I.B.7-7 AP 4025B: Philosophy and Criteria for Baccalaureate Degree and GE
- I.B.7-8 AP 4020: Program, Curriculum, and Course Development
- I.B.7-9 AP 4101: Directed Studies

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

College plans—the preparation of which utilizes assessment results, disaggregated student achievement and demographic data, and community information—are available for review on the MiraCosta College website ([I.B.8-1](#)). These plans also include the goals, objectives, and strategic directions MiraCosta intends to address in order to advance its mission. For example, in 2015, the College reviewed its CMP to assess the plan’s relevancy amidst changing conditions. As a result of that review, the College collected additional data and updated the CMP’s Educational and Facilities Plans ([I.A.2-5](#); [I.B.8-2](#)).

SLO assessment information for courses and programs is recorded in TracDat, and results from PSLO assessments are posted on the College's Student Learning Outcomes webpage ([I.B.2-3](#)). Reflection on the assessment of PSLOs can also be found in each department's program review document on the portal ([I.B.8-3](#)).

In addition to the plans and outcomes assessment information mentioned above, a student success dashboard is available to the College community on the portal. The board of trustees also has a similar dashboard. The student success dashboard contains up-to-date data for a number of categories, including the following:

- Basic skills sequence completion
- Transfer volume
- CTE pass rates
- Course completion
- Degree and certificate completion
- Persistence
- Fund balance indicators
- Audit findings ([I.B.3-1](#))

This information is available at all times and is reviewed and discussed by the board of trustees at least annually.

Finally, MiraCosta has engaged the broader College community in a number of large-scale activities centered on dialog related to SLOs, student achievement data, and focus group data. These activities have occurred during events on All College Days ([I.B.1-6](#)) and on the fifth Fridays of the month ([I.B.8-4](#)). In addition, presentations are made to committees, councils,

the board of trustees, and the College community in general during scheduled workshops and meetings.

Analysis and Evaluation

The College works diligently to maintain transparency of processes and information, including key data and outcomes assessment information. Results of CSLO, PSLO, and ISLO assessments are shared on the Outcomes Assessment Committee webpage. Student achievement and other data are shared with the College via dashboards on the portal, through program review documents, in the review and development of both long-term and annual college planning documents, in constituent group presentations, and in College-wide events and workshops.

In order to increase institutional effectiveness, MiraCosta will explore more effective ways to publish and communicate student achievement results that will also allow for improved interaction with, and use of, the data for dialog and decision making.

The College meets Standard I.B.8.

Evidence

- I.A.2-5 Educational Plan Addendum, 2016-2020
- I.B.1-6 All-College Day agenda, Spring 2016
- I.B.2-3 Student Learning Outcomes Webpage
- I.B.3-1 Student Success Dashboard
- I.B.8-1 Planning webpage
- I.B.8-2 Facilities Master Plan update, 2016
- I.B.8-3 Program Review Portal page
- I.B.8-4 Assessment Day Agenda, Fall 2015

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The MiraCosta College mission statement is the foundation for all planning at the College. Long-term goals for the College are laid out as part of the *2011 Comprehensive Master Plan (I.A.4-7)*. The plan and goals were developed based on a review of data related to student achievement, student and community demographics, enrollment trends, labor market and employment data, and survey and interview data from students and the surrounding community.

In order to achieve the goals outlined in the CMP, the College developed successive three-year strategic plan documents (currently 2014–2017) with specific institutional objectives and action plans to implement and track. In 2015, the College conducted a mid-cycle review of the data listed above and developed an updated Educational Plan Addendum with five-year directions focused on addressing each of the ten-year institutional goals of the original CMP ([I.B.9-1](#)).

The CMP goals and institutional objectives are central to the College’s program review and resource allocation processes. Annually, each department completes a program review in which they reflect upon department-specific trend data and make comparisons to discipline or state standards. This includes data for both face-to-face and distance education. Based on that review, departments develop action plans to address the identified gaps and/or the institutional objectives. The action plan also contains a section that requires plan authors to discuss how their action plan will be assessed or evaluated. Action plans may also include justification and requests for resources, such as technology, staffing, and/or facilities. The action plans eventually move to the Budget and Planning Committee, which evaluates each plan against pre-set criteria and then makes recommendations to the College superintendent/president regarding resource allocation. The integrated model is illustrated in Figure 45.



Source: Integrated Planning Manual.

Figure 45. MiraCosta Community College District Integrated Planning Model

In addition to the integrated model shown above, the College also prepares targeted plans that are linked to the larger set of institutional goals. These include, but are not limited to, the following plans:

- Student Equity
- Student Success and Support Program (SSSP)
- Staffing
- Basic Skills
- Facilities
- Technology
- Educational Plan Addendum (including Enrollment Management)
- Online Education
- Financial.

The details of the integrated planning model were originally found in the College's Integrated Planning Manual (IPM). With the recent revisions to some timelines, the influx of required

planning documents as a result of statewide initiatives, and the College's involvement in AtD, the College Council decided to replace the IPM with an updated, streamlined document and is in the process of making those revisions. This is just one example of the regular review and reflection on the College planning process that takes place to maintain its effectiveness.

In addition to planning processes and procedures, MiraCosta has a mature governance system of committees and councils that assures sufficient participation from faculty, staff, students, and administrators. Governance committees develop and update plans, board policies, and administrative procedures and recommend them to the governance councils. Composed of members from all four constituent groups (faculty, staff, administrators, and students), committees have subject-matter purview and are advisory in nature to the councils ([I.B.9-2](#); [I.B.9-3](#); [I.B.1-3](#)). Councils, on the other hand, represent homogenous constituent groups; each council's members belong to the same group. They review and approve recommendations and committee proposals but do not expressly create plans, board policies, or administrative procedures.

Analysis and Evaluation

MiraCosta uses quantitative and qualitative data to assess not only its student demographics and achievement but also the needs of the College and surrounding community. Based on that evaluation, the College developed long-term planning goals and shorter-term strategic plans with objectives and action plans to achieve those goals. The College has also developed an annual program review process that is integrated with the overall planning and resource allocation processes.

A number of other plans (some state required and others local) are also linked to the overall process by a focus on institutional goals. However, there has been a desire at the College to better integrate the newer student success initiatives and other planning documents with the current planning process in order to maximize effectiveness in reaching the College's goals.

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

The College meets Standard I.B.9 and Eligibility Requirement 19.

Evidence

- I.A.4-7 Mission Statement, Comprehensive Master Plan, 2011, p. 8
- I.B.1-3 Governance Manual

- I.B.9-1 Five-Year Directions, Educational Plan Addendum 2016–2020, p. 22-26
- I.B.9-2 BP 2510: Collegial Governance
- I.B.9-3 AP 2510: Collegial Governance

I.C Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

MiraCosta strives to ensure that all information regarding its mission, student learning outcomes, educational programs, student support services, and accreditation status is provided in a clear and accurate manner to current and prospective students as well as to the community the College serves.

College mission

The superintendent/president works with a number of offices on campus (e.g., Public Information and Student Services) to ensure the integrity of information related to the College mission. As part of the ten-year comprehensive master planning process, the mission undergoes a College-wide evaluation and revision every three years or as deemed necessary, after which the superintendent/president updates the policy and submits it to the board of trustees (BOT) for review and approval. Board Policy 1200, District Mission, was most recently updated and approved by the BOT in September 2015 after the College was approved by the California Community Colleges Chancellor's Office (CCCCO) to offer a baccalaureate program ([I.A.1-2](#)).

When the mission statement is published on the College website and in the catalog, student planner, annual report, budget report, planning documents, and committee handbooks, it is checked against the policy on the District's mission for accuracy as part of those publications' quality assurance processes. This occurs at least annually.

Student learning outcomes

Institutional-, program-, and course-level student learning outcomes (SLOs) represent a common set of expectations around which the College's core offerings are organized. The Outcomes Assessment Committee (OAC) ensures the integrity of the information published on its webpage as well as the course-level SLOs (CSLOs) that are included in every course outline of record. CSLOs and program-level SLOs (PSLOs) are added, deleted, and modified via the SharePoint Portal. Once a faculty member submits the appropriate form through the

portal site, it is routed first to the department chair and then to the OAC. Once the OAC reviews and approves new, modified, or deleted SLOs, the instructional technical support specialist updates the three systems that store SLOs:

- TracDat (generates reports departments use for program review)
- CurricUNET Meta (generates the official course outlines of record)
- Courseleaf (generates the annual MiraCosta College Catalog).

Institutional-level SLOs (ISLOs) and PSLOs are published in the online and print College Catalog ([I.C.1-1](#)). The Office of Instruction ensures the accuracy and currency of all information published in the catalog through an annual electronic review and approval workflow process (see Standard I.C.2).

Instruction office staff also review the annual student planner to ensure the institutional learning outcomes published within it are accurate. Course SLOs are included in the officially approved and publicly accessible course outlines, and instructors are expected to include SLOs from the official course outlines of record in their syllabi.

The program review document includes a reflection area where departments are required to summarize their program SLO (PSLO) assessment results ([I.B.2-5](#)). The program review process also asks authors to summarize course and institutional SLO assessment results in addition to the program results. The report is reviewed by the faculty in each department and by the respective instructional deans for accuracy. Once the annual program review reports are validated by the Institutional Program Review Committee (IPRC), each department's PSLO assessment summary is posted on the Student Learning Outcomes webpage for public review.

Educational programs

The Office of Instruction assures the educational program information (face-to-face and distance education) published in the catalog is accurate and current by utilizing a four-step electronic review and approval workflow process. Each area of study is routed from the technical writer in the Office of Instruction to the College's articulation officer, to the appropriate department chair, to the appropriate instructional dean, and back to the Office of Instruction for final review. The Office of Instruction then reviews and corrects, as appropriate, errors noted by reviewers to ensure the program information in the catalog is the same as the program information in the College's curriculum management system.

Educational program information is also publicly shared through brochures, fliers, and the College website. To assure that information published about the College's educational programs accurately reflects what is published in the current catalog, MiraCosta College's

Public Information Office (PIO) employs a thorough review process that includes various individuals and departments across campus.

The PIO, lead faculty, and instructional deans work collaboratively to write and review academic program brochures and fliers. Department chairs and the career technical education (CTE) dean review CTE program brochures annually to ensure the brochures clearly and accurately describe career paths, employment opportunities, licensure requirements, and other occupational or program requirements.

The Nursing and Allied Health Programs brochure, for example, tells prospective students that the Surgical Technology program will prepare them for the National Certifying Exam given by the Liaison Council of Certification for Surgical Technology ([I.C.1-2](#)). It also informs prospective students that satisfactory completion of the Licensed Vocational Nursing program makes them eligible to take the National Council of State boards of Nursing Licensing Exam for licensure as a licensed vocational nurse, and completion of the LVN-RN transition program prepares students to take the National Council Licensure Examination to become registered nurses.

The CTE program brochure review cycle begins in April when the Perkins Planning Team approves Perkins expenditures for the coming fiscal year. Faculty members review their current brochures and submit any edits to the CTE dean for approval. The PIO then updates the brochures, has them printed, and distributes them on the three MiraCosta College campuses. Current and prospective students may access program brochures on the College website (by discipline) or via the PIO's webpage, which also provides an online order form for those who want a printed program or student service brochure mailed to them ([I.C.1-3](#)).

The discipline pages on the College website provide current and accurate information about their respective departments, including degree and certificate opportunities and requirements. Discipline webpages take their program information directly from the College catalog to ensure accuracy and consistency. Disciplines with certificate programs that lead to employment also include a gainful employment disclosure link ([I.C.1-4](#)), which provides information about a program's cost (assuming normal time to completion), financing options (if any are available), and estimated time to completion. The Financial Aid Office, Office of Instruction, Academic and Information Services, and Office of Research, Planning, and Institutional Effectiveness work together to update the gainful employment information annually.

The Online Education webpage provides information about online and hybrid courses, scheduling of classes, the requirements and expectations for success in online classes, and

online student support services ([I.C.1-5](#)). The faculty director of distance education ensures the information posted on the webpage is current and accurate.

The College will begin offering a bachelor's degree in biomanufacturing in fall 2017. Board policies and administrative procedures are located on the BOT website. In addition, a baccalaureate program website has been created that contains admission criteria and addresses frequently asked questions.

Student support services

Annually, in the early stages of catalog production, information about each student support service is routed from the technical writer in the Office of Instruction to the appropriate student service department office, the department's dean, and back to the Office of Instruction for final review. For example, information about applying to the College and enrolling in classes is first routed to the director of Admissions and Records, then to the dean of Admissions and Student Support, and finally back to the Office of Instruction. At each step in the workflow process, the reviewer can make corrections, which are tracked for the other reviewers to validate before the catalog is published.

Information related to student support services is also published on the MiraCosta College website as well as in the credit and noncredit class schedules and annual student planner. Some student support areas, including Career Studies and Services, Extended Opportunity Programs and Services, Financial Aid, Puente Program, Testing Office and Academic Proctoring Center, and Tutorial Services, publish information about their services in brochures. Current and prospective students may access and order these brochures on the College website (by student service area) or via the PIO webpage.

The College's PIO creates and distributes news releases, e-newsletters, magazines, websites, brochures, flyers, advertisements, class schedules, digital displays, and more with the intent of providing MiraCosta's internal and external constituents with relevant and accurate information about the College. The PIO follows thorough writing and proofreading guidelines, including a writing style guide and branding guide, which are used to ensure that information is presented clearly, accurately, and with integrity. The PIO employs the same thorough quality assurance process for all its print and electronic publications, involving student services' department directors and deans in the review of information prior to it being made public to assure the information is current, accurate, and consistent with the catalog. Additionally, Academic Information Systems staff members review all student support service pages on the College website to ensure quality control prior to publication. Finally, the Office of School Relations/Diversity Outreach, which is the primary liaison to local

school districts, works closely with the PIO to provide quality and accurate information to prospective students.

Accreditation status

MiraCosta communicates its accreditation status to students and the public on the College website's Accreditation webpage ([IN-21](#)), which is one click away from the homepage, as well as in the College catalog ([I.C.1-6](#)), credit application ([I.C.1-7](#)), credit and noncredit schedule of classes ([I.C.1-8](#); [I.C.1-9](#)), abbreviated credit schedule of classes ([I.C.1-10](#)), annual student planner ([I.C.1-11](#)), and annual report ([I.C.1-12](#)). The status statement includes the Accrediting Commission for Community and Junior Colleges' (ACCJC's) address, telephone number, web address, and contact information for filing a complaint. The Accreditation webpage identifies MiraCosta's specialized program accreditation granted by other accreditors and includes their contact information for filing complaints.

The Accreditation webpage also provides access to related documentation from 2009 to the present, including the following:

- ACCJC Notice of Accreditation and Accreditation Action Letter (2010, 2011)
- Substantive change proposals and action/approval letters (2009, 2014, 2015)
- ACCJC Annual Reports (2013, 2014, 2015)
- Self-Study Report: Adult High School Diploma Program (2013)
- Midterm Accreditation Report and action letter (2013)
- Institutional follow-up reports (2011, 2012)
- Evaluation team reports (2010, 2011, 2012)

The Office of Research, Planning, and Institutional Effectiveness updates the information on the Accreditation webpage as needed, such as when new accreditation reports or letters are published, specialized programs are approved, or the Commission requests specific information to be publicly disclosed.

Analysis and Evaluation

All information about the College, whether in electronic and print format, that is presented to students, prospective students, personnel, or the community at large are regularly and broadly reviewed for clarity and accuracy.

The Office of Instruction ensures the accuracy, clarity, currency, and inclusion of appropriate detail of all information published in the MiraCosta College Catalog through its electronic review and approval workflow process described in Standard I.C.1.

The PIO employs a thorough review process for all of its print and electronic advertising, promotional literature, and publications that describe MiraCosta’s mission, programs, services, and accredited status. The PIO involves appropriate department directors and deans in the review of information prior to it being made public to ensure the information is current, accurate, and consistent with the catalog. Information about the College's accreditation, whether overall or program-specific, is available to the public on the Accreditation webpage.

In whatever format the College’s accredited status statement is published, it is checked against the Accreditation webpage for accuracy as part of those publications’ quality assurance processes.

The College meets Standard I.C.1 and Eligibility Requirement 20.

Evidence

- IN-21 Accreditation Webpage
- I.A.1-2 Mission Statement, BOT Minutes, 9-9-15, §IX.A
- I.B.2-5 Biology Department Program Review, 2015-16
- I.C.1-1 Student Learning Outcomes, College Catalog, 2015–16, pp. 10, 54–55, 85
- I.C.1-2 Nursing & Allied Health Programs Brochure
- I.C.1-3 Information Request Webpage
- I.C.1-4 Gainful Employment Webpage
- I.C.1-5 Online Education Webpage
- I.C.1-6 Accreditation Statement, MiraCosta College Catalog, 2015–16 p. 4
- I.C.1-7 Accreditation Statement, Credit Application
- I.C.1-8 Accreditation Statement, Spring 2016 Credit Schedule, p. 3
- I.C.1-9 Accreditation Statement, Community Education Bulletin, p. 3
- I.C.1-10 Accreditation Statement, Abbreviated Credit Schedule of Classes, p. 3
- I.C.1-11 Accreditation Statement, Student Planner and Handbook, 2015–16, p. 1
- I.C.1-12 Accreditation Statement, MiraCosta Annual Report, 2014–15, p. 20

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

Evidence of Meeting the Standard

The College provides a print and online version of the catalog and the Office of Instruction ensures the accuracy and currency of all information published in the catalog through its

electronic review and approval workflow process described in section I.C.1. When changes or corrections are warranted during the year, the Office of Instruction publishes an addendum to ensure MiraCosta's constituencies have the most accurate and current information. For example, the College published an addendum to the 2011/12 catalog when three new associate degrees were approved by the Chancellor's Office shortly after the online catalog went live ([I.C.2-1](#)). More recently, the College published an addendum to the 2015/16 catalog to announce the board-approved modification to the mission statement as well as the corrections that were made to two liberal arts degrees and a number of course descriptions ([I.C.2-2](#)).

The MiraCosta College Catalog ([I.C.2-3](#)) provides the following information:

General Information

- Official name of the district, campus addresses and descriptions, and contact information, including telephone numbers and College website address (pp. 10–12)
- College mission and institutional goals (p. 10)
- Representation of accredited status with ACCJC and programmatic accreditors (p. 4)
- Degree, certificate, and course offerings, including their descriptions, units/hours, requisites and required sequences, transfer acceptability, term(s) typically offered, and learning outcomes (pp. 84–308)
- General education outcomes (pp. 54–55)
- Academic calendar (credit and non-credit) with important dates by semester (p. 5)
- Academic freedom statement (p. 326)
- Student support programs and services, including financial aid (pp. 38–39), tutoring (p. 34), counseling (p. 37), Disabled Students Programs and Services (pp. 37–38), health services (pp. 39–40), and the library (pp. 40–41)
- Names and degrees of MiraCosta College leaders: board members, administrators, department chairs, and Academic Senate and Classified Senate Council members (pp. 13–14)
- Names and degrees of full-time faculty and administrators (pp. 350–355).

Requirements

- Admissions and enrollment (pp. 16–20)
- Tuition, fees, and other financial obligations (pp. 22–24)
- Degree, certificate, graduation, and transfer requirements (pp. 54–56, 62, 68–73, respectively).

Major policies and procedures affecting students

- Academic regulations, including academic honesty (p. 326), student records and privacy rights (pp. 343–345), and academic progress and probation (pp. 326–328)
- Acceptance and transfer of credits (pp. 24–25)
- Transcripts (pp. 344–345)
- Grievance and complaint procedures (pp. 345–347)
- Sexual harassment and unlawful discrimination (pp. 335–338)
- Refund of fees (p. 24).

The catalog also directs readers to the BOT webpage for access to the complete list of board policies and administrative procedures.

The online catalog is available in Portable Document Format (PDF) for those who wish to print the entire catalog or individual pages from it. Additionally, past editions of the catalog are available as PDFs on the College website ([IN-4](#)), which is especially useful for students who need help determining their graduation eligibility.

Analysis and Evaluation

The College provides both a print and online version of the catalog with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” The College will begin offering a bachelor’s degree in biomanufacturing in fall 2017. The 2017–2018 MiraCosta College Catalog will include that program option as well as its related policies and procedures.

The College meets Standard I.C.2 and Eligibility Requirement 20.

Evidence

- IN-4 Class Schedule and College Catalog Webpage
- I.C.2-1 Catalog Addendum, 2011-12
- I.C.2-2 Catalog Addendum, 2015-16
- I.C.2-3 MiraCosta College Catalog, 2015-16

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

As mentioned in prior sections, the College assesses student learning at several levels (course, program, and institutional) and regularly evaluates data related to student achievement for all courses and programs. The College will begin offering a bachelor's degree in biomanufacturing in fall 2017 and data from that program will be evaluated as well. Overall documentation of student achievement can be found on the CCCC Student Success Scorecard ([I.C.3-1](#)), which is linked to the College website and is available to constituency groups on campus via the student success dashboard on the portal ([I.B.3-1](#)). PSLO results are available on the Student Learning Outcomes webpage ([I.B.2-3](#)).

The student success dashboard was created to make information about student success and achievement available to the entire MiraCosta College community on the portal. In 2013/14, the BOT asked for the creation of a data dashboard, displaying at a glance the overall performance of the College on a number of key performance indicators, including the following:

- Percentage of degree, certificate, and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes.
- Percentage of degree, certificate, and/or transfer-seeking students tracked for six years who enrolled in the first three consecutive terms.
- Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level course in the same discipline.
- Percentage of credit students tracked for six years who started below transfer level in mathematics and completed a college-level course in the same discipline.
- Percentage of students tracked for six years who started, completed more than 8 units in courses classified as career technical education (or vocational) in a single discipline, and completed a degree or certificate or transferred.
- Student performance after transfer to a California State University in terms of grade point averages and continuation rates.
- Financial (i.e., cost of instruction), legal (i.e., 50 percent law and faculty obligation number), and facilities (i.e., utilization and energy consumption) metrics.

In addition, the student success and BOT dashboards include both the Institutional Effectiveness Partnership Initiative (IEPI) data and goals and the ACCJC institution-set standards.

MiraCosta currently posts its SLO achievement-level data on the Student Learning Outcomes webpage for external access. The College also uses a commercially available software system (TracDat) to house student learning data and to generate reports for departments to use for program review, which is the key driver of continuous quality improvement. Course SLO data is linked to programs within TracDat, which allows members outside of the department to analyze the assessment data of courses within their programs.

As detailed in section 1.B.5, student success data for individual programs are used in the process of program review, and data packets are generated for every department each summer in preparation. Those data packets are available for review on the College's program review portal page ([I.B.8-3](#)).

Analysis and Evaluation

Students and the public can learn about student achievement through data presented on the CCCCO Student Success Scorecard, a link to which is available on the College's website. In addition, the College community can review data on overall student achievement on the student success dashboard housed within the portal and at the department level via the program review data packets (also available on the College portal).

MiraCosta College assesses student learning at the course, program, and institutional levels and regularly examines student outcome assessment results. In order to better inform current and prospective students about PSLOs, the College lists them in the catalog with each program's certificate and/or degree information and posts PSLO assessment results on the College Student Learning Outcomes webpage.

In order to improve effectiveness, the College plans to explore more effective ways to publish and communicate the results of student learning and achievement that will also allow for improved interaction with, and use of, the data for dialogue and decision making.

The College meets Standard I.C.3 and Eligibility Requirement 19.

Evidence

- I.B.2-3 Student Learning Outcomes Webpage
- I.B.3-1 Student Success Dashboard
- I.B.8-3 Program Review Portal page
- I.C.3-1 CCCCO Student Success Scorecard Webpage

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The MiraCosta College Catalog describes MiraCosta’s certificates of achievement, associate degrees, and, beginning in fall 2017, bachelor's degree in terms of purpose, required courses and sequences (if applicable), and expected student learning outcomes for each program. In addition, CTE certificate of achievement and associate degree descriptions define the subject and identify a target audience. For example, the description of a marketing certificate begins by defining marketing as “the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.” It identifies the target audience as “the student currently in or hoping to enter the marketing field” ([I.C.4-1](#)).

The catalog’s description of the Associate in Arts for Transfer and Associate in Science for Transfer adds what students will be required to complete upon transfer to a participating California State University (CSU) campus, and it recommends students “consult with a MiraCosta counselor for further information regarding the most efficient pathway to transfer.” Transfer degrees are also described on the College’s Articulation webpage ([I.C.4-2](#)).

The most frequently awarded degree, the Associate in Arts in Liberal Arts, is conferred when students complete a general education (GE) pattern of courses and course work in an area of emphasis. Learning outcomes are described specifically for each component of this multidisciplinary program to ensure students are aware of the overall program outcomes that clearly contain both the GE and area of emphasis components. The GE learning outcomes, described in the foreword to the overall program, are broadly defined. They focus on the integration of the GE curriculum and subsequent attainment of lifelong learning, critical thinking, and intellectual skills that prepare students for advanced study. Each of the seven areas of emphasis describe a more narrowly focused learning outcome that a student can expect to attain through the completion of the minimum 18-unit requirement related to a multidisciplinary area of emphasis.

Analysis and Evaluation

The College publishes an annual catalog that outlines the degrees and certificates offered, their purpose, course requirements, and student learning outcomes. The catalog can be found in both print and electronic formats. Transfer requirements for degrees can also be found on the College's Articulation webpage.

The College meets Standard I.C.4.

Evidence

I.C.4-1 Degree- Certificate Description, College Catalog, 2015–16, p. 123

I.C.4-2 Transfer Degrees Articulation Webpage

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

MiraCosta has processes in place to facilitate regular review and revision of College policies and procedures. The College’s commitment to maintaining the integrity of its policies and procedures is codified in Board Policy 2410 ([I.B.7-1](#)), which states the following:

Board policies (BPs) will be regularly reviewed by the BOT and the superintendent/president to ensure currency and compliance with state and federal laws. It is the responsibility of the superintendent/president, in consultation with district constituency groups, to craft administrative procedures (APs) that conform to board policies.

The College subscribes to the Community College League of California (CCLC), which provides districts with legal updates twice a year to assist them in ensuring their board policies and administrative procedures are current.

In the past, the Steering Council guided policies and procedures in need of review and possible revision to the appropriate committees, operational departments, or working conditions groups. That steering role has been subsumed by the newly formed College Council ([I.C.5-1](#)), which has representatives of the four governance councils and includes the chairs or co-chairs of the six governance committees. The committee or department to which the documents have been steered update the policies and procedures that have been routed to them by following the processes described in AP 2410 ([I.B.7-2](#)). The BPs and APs are then returned to the College Council for final review before going to the superintendent/president as a recommendation. Upon approval, the superintendent/president recommends the BPs and APs to the BOT for approval or information, respectively. Each BP or AP denotes the most recent date of board approval for all board policies and the date of the College Council’s

review for all administrative procedures before the documents are published on the BOT webpage.

Policy and procedure changes can also originate within committees or departments on campus as conditions change. For example, the Courses and Programs (C&P) Committee reviews policies and procedures related to the College's instructional programs and services annually to keep current with ongoing regulatory changes ([I.C.5-2](#)). In spring 2012, the C&P Committee updated the Program, Curriculum, and Course Development board policy ([I.C.5-3](#)) and administrative procedure ([I.B.7-8](#)) to reflect recently enacted U.S. Department of Education (USDE) regulations that define the credit hour ([I.C.5-4](#)). Once approved by the C&P Committee, modified policies and procedures are submitted as recommendations to the Academic Senate; the senate reviews, approves, and submits them to the College Council as recommendations.

Many student support program and service policies and procedures are the operational responsibility of the vice president of Student Services, such as policies about student records, fees, financial aid, health services, student government, and campus safety. When laws affecting these operational policies change, the vice president of Student Services ensures the changes are made, implemented, and forwarded to the College Council.

The Student Success Committee is responsible for reviewing and updating the majority of the College's student support program and service policies and procedures, such as those related to admissions, enrollment, counseling, the Transfer Center, Disabled Students Programs and Services, Extended Opportunity Programs and Services, and the Student Success and Support Program. In 2014/15, this new governance committee began reviewing and updating all of its policies and procedures in order to establish a baseline from which to implement a regular review cycle ([I.C.5-5](#)).

Analysis and Evaluation

The College has processes in place to facilitate regular review and revision of its board policies and administrative procedures. Reviews and/or revisions can originate within the College Council as regular updates come in from the CCLC or from the committees, departments, and individuals that implement the policies and procedures.

The College meets Standard I.C.5.

Evidence

- I.B.7-1 BP 2410: Board Policies-Administrative Procedures
- I.B.7-2 AP 2410: Board Policies-Administrative Procedures

- I.B.7-8 AP 4020: Program, Curriculum, and Course Development
- I.C.5-1 College Council Charge and Composition
- I.C.5-2 Courses and Programs Handbook, p. 20
- I.C.5-3 BP 4020: Program, Curriculum, and Course Development
- I.C.5-4 Credit Hour Definition, C&P Committee Minutes, 3-8-12
- I.C.5-5 BP-AP Assignment SSC Meeting Minutes, 9-26-14

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The MiraCosta College Catalog has always identified the types of expenses students should expect each semester, such as fees for tuition, parking, health services, and transcripts. The 2015/16 catalog began publishing the actual cost of required expenses, including the resident and nonresident enrollment fee per credit unit, instructional material fees for courses that require them, parking, and the estimated cost of textbooks. The catalog also directs students to the Financial Aid Office, schedule of classes, and Student Services webpage for more detailed information about fees, financial aid, textbook grants and loans, and scholarships.

The credit schedule of classes informs students about the actual costs of attending the College and includes a fee calculation worksheet to assist them in adding up the total cost of their education ([I.C.6-1](#)). The Fees: Information, Policies, Procedures page in the course schedule states textbooks “can cost as much as \$150 or more per class” and recommends students purchase used books or rent them to save money ([I.C.6-2](#)). Courses with a required instructional materials fee, such as woodworking and ceramics, include the exact fee amount at the beginning of their course descriptions ([I.C.6-3](#)).

The College website’s Fees webpage lists specific costs for enrolling in classes at MiraCosta, including health services and a student center fee ([I.C.6-4](#)). The Gainful Employment Data webpage includes the estimated total cost to complete programs designed to lead to employment, assuming normal time to completion ([I.C.1-4](#)). For example, the cost to complete the Child Development Master Teacher Certificate of Achievement program is \$7,580, and the gainful employment cost to complete the Licensed Vocational Nursing Certificate of Achievement program is \$8,510.

The website’s Financial Aid webpage complies with the USDE requirement to provide a net price calculator so students can obtain a personalized estimate of what it will cost to attend

MiraCosta College ([I.C.6-5](#)). The Financial Aid webpage also provides students with an annual college budget breakdown to help them determine their educational funding needs. The 2015–16 MiraCosta College Budget Breakdowns, for example, estimates the average total cost of attending MiraCosta College is \$6,078 per semester for students who live at home and \$9,619 per semester for students who live away from home. The total cost is broken down by the actual, state-mandated cost of tuition/fees and the estimated cost of books/supplies, food/housing, transportation, and personal miscellaneous based on figures provided by the California Student Aid Commission.

Analysis and Evaluation

The College provides accurate information to current and prospective students regarding the total cost of education in a number of places, including the catalog, schedule of classes, and Gainful Employment and Financial Aid webpages.

The College meets Standard I.C.6.

Evidence

- I.C.1-4 Gainful Employment Webpage
- I.C.6-1 Cost of College, Schedule of Credit Courses, Spring 2016, p. 102
- I.C.6-2 Textbook Cost, Schedule of Credit Courses, Spring 2016, p. 15
- I.C.6-3 Materials Fee, Schedule of Credit Courses, Spring 2016, p. 40
- I.C.6-4 Fees Webpage
- I.C.6-5 Financial Aid Net Price Calculator Webpage

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

MiraCosta College's commitment to the free pursuit and dissemination of knowledge and support of intellectual freedom are codified in its Academic Freedom board policy and Institutional Code of Ethics board policy and administrative procedure, all of which are

available to the public on the BOT webpage ([I.C.7-1](#)) and in the MiraCosta College Catalog ([I.C.7-2](#)).

MiraCosta’s Academic Freedom board policy includes the superintendent/president’s and board’s commitment to supporting “the principles of academic freedom by actively and openly working toward a climate that will foster this freedom.”

The College defines academic freedom as the right of faculty members to interpret their fields and to communicate conclusions without being subjected to interference or penalty because these conclusions may be at variance with those of constituted authorities, organized groups, or individuals. 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. The College’s Academic Freedom policy applies to all modes of instruction (i.e., face-to-face and online).

MiraCosta’s code of ethics also addresses the issue and specifies the responsibility of all employees to “promote freedom of inquiry and expression in the pursuit of learning” and “ensure that the student has access to varying points of view.” It also identifies facilitating “a climate of trust and mutual support through relationships focused on respect for reason, freedom of expression, and the right to dissent” as a responsibility of colleagues to one another ([I.C.7-3](#)).

Analysis and Evaluation

The College has a policy on academic freedom that is published on the BOT webpage and in the MiraCosta College Catalog.

The College meets Standard I.C.7 and Eligibility Requirement 13.

Evidence

- I.C.7-1 BP 4030: Academic Freedom
- I.C.7-2 Academic Freedom, College Catalog, 2015–16, pp. 338-39
- I.C.7-3 AP 3050: Institutional Code of Ethics

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

MiraCosta's board policy and administrative procedure on institutional ethics ([I.C.8-1](#); [I.C.7-3](#)), published in the catalog and on the BOT webpage, apply to all constituencies and include specific ethical responsibilities "not only for present and future employees, but also for students." These responsibilities include being "fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced." The Institutional Code of Ethics administrative procedure asserts the cornerstone of ethical behavior is the consistent exercise of integrity. In addition, the board has an established code of ethics it reviews and each member signs "at least annually to insure that it remains a vital document" ([I.C.8-2](#)). Board members have also undergone ethics training offered through the California Fair Political Practices Commission ([I.C.8-3](#)). The board's Code of Ethics policy includes consequences for violation.

The College's Academic Integrity board policy identifies cheating, plagiarizing, falsifying, and helping others cheat, plagiarize, or falsify as examples of academic dishonesty, and it suggests ways in which instructors might remedy such violations of integrity in their classrooms ([I.C.8-4](#)). This policy is published in the MiraCosta College Catalog ([I.C.8-5](#)) and on the BOT webpage ([I.C.8-6](#)).

The Standards of Student Conduct administrative procedure prohibits "cheating, plagiarizing, or engaging in other academic dishonesty" and states violations of the code may result in disciplinary action, including suspension or expulsion ([I.C.8-7](#)).

In addition to being published on the College website, student discipline and grievance procedures are available to students in the MiraCosta College Catalog, annual student planner ([I.C.8-8](#)), and Office of the Vice President of Student Services.

The College's Distance Education administrative procedure promotes academic integrity with regard to courses conducted in whole or in part through distance education. In addition to detailing the certification standards for instructor contact and accessibility, the procedure outlines how the District verifies a student who registers for a distance education course is the same student who participates in and completes the course or program and receives academic credit ([IN-18](#)). The College regularly offers professional development workshops that include discussions about academic integrity, including student verification. A recent example is the "Principles, Practices, and Policies for Effective Online Teaching" workshop that was offered in January 2015 ([I.C.8-9](#)).

The vice president of Instructional Services ensures verification of student identity occurs via one or more of the following methods per the Distance Education administrative procedure:

- Secure login and password to enable authenticated access to MiraCosta College student information and course management systems.
- Proctored examinations.
- New or other technologies and practices that are effective in verifying student identification.

The Online Education Department carefully reviews all classes listed as hybrid or online at the beginning of each term to determine whether or not they are in compliance with the administrative procedure. The department then contacts any instructor whose course is not available in one of the College's course management systems for an explanation of how student identity will be authenticated via proctored exams or an alternative technology.

Analysis and Evaluation

The College has policies and procedures for both employees and students regarding honesty, responsibility, and academic integrity and clearly outlines the consequences for violation of those policies.

The College meets Standard I.C.8.

Evidence

- IN-18 AP 4105: Distance Education
- I.C.7-3 AP 3050: Institutional Code of Ethics
- I.C.8-1 BP 3050: Institutional Code of Ethics
- I.C.8-2 BP 2715: Code of Ethics-Standards of Practice
- I.C.8-3 Fair Political Practices Commission Ethics Training Webpage
- I.C.8-4 BP 5505: Academic Integrity
- I.C.8-5 Academic Integrity, College Catalog, 2015–16, pp. 326-327
- I.C.8-6 BOT Policies and Procedures Webpage
- I.C.8-7 AP 5500: Standards of Student Conduct
- I.C.8-8 Student Planner and Handbook, 2015–16, pp. 70-73
- I.C.8-9 Online Teaching Professional Development Webpage

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

MiraCosta communicates its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline through the Institutional Code of Ethics board policy and corresponding administrative procedure, which states employees must “avoid forcing personal values, beliefs, and behaviors on others” ([I.C.7-3](#)). The College’s Academic Freedom policy requires faculty to “acknowledge the facts on which controversial views are based and show respect for opinions held by others” ([I.C.7-1](#)).

The College also uses the faculty evaluation process to communicate the expectation that faculty will be fair and objective. During the process, faculty on the review committee review course syllabi, assignments, and instructional materials and observe instruction to ensure instructors meet or exceed the five criteria for evaluation, which include respecting students’ rights and needs by “[a]cknowledging and defending the free inquiry of students in the exchange of criticism and ideas” and by “[r]ecognizing the opinions of others” ([I.C.9-1](#); [I.C.9-2](#)). The observer and instructor then meet to discuss the observations as they relate to the criteria for evaluation.

Student evaluations are another mechanism for determining how effectively faculty meet the expectation that they be fair and objective. The Student Survey of Instruction prompts students to rate their instructor’s ability to emphasize “questioning and careful thinking about concepts (critical thinking) as well as recalling facts” and to welcome “questions and/or classroom discussion and comments” ([I.C.9-3](#)). The survey also invites students to comment about what they liked and disliked about the course and how the instruction and/or the course could be improved.

All faculty under review compile an evaluation packet that includes their student surveys and observation reports. The review committee uses the information found in the packet to write a report that rates the instructor’s ability to meet the expectations, including the criteria to respect students’ rights and needs ([I.C.9-4](#); [I.C.9-5](#)). The review committee then works collaboratively with the instructor to devise either a tenure plan (for probationary faculty) or an improvement plan (for tenured faculty) if one is needed.

Analysis and Evaluation

Through the Institutional Code of Ethics board policy and the faculty evaluation process, the College outlines the expectation that faculty will distinguish between personal conviction and professionally accepted views within the discipline.

The College meets Standard I.C.9.

Evidence

- I.C.7-1 BP 4030: Academic Freedom
- I.C.7-3 AP 3050: Institutional Code of Ethics
- I.C.9-1 Fairness and Objectivity, Tenure Candidate Handbook, 2014, pp. 9-11
Fairness and Objectivity, Tenured Faculty Professional Growth and Evaluation Handbook, 2014, pp. 2-3
- I.C.9-2 Handbook, 2014, pp. 2-3
- I.C.9-3 Student Survey of Instruction Template
- I.C.9-4 Tenure Review Committee Report Form
- I.C.9-5 3-Year Professional Review Committee Report Form

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

As an open access California community college, MiraCosta values diversity and does not seek to instill specific beliefs or world views on the College's staff, faculty, administrators, or students.

To promote and support a harmonious, safe, and productive learning environment, the College has established a set of standards for student conduct. The College's Standards of Student Conduct board policy and the administrative procedures associated with it clearly delineate and define student conduct expectations ([I.C.8-7](#); [I.C.10-1](#); [I.C.10-2](#)). In addition to being published on the BOT webpage, the Standards of Student Conduct policy and procedures are communicated in the catalog under Academic Standards and Policies ([I.C.10-3](#)).

While there is no specific code of conduct that applies to faculty, staff, and administrators, they are expected to adhere to the institutional code of ethics outlined in BP and AP 3050 ([I.C.8-1](#); [I.C.7-3](#)).

Analysis and Evaluation

As a public institution, MiraCosta does not seek to instill specific beliefs or world views. It does have a student code of conduct that is published on the College website and in the

MiraCosta College Catalog. Expected ethical conduct by employees is outlined in board policy.

The College meets Standard I.C.10.

Evidence

- I.C.7-3 AP 3050: Institutional Code of Ethics
- I.C.8-1 BP 3050: Institutional Code of Ethics
- I.C.8-7 AP 5500: Standards of Student Conduct
- I.C.10-1 BP 5500: Standards of Student Conduct
- I.C.10-2 AP 5520: Student Discipline Procedures
- I.C.10-3 Student Conduct, College Catalog, 2015–16 pp. 340-43

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

MiraCosta College does not offer curricula in foreign locations.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Per board policy, MiraCosta’s superintendent/president is responsible for ensuring the College complies with the accreditation process and Standards of the Western Association of Schools and Colleges, ACCJC, and other District programs that seek special accreditation ([I.C.12-1](#)). A signed letter from the superintendent/president assuring the District’s compliance with the Commission’s Eligibility Requirements, Accreditation Standards, and policies is on file with the Commission and in the Office of the Superintendent/President.

The College's accreditation liaison officer (ALO) assists the superintendent/president in promoting an understanding of accreditation requirements among MiraCosta's constituencies as well as in communicating with, and responding to requests from, the Commission. The ALO also facilitates institutional reporting, including annual reports and substantive change proposals. For example, in spring 2015, MiraCosta's ALO informed the Commission about the relocation of the College's fee-based, not-for-credit training program to ensure a substantive change proposal was not necessary ([I.C.12-2](#)).

The College's past accreditation history demonstrates integrity in its relationship with the Commission. It has responded expeditiously and honestly to recommendations, as evidenced by the completion of two required follow-up reports and team visits that resulted from MiraCosta's March 2010 comprehensive visit. After both follow-up reports, the College disseminated the Evaluation Team Reports and Commission letters to MiraCosta's staff and report signatories, including the College leadership and the BOT, as directed by the Commission.

Public disclosure

MiraCosta describes its accredited status exactly as prescribed in the Commission's Policy on Representation of Accredited Status and includes the address and telephone number of the Commission office. The Accreditation webpage and MiraCosta College Catalog also provide information about the College's specialized program accreditors, including their addresses and contact information for filing complaints ([IN-21](#); [I.C.12-3](#)). The College publicly disclosed its June 2011 sanction of Probation from the ACCJC on its website ([I.C.12-4](#)) and in the North County edition of the San Diego Union-Tribune ([I.C.12-5](#)).

Copies of accreditation-related documents are posted to the College website and are available to students and the public from the Office of Research, Planning, and Institutional Effectiveness. In addition, communications are sent out from the superintendent/president related to the accreditation process, team visits, and any actions taken.

MiraCosta communicates its educational quality and institutional effectiveness to the public through both the Student Success Scorecard available on the Chancellor's Office website as well as on the College website ([I.C.3-1](#)). The College's annual report, which is distributed throughout the District and available on the College website, also includes MiraCosta's accreditation status ([I.C.1-12](#)).

Substantive changes

MiraCosta has sought Commission approval of two substantive changes since the College's last self evaluation in 2010. In April 2014, the College submitted a substantive change proposal to offer 58 associate degrees and 40 certificates programs 50 percent or more via distance education. In its May 2014 response, the Commission approved the substantive change and commended the College on the "completeness and clarity of the proposal" ([I.C.12-6](#)).

In October 2015, MiraCosta submitted a substantive change proposal to offer a baccalaureate program in biomanufacturing beginning fall 2017. The Commission approved the substantive change in December 2015 and requested a follow-up report be submitted by July 15, 2016 that provides evidence of curriculum committee and board approval of the program and its courses ([I.C.12-7](#)).

Analysis and Evaluation

The College complies with all eligibility requirements, policies, and requirements for public disclosure and reporting. The College diligently carries out its responsibilities related to accreditation, including submittal of annual reports, timely response to Commission requirements, and prompt notification of substantive changes.

The College meets Standard I.C.12 and Eligibility Requirement 21.

Evidence

IN-21	Accreditation Webpage
I.C.1-12	Accreditation Statement, MiraCosta Annual Report, 2014–15, p. 20
I.C.3-1	CCCCO Student Success Scorecard Webpage
I.C.12-1	BP 3200: Accreditation
I.C.12-2	ACCJC Substantive Change Letter, TCI, 4-17-15
I.C.12-3	Institutional and Program Accreditation, College Catalog 2015–16, p. 4
I.C.12-4	Public Disclosure of Sanction
I.C.12-5	Union-Tribune Public Disclosure of Sanction
I.C.12-6	ACCJC Degrees, Certificates, Substantive Change Letter, 2014
I.C.12-7	ACCJC Baccalaureate Substantive Change Letter, 2015

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College describes itself in consistent terms to all external agencies. The Statement of Accreditation Status is posted on the College website's Accreditation webpage ([IN-21](#)) as are all relevant accreditation reports, letters, and substantive change proposals. Posted reports include the following:

- 2016 Substantive Change Follow-Up Report
- 2016 Adult High School Progress Report
- 2015 Substantive Change Proposal for the Baccalaureate Program in Biomanufacturing
- 2014 Substantive Change Proposal to Offer More Than 50 Percent of Course Units for Programs, Degrees, and Certificates Through Distance Education
- May 19, 2014 ACCJC Substantive Change Proposal Action Letter
- 2013 Midterm Accreditation Report
- 2013 Self-Study Report: Adult High School Diploma Program, prepared for the Western Association of Schools and Colleges.

The College complies with the regulations, statutes, and reporting requirements of the following program-specific accrediting agencies, which are also listed on the Accreditation webpage and catalog page:

- **Western Association of Schools and Colleges for the Adult High School**
- **Commission on Accreditation of Allied Health Education Programs**
- **California State Board of Registered Nursing.** The last approval site visit by the Board of Registered Nursing was March 15 and 16, 2016. Approval was granted without any areas of non-compliance and no recommendations were given. The next visit is scheduled for spring 2021. Annual reports are required every year and can be completed on-line.
- **Board of Vocational Nursing and Psychiatric Technicians.** The last approval by the Board of Vocational Nursing and Psychiatric Technicians was on November 16, 2013. No recommendations were made nor any additional reports requested. The next approval will be conducted in November of 2017. If the BVNPT decides to perform a site visit, the program will be notified in advance. Reports are submitted each year.

- **California Department of Public Health’s Aide and the Technician Certification Section.** The California Department of Public Health approved the Certified Nursing Assistant Program in January 2016 for two years; the next approval will be January 2018. The last site visit was conducted in December 2012, which was unannounced yet well received. The Home Health Aide Program is under review at this time. It is anticipated to receive a two-year approval as well, which would mean the next approval is expected in 2018.
- **Accreditation Review Council on Education in Surgical Technology and Surgical Assisting.** The Surgical Technology Program was given initial accreditation per a spring 2006 site visit for three years. No recommendations were given at that time. An update was completed and the program re-accredited in 2009 for ten years. A site visit was not done. Every year an annual report is due electronically. No site visit is anticipated, but the full re-accreditation is due again in 2019.

MiraCosta College demonstrates honesty and integrity in its relationships with external agencies by complying with their regulations, statutes, and reporting requirements. These agencies include the following:

- USDE
- California Student Aid Commission
- Office of Administrative Law, California Code of Regulations
- California Work Opportunity and Responsibility to Kids (CalWORKs) (California Department of Social Services)
- California Community College Athletic Association
- Office of Civil Rights
- Department of Fair Employment and Housing.

Analysis and Evaluation

The College complies with all regulations and requirements of the external agencies with which it interacts, including any program-specific accrediting agencies. MiraCosta is consistent in how it represents itself to those agencies and the public, and the College clearly communicates changes in its accredited status.

The College meets Standard I.C.13 and Eligibility Requirement 21.

Evidence

IN-21 Accreditation Webpage

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

As a publicly funded, open-access institution, MiraCosta does not have any external investors or parent organizations seeking profit from College operations or programs.

Board members are prohibited from engaging in any activity that conflicts with the College's mission and primary objective of maximizing student success by providing "superior educational opportunities and student-support services." The board's Conflict of Interest policy, for example, prohibits board members from being "financially interested in any contract made by the BOT or in any contract they make in their capacity as board members" ([I.C.14-1](#)). Additionally, each year board members are required to pledge their adherence to 14 standards of practice, including "resisting every temptation and outside pressure to use [their] positions as community college board members to benefit either [themselves] or any other individual or agency apart from the total welfare of the MiraCosta Community College District" ([I.C.8-2](#)).

All employees are prohibited from engaging in activities that conflict with the primary mission of the College. The Institutional Code of Ethics board policy asserts all employees must "[a]void conflicts of interest between their contractual obligations to the district and private business or personal commitments. For example, they avoid soliciting clients and selling services or products during the course of their regular work at MiraCosta College and they refuse remuneration for services rendered to persons for whom they perform the same services as an employee of the College" ([I.C.8-1](#)).

Further, Academic Senate members recognize avoiding "conflicts between professional responsibilities and personal interests, such as pursuing monetary gain and promoting business interests" as one of their ethical responsibilities. In "Collegiality, the Academic Senate, and Its Code of Ethics," the senate asserts the faculty's commitment to "pursuing academic excellence" and to "support[ing] the philosophy and the mission of the College, and accurately represent[ing] the College's goals, services, programs, and policies" ([I.C.14-2](#)).

Finally, the 2008 Higher Education Opportunity Act conditions the eligibility of educational institutions to participate in Title IV programs on the development, advertisement, and administration of and compliance with a code of conduct prohibiting conflicts of interest for its financial aid personnel. MiraCosta College's officers, employees, and agents are required

to comply with this code of conduct. The specific provisions that bring MiraCosta into compliance with the federal law are posted on the College website ([I.C.14-3](#)).

The MiraCosta College Foundation, a California nonprofit corporation, receives and administers gifts and private grants on behalf of the College through a partnership founded in 1967. The foundation supports MiraCosta students “by funding their pursuits toward higher education and providing the resources to help guide them toward success” ([I.C.14-4](#)). The foundation’s Code of Ethical Conduct policy requires all board members and staff to disclose in writing all “interests, relationships, and holdings that could potentially result in a conflict of interest” ([I.C.14-5](#)).

Analysis and Evaluation

The College’s primary objective, as outlined in its mission statement, is to provide superior educational opportunities and student-support services. The College has a number of policies and guidelines to help ensure that College constituents are committed to providing a high quality education and refrain from pursuing other objectives or supporting external interests that run counter to that mission.

The College meets Standard I.C.14.

Evidence

- I.C.8-1 BP 3050: Institutional Code of Ethics
- I.C.8-2 BP 2715: Code of Ethics-Standards of Practice
- I.C.14-1 BP 2710: Conflict of Interest
- I.C.14-2 Collegiality, The Academic Senate, and Its Code of Ethics, p. 16
- I.C.14-3 Financial Aid Code of Conduct Webpage
- I.C.14-4 Foundation Webpage
- I.C.14-5 Foundation Code of Ethical Conduct Policy, p. 3 and pp. 6–7

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support resources, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The mission of MiraCosta College is to provide superior educational opportunities and student support services to a diverse population of students with a focus on their success. This is achieved by offering programs that culminate in the awarding of undergraduate degrees and certificates, the transfer of students to four-year institutions, and gainful employment following completion of career technical education (CTE) course work. The College works to ensure that the educational quality is the same for all of its courses and programs regardless of their instructional delivery mode or location of instruction. All courses and programs undergo the same rigorous review and approval process to ensure their educational integrity.

Per MiraCosta College Board Policy (BP) and Administrative Procedure (AP) 4020 ([I.C.5-3](#); [I.B.7-8](#)) and Administrative Procedure 4022 ([II.A.1-1](#)), the Courses and Programs Curriculum Committee (CPCC), a subcommittee of the Courses and Programs (C&P) Committee, reviews all new certificate and degree proposals using criteria endorsed by the Curriculum Committee of the Academic Senate for California Community Colleges and used

by the Chancellor's Office to approve programs and courses. These criteria include the appropriateness to the California Community Colleges' mission as established by the Legislature, regional need, and adequate resources. In addition, the CPCC (composed of full-time and associate faculty, administrators, and students) reviews course and program requests for a distance education mode of delivery and requests for general education status separately per title 5 of the California Code of Regulations. The composition, roles, and responsibilities of CPCC are detailed in the Courses and Programs Handbook ([II.A.1-2](#)). The permanent membership on the CPCC includes the articulation officer, who assures 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 CPCC chair holds mandatory training for all members during the professional development week that falls one week prior to the start of every fall semester.

The College's Institutional Program Review Committee uses program review to evaluate the educational effectiveness of courses and programs in order to ensure sustainable, continuous quality improvement ([II.A.1-3](#)).

The faculty develop program student learning outcomes (PSLOs) to align with the content and objectives of each program's core courses. Published in the annual MiraCosta College Catalog, PSLOs provide students with clear information on the learning they can expect to attain upon program completion.

MiraCosta faculty discuss student achievement of course SLOs (CSLOs) and attainment of PSLOs as part of the annual program review process for each discipline ([I.A.3-4](#)). As a result of these discussions, faculty may revise PSLOs, modify assessment methods, or make changes within a program to improve student achievement of the PSLOs.

As mentioned in section I.B.1, a number of student achievement measures, including success rates, retention, and degree attainment, are tracked and discussed on an annual basis as part of the department's program review. The data are disaggregated by gender, ethnicity, age, and mode of instruction (i.e., distance education) to address outcomes based on equity ([I.B.1-2](#)). Each department reflects on the program review data in department meetings and develops improvement plans based on the data. In addition, several College committees (including Academic Affairs, Budget and Planning, Institutional Program Review, Outcomes Assessment, and Student Success) discuss student achievement as part of their regular work. Student achievement data also play a key role in the review and preparation of various College plans, such as the *2011 Comprehensive Master Plan* ([II.A.1-4](#)), *Strategic Plan 2014–2017* ([II.A.1-5](#) Strategic Plan, pp. 19-21), Student Equity Plan ([IN-1](#)), *Educational Plan Addendum 2016–2020* ([I.A.2-5](#)), and Basic Skills Plan ([II.A.1-6](#)).

As required by title 5, CTE programs undergo biennial program reviews that include the number of awards and labor market demand. The regional “Doing What Matters for Jobs and the Economy” efforts also monitor county-wide supply and demand for trained individuals within priority and emerging sectors; those studies are published on the Chancellor’s Office website ([II.A.1-7](#)). Additionally, CTE course prerequisites are reviewed annually to ensure they are valid and do not unnecessarily prohibit progress to completing degrees and certificates that lead to gainful employment.

Student achievement data are reviewed as part of the College's annual reporting to the Accrediting Commission for Community and Junior Colleges (ACCJC) and the California Community Colleges Chancellor's Office (CCCCO). In addition to the success, retention, and degree completion data mentioned above, this annual review also includes certificate completion, skill builder, transfer rates, CTE licensure rates (where applicable), and CTE graduate employment rates.

Providing educational opportunities via distance education is one very significant way in which MiraCosta strengthens the "educational well-being of the communities it serves." Departments propose courses (including distance education) and programs in consideration of student demand, basic skills, labor market data, transfer requirements, program review findings, and College-wide planning documents. Distance education courses help the College meet its mission of providing educational opportunity to diverse learners. Trends in demand as well as student survey data show the importance of making courses available via distance education so more students can achieve their educational, personal, and professional goals ([II.A.1-8](#)).

In fall 2017, MiraCosta will be providing the community with the unique educational opportunity to earn a bachelor’s degree at the College. The CCCC and ACCJC approved baccalaureate program in biomanufacturing aligns with MiraCosta’s mission as a CTE program that will strengthen the growing biotechnology economic sector in San Diego County. The need for this program of study was substantiated by industry need as well as student interest ([II.A.1-9](#); [II.A.1-10](#)). Both current students and students who graduated from the existing program expressed interest in the biomanufacturing baccalaureate.

Analysis and Evaluation

MiraCosta offers undergraduate degrees and certificates within CTE and transfer programs that, in addition to continuing education, support the College mission to offer educational opportunities that students need to be successful. All degrees and certificates are based on recognized higher education fields of study, all meet title 5 requirements, and all associate degree programs represent two years of full-time academic work. In addition, each program has been approved by the Chancellor’s Office as required by law.

In fall 2017, MiraCosta will begin offering upper-division level courses toward a Bachelor of Science in Biomanufacturing. The addition of this baccalaureate program reflects the not only the College's mission for CTE programing that contributes to the economic strengthening of the community, but also its institutional goal to be a vanguard educational institution committed to innovation.

The College assesses and tracks student outcomes and achievement data and reviews them regularly during committee meetings as part its program review process and in the preparation of College planning documents.

The College meets Standard II.A.1 and Eligibility Requirements 9 and 11.

Evidence

IN-1	Student Equity Plan, 2015-2018
I.A.2-5	Educational Plan Addendum, 2016-2020
I.A.3-4	Process, Program Review Handbook, pp. 4–6
I.B.1-2	Sample Program Review Data Packet, Biology
I.B.7-8	AP 4020: Program, Curriculum, and Course Development
I.C.5-3	BP 4020: Program, Curriculum, and Course Development
II.A.1-1	AP 4022: Course Approval Process CPCC Roles and Responsibilities, Courses and Programs Handbook, 2015–16,
II.A.1-2	pp. 13-14
II.A.1-3	Evaluate Educational Effectiveness, Program Review Handbook, 2015–16, p. 3
II.A.1-4	Student Achievement Data, Comprehensive Master Plan, 2011, section 2.66
II.A.1-5	Strategic Plan, 2014-17, pp. 19-21
II.A.1-6	Basic Skills Plan, 2015-16
II.A.1-7	Doing What Matters Webpage
II.A.1-8	Comparison Summary of 2012 and 2013 DE Surveys
II.A.1-9	Baccalaureate Proposal
II.A.1-10	Baccalaureate Sub Change Follow Up Report, 2016

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Faculty evaluate the course content, methods of instruction, and other critical course components in order to ensure that the courses and programs offered are current and promote student success. Programs and courses are also evaluated through the annual program review process (see Standards I.B.5 and II.A.3 for a more detailed description on this process).

As outlined in Standard II.A.1, review of all additions, modifications, or deletions of courses and programs is exclusively delegated to MiraCosta's CPCC. The committee acts by means of careful study and open discussion to assure the College's curriculum has consistent quality, rigor, and compliance with state regulations and standards as well as with District policies and procedures. Committee members read all course, certificate, and degree proposals (including course proposals that request distance education as an instructional delivery mode) with a concentration on the overall academic integrity of the proposals and their function within the College, its programs, and its mission. Moreover, they are to ensure consistency of course content, learning objectives, methods of instruction, instruction and assessment, standards of reading and writing, and other elements relevant to curriculum College-wide. The committee also is responsible for being familiar with and applying the rules and regulations governing curriculum from the ACCJC, California Code of Regulations (title 5), California Education Code, and College board policies and administrative procedures.

The C&P Committee receives direction from the Academic Senate, but its main role within the College is to review and approve the following:

- New and modified credit and noncredit courses.
- New and modified degrees, certificates, and noncredit programs.
- CTE degrees and certificates with no completers over a three-year period (biennial review in odd numbered years).
- Requisites, including biennial review (in odd numbered years) of all CTE course and program prerequisites, corequisites, and advisories.
- Deletion of courses, certificates, and degrees as requested by the discipline and department faculty or in response to a failure to comply with C&P Committee procedures.

- Distance education curriculum and procedures.
- Courses related in content.
- Honors curriculum.
- Instructional materials fees.
- General education requirements.
- Associated local policies, procedures, and guidelines.

Details related to the MiraCosta College curriculum review and approval are included in the Courses and Programs Committee Handbook ([II.A.2-1](#)). The C&P Committee submits its recommendations to the Academic Senate. Once these recommendations are approved, they are forwarded to the board of trustees for approval and implementation.

In addition, the College, under the direction of the Academic Senate, has a robust professional development program (PDP) that helps full-time and associate (part-time) faculty improve their teaching and learning strategies to foster student success. These activities include workshops, seminars, lectures, and interactive in-services designed to support faculty teaching both face-to-face and online. They are scheduled at the beginning of each semester and throughout the year. Faculty are also encouraged to attend conferences outside of the College at their discretion. These activities are entered into the "flex" system for approval by the PDP Committee. Full-time faculty are required to accumulate 60 hours of professional development per academic year; associate faculty are required to accumulate two hours of professional development for each one hour of lecture hour equivalent (LHE).

The faculty evaluation process promotes continued development in teaching and learning strategies to assure currency and student success. For tenure candidates, tenured faculty members, and associate faculty, criteria for evaluation include demonstrated skill in classroom teaching as evidenced by currency and depth of knowledge, commitment to program/discipline development and enrichment, creativity and innovation, and commitment to cultural competence. Faculty are evaluated through in-class observations by discipline peers as well as student perception surveys. Evaluation of tenure candidates as well as tenured faculty also includes a professional development report and a written self-reflective component to demonstrate commitment to excellence in instruction. Full-time tenured faculty evaluations occur every six years with a mid-review every three years; associate faculty evaluations occur every six semesters. All faculty are required to provide evidence of professional activities and professional growth.

Analysis and Evaluation

Through the work of the Academic Senate's C&P Committee, the faculty apply rigorous curriculum guidelines to ensure courses and programs offered at the College are of high quality and compliant with current academic standards. Faculty evaluation processes provide

opportunities to demonstrate skill in teaching as well as knowledge and currency in the field. A strong professional development program is in place to promote continuous improvement in teaching and learning strategies.

The College meets Standard II.A.2.

Evidence

II.A.2-1 Courses and Programs Committee Handbook, 2015–2016

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes identical with those in the institution's officially approved course outline.

Evidence of Meeting the Standard

The College has established SLOs at all levels and has developed assessments to measure student learning at the appropriate level. CSLOs are developed or modified by the faculty member and submitted for review and approval by the Outcomes Assessment Committee (OAC) before being recorded or updated on the course outline of record. CSLOs are also provided to students on course syllabi. PSLOs are established through departmental dialog and are communicated to the public through the MiraCosta College Catalog. Outcomes assessment results at the course and program levels are included in the program review process for a fuller analysis of program effectiveness.

SLOs are embedded in the culture of the College and facilitate faculty understanding of the purpose and process of outcome development, evaluation of assessment data, and planning and budget development. Faculty recognize the relationship among outcomes, assessment, funding, and the continuous improvement of student learning. Completed and ongoing SLO work includes the following:

- All courses, degrees, and certificates of achievement have defined SLOs ([I.B.2-3](#)). In fall 2017, the College will begin offering a bachelor's degree in biomanufacturing. As part of the upper-division curriculum development for the new degree, faculty created SLOs that not only reflect the higher levels of learning appropriate to 300- and 400-

level courses but also expand and build upon the foundational knowledge of lower-division course work ([II.A.3-1](#)).

- Instructional programs have been assessed in a variety of ways. Initially, course mapping was utilized as a method of direct assessment. Programs have moved from simple course mapping to utilizing course-level assessments and engaging in dialog to ascertain how the course-level results inform the program ([II.A.3-2](#)). Programs have also utilized assessment methods such as portfolio assignments from capstone courses, student surveys, and focus groups ([II.A.3-3](#)).
- Each instructional department and program has a designated SLO lead that is authorized to log assessment work into the TracDat online reporting program in a timely manner. The SLO lead plans and coordinates departmental SLO activities that provide associate and full-time faculty the opportunity to engage in dialog and provide input on SLO planning, assessment, and interventions based on assessment results. The lead also collaborates with the department chair on the SLO reflection for program review ([I.A.3-4](#)).
- Course and program SLOs are evaluated by each discipline as part of program review. The OAC, formerly the Student Learning Outcomes and Assessment Committee (SLOAC), developed a streamlined process for faculty to revise outcomes or assessments based on analysis of assessment results; reports are dynamic and frequently updated by the departmental SLO lead to reflect revisions in assessment and/or changes in benchmark positions. SLOAC developed a form that capture dialog at the course, program, and institutional levels. This dialog enables faculty and staff to better understand assessment results and to use these results for meaningful, data-driven planning.
- Action plans resulting from assessment analyses, which may include recommendations for improvement of curriculum, teaching methods, training needs, and requests for additional resources, are incorporated into the annual departmental program review process ([I.A.3-5](#)).
- The OAC updates faculty, administrators, and the College community in general regularly about SLO development, progress, and processes.
- The OAC offers groups and individuals informational workshops to assist in the development of program outcomes and reliable assessment methods and to ensure mapping of course and program SLOs. The OAC is focusing on continuously improving assessment methods to produce comprehensive, useful, and reliable data.
- The OAC is responsible for developing and assessing the liberal arts program, which has the largest number of completers. The program has been assessed via an indirect assessment method (student survey) and an innovative direct assessment method (focus group) three times: spring 2013 ([II.A.3-4](#); [II.A.3-5](#)), spring 2014, and spring 2015. The most recent assessment, which included all degrees (survey only), took place in spring 2016 ([II.A.3-6](#)).

The SLO webpage outlines the assessment procedures for institutional, program, and course SLOs as well as the Student Learning Outcomes and Assessment Faculty Handbook, which goes into greater detail ([II.A.3-7](#)).

MiraCosta has hosted several all-college events related to SLOs. Initially, these events were held after convocation in the fall and spring. During 2015/16, the College began designating an assessment day on a fifth Friday during the semester to encourage attendance from more of the College community as there are no conflicting committee meetings on those days. These events, such as the "Spooktacular" Assessment Day held on October 30, 2015, provide an opportunity for institutional dialog related to SLOs as well as a venue for

- sharing best practices for SLOs and their corresponding assessments;
- creating more meaningful assessments and assessment modalities;
- examining and discussing past SLO results at the program and institutional levels;
- and
- training.

The College recognizes the need for more regular opportunities for this type of dialog. To that end, during a fall 2015 retreat with department chairs and SLO leads, faculty engaged in dialog relating to how disciplines within the different schools have used SLO assessment to improve student success ([II.A.3-8](#)).

During the October 2015 Assessment Day event, participants also reviewed the significantly overlapping institutional SLOs (ISLOs) and general education learning outcomes (GELOs) ([I.B.8-4](#)). The result of that review included a recommendation to combine the two sets of learning outcomes into one institutional set. In spring 2016, College constituents reviewed and discussed three institutional learning outcomes models during another Assessment Day event. Recommended models ([I.B.2-10](#)) were put to a constituent vote near the end of the spring 2016 semester. The College anticipates that a final version of new ISLOs will be considered and adopted in fall 2016.

Other College divisions and departments (e.g., the Office of the President and Office of Instruction) have developed and assessed administrative unit outcomes (AUOs). Service area outcomes (SAOs) have also been identified, assessed, and reviewed for learning and effectiveness outside of the instructional setting. The Instructional Services Division has been successful in assisting students in achieving their learning outcomes by following through with action plans that provide support in all aspects of teaching and learning, including tutoring and library services, to ensure program quality, compliance, access, and equity. The Student Services Division has been successful in assisting students in achieving their learning outcomes by following through on action plans that address specific needs related to

matriculation and financial aid and by improving service to veterans and students with disabilities.

Analysis and Evaluation

The College has identified, assessed, and discussed learning outcomes at the course, program (including baccalaureate), and institutional levels. Integrated processes and procedures that guide SLO development and assessment can be found on the SLO webpage. CSLOs are included in the officially approved course outlines; PSLOs and ISLOs are published in the MiraCosta College Catalog. Instructors are expected to include SLOs from the official course outlines of record in their syllabi.

The College meets Standard II.A.3.

Evidence

- I.A.3-4 Process, Program Review Handbook, pp. 4–6
- I.A.3-5 Program Review Plan Forms
- I.B.2-3 Student Learning Outcomes Webpage
- I.B.2-10 ISLO Survey Options, Spring 2016
- I.B.8-4 Assessment Day Agenda, Fall 2015
- II.A.3-1 Baccalaureate Sub Change Follow up Report, p. 13
- II.A.3-2 Library Program-Departmental SLO Assessment Analysis Forms
- II.A.3-3 On My Way SLO Portfolio Assignment
- II.A.3-4 Liberal Art Survey Summary, Spring 2013
- II.A.3-5 Liberal Arts Focus group Questionnaire
- II.A.3-6 Associate of Arts Degree Survey Results, Spring 2016
- II.A.3-7 Student Learning Outcomes and Assessment Faculty Handbook
- II.A.3-8 Department Chair and SLO Lead Retreat, Fall 2015

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

As explained in Standard II.A.2, the C&P Committee acts by means of careful study and open discussion to assure the College's pre-collegiate and college-level curriculum have consistent quality, rigor, and compliance with state regulations and standards as well as with

District policies and procedures. In order to offer course work via distance education, faculty begin the conversation and the distance education curriculum is approved by the CPCC.

Of the thirteen faculty members on the C&P Committee, three provide specific expertise for evaluating and informing discussions about pre-collegiate curriculum. The three represent the areas of counseling, pre-transfer English or math, and noncredit.

Both faculty writers and reviewers of curriculum use the criteria specified in title 5, section 55002(b), to determine whether a course is pre-collegiate or college level. In addition, the Courses and Programs Committee Handbook, an important resource for curriculum writers and reviewers alike, identifies the specific standards and criteria that constitute and differentiate between nondegree-applicable credit courses and noncredit courses ([II.A.4-1](#)).

The College distinguishes between credit course levels through its numbering scheme. Basic skills or college preparatory credit courses that are not associate-degree applicable are numbered 0 to 49; credit courses that may be associate-degree applicable but are not intended for transfer are numbered 50 to 99. Course numbering is explained in the “Enrolling in Courses” section of the MiraCosta College Catalog as well as through the “How to Read Course Descriptions” linked page, which is available under the “Courses” section of every area of study in the catalog ([II.A.4-2](#)).

The College’s noncredit course designators distinguish noncredit courses from credit courses. Noncredit course designators begin with “NC” (e.g., NCESL 50: English as a Second Language, Learning Lab) unless they are part of MiraCosta’s Adult High School, in which case they begin with “HS” (e.g., HSENG 21: English 1).

Direct support measures

In spring 2012, a task force developed a transition plan to facilitate the movement of noncredit students (specifically those enrolled in English as a second language and adult high school courses) to credit ([II.A.4-3](#)). The plan focuses on three areas:

- Define and determine successful transition and work with the Office of Research, Planning, and Institutional Effectiveness to create a baseline of noncredit students interested in transitioning to credit.
- Provide a variety of resources to noncredit students to increase their awareness of credit programs and services.
- Present professional development opportunities to noncredit faculty to learn about credit programs; collaborate with credit faculty on curriculum and student preparation and readiness for credit programs.

In addition, the Adult High School English faculty revised three English classes to better align with MiraCosta's credit English courses. They also created a new course that provides students with a bridge to the College's credit English classes. After progressing through the College's curriculum review and approval process, three courses were offered in 2012/13 and the fourth was offered in 2013/14.

International students on an F1 student visa develop their language skills through the English Language Institute (ELI). This 20 hour/week program prepares them to achieve the TOEFL score required for college admission.

One of MiraCosta's current institutional objectives is to "utilize researched best practices and innovative strategies to develop and/or sustain communities of learning designed to produce equity in student outcomes." The College's *Strategic Plan 2014-2017* describes two ways in which MiraCosta will accomplish that objective by the end of spring 2017 ([II.A.4-4](#)):

- Develop and implement a scalable program to assist pre-transfer students to successfully complete transfer-level course work.
- Expand cohort programs geared toward students who self-identify as transfer students but are placing into pre-transfer courses and disproportionately not reaching their goals.

MiraCosta was recently selected to join the Achieving the Dream network of colleges and spent 2015/16 in an initial year of inquiry, reviewing student achievement data and conducting student focus groups. Based on that work, the College identified three areas to address: 1) the completion of the basic skills sequence; 2) the student equity gap; and 3) the need for greater student support in the first year. This work reinforces and expands upon the strategic plan objectives outlined above. Ultimately, the goal of the College is that students enrolled at MiraCosta receive embedded support in a system designed to facilitate their progress, efficiently and equitably, from entry to successful completion of their educational, transfer, and career goals.

The College offers a variety of student success programs, such as learning communities, learning cohorts with counseling connections (such as First Year Experience and Umoja), contextualized learning (e.g., HealthStart), English Acceleration (transfer composition course with co-requisite supplementary instruction), and Math Compression (sequential eight-week courses).

MiraCosta expanded its Learning Communities Program in fall 2015 and spring 2016. Having previously launched one learning community for pre-transfer English paired with a transfer-level general education course, two new learning communities were added, pairing

transfer-level composition with general education courses in public speaking and U.S. history.

The College also supported one Umoja cohort (primarily for African American students) and two First Year Experience cohorts (primarily focusing on students at-risk), one in English and one in math, linking pre-transfer courses with counseling courses. Results of these programs are described in Standard II.C.1. The College plans to support a Mana cohort for native Hawaiian/Pacific Islander students in 2016/17 through learning communities, integrating pre-transfer English and sociology in the fall semester and progressing to transfer-level composition paired with intercultural communication in the spring semester.

MiraCosta’s Bridge to Success in Math program, which began in summer 2014, is another means by which students are directly supported in acquiring the necessary skills to advance to and succeed in college-level math courses. Recognizing that many students arrive at MiraCosta and discover that they must take several pre-transfer math courses before they are able to enroll in college-level math courses, the program is designed to improve math proficiency for students placed into Math 20 (Pre-Algebra), Math 30 (Elementary Algebra), or Math 64 (Intermediate Algebra). Students who successfully complete the program have a high probability of improving their math course placement so that they can enroll in the next level math course. Results from the first few sessions of the program are illustrated in Table 31.

Table 31. Bridge to Success in Math Results

	SUMMER 2014	FALL 2014	SPRING 2015	SUMMER 2015
# of students	33	38	26	159
# of students attending for review only	1	2	12	46
Success rates	<ul style="list-style-type: none"> • 28 students saved 1 semester • 4 students saved 2 semesters <p>97% success</p>	<ul style="list-style-type: none"> • 6 students saved 1 semester • 8 students saved 2 semesters • 12 students saved 3 semesters <p>95% success</p>	<ul style="list-style-type: none"> • 3 students saved 1 semester • 3 students saved 2 semesters • 7 students saved 3 semesters <p>93% success</p>	<ul style="list-style-type: none"> • 45 students saved 1 semester • 44 students saved 2 semesters • 22 students saved 3 semesters <p>98% success</p>

Source: Bridge to Success Program Data.

Support services

Another way MiraCosta supports and encourages students to succeed in pre-collegiate level courses so they can transition into—and succeed in—college-level courses is through free tutoring and other learning support services:

- **Tutoring and Academic Support Center:** Provides individual and group tutoring, supplemental learning assistance, self-help materials, and student success workshops on a variety of subjects. Services are available during day and evening hours at the Community Learning Center (CLC), San Elijo Campus (SEC), and Oceanside Campus (OC). Online tutoring is also offered with math (pre-calculus and lower) as the most popular subject area.
- **Math Learning Center:** Provides help with homework for individuals or groups; self-help materials, such as video lectures; computers to allow students to work with online homework systems; textbook and calculator checkout (for use only in the center); review sessions at the beginning of each term to prepare students for upcoming math courses and to improve their math skills from previous courses; and make-up test or quiz services. Services are available during day and evening hours at the CLC, SEC, and OC libraries. The OC branch is open on Saturdays as well.
- **Writing Center:** Offers 30-minute, same-day appointments or appointments up to two weeks in advance at the CLC, SEC, and OC libraries. Provides supplemental instruction in credit and non-credit English as a second language (ESL) and English basic skills as well as in gateway courses at all three campuses. Offers online “appointments” for writing feedback without requiring an in-person appointment and numerous student success workshops in and beyond classrooms.

In addition to the on-site services, the College also offers a number of services in an online format, including tutoring, counseling, and financial aid advising.

Analysis and Evaluation

The College offers both credit and noncredit pre-collegiate curriculum and has a numbering system that distinguishes these courses from collegiate-level curriculum. All courses are reviewed and approved by the CPCC to ensure they meet all standards of quality, rigor, and compliance.

MiraCosta has instituted a number of programs that assist in the successful transition of students from pre-collegiate to transfer-level course work in both math and English. In addition, a number of support services are in place to help students successfully complete the course work, including tutoring, math learning, and writing centers.

The College meets Standard II.A.4.

Evidence

- II.A.4-1 Credit and Noncredit, Courses and Programs Handbook, 2015–16, pp. 35-38, 41-42
- II.A.4-2 Courses, College Catalog, 2015–16, p. 84
- II.A.4-3 Noncredit to Credit [NC2C] Plan
- II.A.4-4 Best Practices Objective, Strategic Plan 2014-2017, pp. 17-18

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or the equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College's CPCC is responsible for ensuring that programs and curriculum (including distance education) are of appropriate length, breadth, and rigor based on the standards set by the committee and included in the Chancellor's Office Program and Course Approval Handbook (PCAH) ([II.A.5-1](#)). Course outlines of record (CORs) are updated every six years and are available through the College's CurricUNET Meta curriculum management system ([II.A.5-2](#)). CORs are reviewed and recommended by the CPCC to the Academic Senate and board of trustees for approval before being submitted to the Chancellor's Office.

Consistent with title 5 requirements and Accreditation Standards, the MiraCosta general education program provides students with the opportunity to develop a broad understanding of mathematics, science, social science, humanities, and the arts as well as effective oral and written communication skills. Recognizing the need for cultural competency, technical literacy, self-development, and an informed citizenry, MiraCosta faculty expanded the lower-division general education program to include required course work in the areas of technology and information fluency, self-development, cultural competency, and American institutions and history.

Students complete courses in seven designated general education categories, which allows them to experience the breadth of MiraCosta's curriculum offerings, explore the connections among various disciplines, and investigate subjects different from their identified major. Upon successful completion of a general education pattern, students will have engaged in intellectual discussion, enhanced skills needed for major and upper-division course work, and prepared to be productive citizens in a global environment.

Also, in compliance with title 5, all degrees offered at MiraCosta comprise a minimum of 60 units of degree-applicable course work and include a minimum of 18 units in a major or an area of emphasis. The major provides a discipline-specific focus often related to career preparation, while the area of emphasis provides an interdisciplinary focus that most often prepares a student for transfer.

In partnership with the California State University (CSU), MiraCosta offers eight associate degrees for transfer in popular majors that require a maximum of 60 units. These transfer degree programs allow students to complete lower-division major preparation and general education courses and then transfer and obtain a bachelor's degree at a maximum of 120 units. The liberal arts associate degree is also designed to be unit-efficient for transfer students. This program encourages students to explore general education while simultaneously completing lower-division major preparation requirements. This pathway provides a smooth transition to many popular transfer majors and results in the completion of no more than 120 units for the bachelor's degree.

All of MiraCosta's credit courses comply with Carnegie units and hours of instruction. The College uses the California Community Colleges Student Attendance Accounting Manual to ensure all courses are scheduled in a manner that ensures students have the correct range of regular and substantial contact with faculty to meet the number of units earned in compliance with the COR ([II.A.5-3](#)). The College's noncredit courses are approved by the board of trustees and Chancellor's Office and are scheduled for the number of hours prescribed in the COR.

Approval by the Chancellor's Office certifies that a proposed program of study possesses the required minimum number of units and hours. In fall 2015, the Chancellor's Office certified that MiraCosta's proposed bachelor's degree in biomanufacturing follows practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning ([II.A.1-10](#)). The biomanufacturing baccalaureate program requires a minimum of 120 units as prescribed by the Chancellor's Office and codified in Board Policy 4100B ([I.B.7-4](#)).

The baccalaureate also meets the general education and upper-division requirements as outlined in ACCJC policy. The College's Philosophy and Criteria for Baccalaureate Degrees and General Education administrative procedure codifies the following philosophy ([I.B.7-5](#)):

The baccalaureate degree at MiraCosta College is awarded to students who have successfully demonstrated that they have developed intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity. In addition to these accomplishments, students

graduating with a baccalaureate degree shall possess sufficient depth in the major to contribute to preparation for career positions within the region and beyond. The depth will be provided with a minimum of 24 semester lower-division major units and a minimum of 34 semester upper-division major units.

Analysis and Evaluation

The rigorous curriculum review and approval process at MiraCosta College ensures that degrees and programs not only adhere to common practice, but are also compliant with title 5 and Accreditation Standards. All associate degrees offered at MiraCosta comprise a minimum of 60 units of degree-applicable course work and include a minimum of 18 units in a major or an area of emphasis. The biomanufacturing bachelor's degree will build on the associate degree program with appropriately rigorous upper-level courses in the major as well as general education, and it will permit students to complete the requisite 120 units for the degree.

The College meets Standard II.A.5 and Eligibility Requirement 12.

Evidence

- II.A.1-10 Baccalaureate Sub Change Follow Up Report, 2016
- I.B.7-4 BP 4100B: Graduation Requirements for Baccalaureate Degree
- I.B.7-5 AP 4100B: Graduation Requirements for Baccalaureate Degree
- II.A.5-1 CCCCCO Program and Course Approval Handbook
- II.A.5-2 CurricUNET link Screenshot
- II.A.5-3 Student Accounting Manual Chart of Hours

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

MiraCosta College attempts to schedule classes to meet the needs of a diverse student body (day, twilight, evening, Friday, Saturday, and online). Each semester, academic department chairs and deans prepare schedules of classes that consider student need and demand for all courses that are required to meet certificate and degree requirements. The new annual Student Guide provides students with transfer information ([II.A.6-1](#)), and the online schedule lists all course offerings. Course information includes the meeting time and location for on-

site sections, whether sections are offered fully or partially online, units, CSU and University of California (UC) credit transferability (if applicable), and any enrollment limitations, including advisories, prerequisites, and corequisites. The schedule assists students in selecting the courses they need to complete their programs of study and satisfy their transfer requirements in an amount of time that works best for their individual needs.

Each 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 a timely manner ([II.A.6-2](#)). The course-rotation matrix allows students to complete and gain employment in a time frame that meets their individual needs. All new CTE degrees and certificates proposed to the Chancellor's Office must include a matrix of course offerings over the prescribed amount of time to completion along with the number of seats available and enrollment for the previous two years. This requirement ensures the State approves only CTE degrees and certificates students can complete in a reasonable amount of time as defined by the degree and/or certificate proposal. Guidelines are published in the PCAH ([II.A.5-1](#)).

The College examines fill rates and enrollment patterns to determine if students would benefit from being able to take classes at night, on Saturday, or in a block format. For example, ESL classes are scheduled back-to-back to maximize students' time and progress because their enrollments from spring and fall 2014 indicated ESL students tend to enroll in more than one ESL class per semester.

Courses are offered six days per week and, with an eye toward effective and efficient scheduling, classes now begin as early as 7 a.m. and end as late as 10 p.m. on weekdays. The College also offers blocks of classes, such as the "Friday Core" that includes general education and transfer classes that meet on Fridays only so that students may maximize their schedules toward completing a program of study. Course blocks allow students to complete their course work toward transfer, degrees, and/or certificates in reasonable amounts of time based on individual goals and schedules.

The class cancellation policy appears under "College Policies" in each issue of the Student Guide. 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 in a timely manner.

The College also implemented a degree audit in 2015 and is in the process of implementing a transfer credit system. These two tools will provide additional information on students' educational goals and their plans to take courses in the upcoming semesters. The junior level baccalaureate courses will begin in fall 2017 and will be offered in a cohort model to assist students in completing the bachelor's degree in a timely fashion.

Analysis and Evaluation

The College considers a variety of factors when scheduling classes. At the department level, where faculty are familiar with course sequencing for degrees, certificates, and transfer, chairs work to develop schedules that will provide students with the courses they need to complete a program of study in a timely fashion. The College also examines wait lists, fill rates, and enrollment patterns to discern student needs and adjusts class scheduling accordingly.

The College meets Standard II.A.6 and Eligibility Requirement 9.

Evidence

- II.A.5-1 CCCCCO Program and Course Approval Handbook
- II.A.6-1 Transfer Information, Student Guide, 2016–17, pp. 24–25
- II.A.6-2 Biotechnology Department Course-Rotation Matrix

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Fifty-seven percent of credit students attending MiraCosta College are between the ages of 18 and 24 with another 16 percent falling between the ages of 25 to 29. Fifty-seven percent of the students are female and 37 percent are considered to be economically disadvantaged. Twenty-six percent of credit students carry a full-time load (minimum 12 units). Forty-eight percent of the credit student population is white, while Latinos make up 33 percent. From 2009–2015, approximately 57 percent of incoming students assessed into transfer-level English, while approximately 20 percent assessed into transfer-level math. The sections below detail some of the methodologies and initiatives in place at the College to meet the needs of this diverse group of students.

Effective delivery modes

MiraCosta’s instructional delivery modes include face-to-face, hybrid, and 100 percent online formats. Departments consider student demand and program review findings when they propose courses to be offered via distance education.

The number of students who choose to take courses online and utilize online support services continues to increase, with the 2014/15 annual figures showing that distance education enrollment accounts for almost 19 percent of the College's credit full-time equivalent student (FTES) population. In terms of headcount, almost 50 percent of MiraCosta's enrolled students took at least one distance education class in 2014/15 ([II.A.7-1](#)). Most academic departments at MiraCosta continue to develop courses that can be offered in an online learning environment to adequately meet growing demand and to expand opportunities to serve the College's diverse population.

The College evaluates the effectiveness of all instructional delivery modes through program review. Course and program SLOs, which are reviewed and approved by the Outcomes Assessment Committee, are assessed by each discipline as part of program review. SLO results are recorded in a disaggregated manner by course modality. Disciplines submit an annual review of trend data that suggest overall effectiveness, including such items as enrollment, certificates and degrees awarded, FTES, and cost per FTES.

Effective teaching methodologies

MiraCosta responds to the diverse educational needs of its students by utilizing a variety of peer reviewed and approved methods of instruction. College faculty participate in many Academic Senate and College-wide governance committees dedicated to discussing and making decisions about student learning needs, pedagogy, and teaching methodologies. These committees include the following:

- Courses and Programs Curriculum Committee ([II.A.7-2](#))
- Student Success Committee ([II.A.7-3](#))
- Outcomes Assessment Committee ([I.B.1-4](#))
- MiraCosta Online Educators Committee ([II.A.7-4](#))
- President's Alliance on Diversity, Equity and Inclusion (PADEI) ([II.A.7-5](#))

Faculty match learning styles of students with modes of instruction via careful review of courses and programs as prescribed by the CPCC. Curriculum approval standards and criteria are included in the Courses and Programs Committee Handbook ([II.A.7-6](#)).

MiraCosta's faculty also actively pursue grants and other professional development opportunities that will help them increase the use of evidence-based best practices to support students who need an alternative to the traditional instructional model. In 2010, for example, the College received National Association for Developmental Education (NADE) Advanced-Level Certification. The certification "[r]ecognizes that a program is striving not only to follow best practices, but also to apply standards and processes that direct, define, and improve education for all of our students" ([II.A.7-7](#)).

In 2014, the College was selected as one of 24 pilot colleges for California's Online Education Initiative, which includes professional development experiences, faculty and student support resources, and online teaching standards designed to enhance online education.

More recently, MiraCosta was selected to participate in the 2015 National Summer Institute on Learning Communities ([II.A.7-8](#)). A team of nine faculty members and one instructional administrator returned from the institute with a two-year action plan for implementing a formal learning communities program at MiraCosta College ([II.A.7-9](#)). This plan is included in the Instructional Services Division 2015/16 program review ([II.A.7-10](#)).

Additionally, the College's Pre-Transfer Letters Department joined the California Acceleration Project ([II.A.7-11](#)) in 2015 to deepen their knowledge of how accelerated developmental English sequences can be implemented to reduce student attrition and increase successful transition from pre-transfer to transfer. The first two sections of the Accelerated Learning Program, patterned after the proven Baltimore County model, were offered in fall 2015, and four accelerated sections were offered in spring 2016.

Another new initiative spearheaded by Pre-Transfer Letters Department faculty is contextualized learning in English composition, specifically for students interested in allied health careers. Born out of a partnership with Grossmont College to write curriculum for a Linked Learning Pathways to Baccalaureate (LLPB) grant, students who self-identified an interest in allied health careers and placed into pre-transfer English composition were recruited to apply to HealthStart, a program that includes enrollment in pre-transfer through transfer English—where all readings and assignments are focused on topics and issues in health care—as well as dedicated academic and career counseling appointments.

The first section of pre-transfer English for HealthStart (contextualized English) was offered in fall 2015; 93 percent completed this course successfully (compared to 70 percent who are typically successful in pre-transfer English). Of these students, 88 percent followed their instructor to transfer-level English in spring 2016, and 100 percent persisted in their college education and enrolled in MiraCosta courses in spring 2016. (By comparison, typically 78 percent of successful pre-transfer English students persist to transfer English within two years.)

The Math Department has also worked to improve student success by creating a new math pathway for students taking statistics as their transfer course. Ensuring the content was appropriate and that critical thinking was emphasized, the faculty created two courses for the math literacy pathway: Math Fundamentals for Statistics I (Math 52) and Math Fundamentals for Statistics II (Math 95), with no prerequisite course for Math 52. Faculty taught Math 52

for the first time in fall 2015 and Math 95 for the first time in spring 2016. The department is working on training additional faculty so the program can grow and accomplish departmental and College goals. The math pathway design included maintaining a strong connection to the Entry Level Mathematics (ELM) for CSU transfer students, involving the other departments that teach statistics (i.e., Psychology, Sociology, Biology, and Business Departments) to make sure the new courses covered the topics needed for success in non-math courses, and communicating with the Counseling Department to promote the pathway for students. Since no current curriculum addressed all of these needs, MiraCosta's math faculty wrote the new courses, which allowed the course material costs to stay extremely low. With an eye on scalability, the department offered two sections of Math 52 in fall 2015; in spring 2016, the department offered two sections of Math 52 and two sections of Math 95. One section of each course is scheduled for summer 2016, but fall 2016 begins the scaling up process, as there will be four sections of Math 52 offered. The number of Math 95 sections in spring 2017 will also double to four, at which point the department will analyze needs to determine how many additional sections are needed.

Embedded supplemental instruction is another teaching method the English faculty have implemented to provide students the extra support they need to succeed. Approximately 25 sections of English composition utilize embedded supplemental instruction each semester, across transfer and pre-transfer courses, in both ESL and non-ESL classes.

To address equity in success for all students, the College currently supports four academic success and equity cohort programs for students who face particular challenges in their educational endeavors: Puente Project for Latino/a students, Umoja for African American students, Resources and Assistance for Former Foster Youth (RAFFY), and the First Year Experience (FYE) Program for first-time college students in pre-transfer courses. In 2016/17, the College will add a new academic success and equity program, Mana, to support Native Hawaiian and Pacific Islander students.

Effective learning support services

In addition to on-site services, such as tutoring, the Library, and learning centers, MiraCosta is committed to providing an array of online student support services, not only to offer comparable services to “online students,” but also to make it easier for all students to obtain support, enhance their engagement with MiraCosta College, and successfully complete their educational goals. Examples of these services include, but are not limited to, the following:

- Online tutoring available in many subjects, seven days per week ([II.A.7-12](#))
- An online writing center service providing video feedback on student papers ([II.A.7-13](#))

- Online library resources including databases, eBooks, tutorials, online workshops, and a 24/7 live librarian chat ([II.A.7-14](#))
- Online counseling/advising services through live chat and self-serve online resources ([II.A.7-15](#))
- A student orientation to online learning available in person and live online multiple times each semester ([II.A.7-16](#))
- A fully online orientation to MiraCosta College
- Online counseling through the use of *Cranium Cafe*, a new tool provided through the Online Education Initiative
- The student technology help desk ([II.A.7-17](#)).

Over the next three years, the overarching goals are to increase usage of these services equitably across all student populations, establish data analytic procedures to gauge the impact of these services in order to fine-tune their implementation and promotion, and establish additional services to enhance student success and ensure compliance with distance education regulations.

Analysis and Evaluation

The College mission is to provide superior educational opportunities and student support services to a diverse population of learners. Several different modes of delivery are employed in doing so, including face-to-face, hybrid, and online methodologies. A number of best practices aimed at addressing the needs of students have been deployed over the past years, including learning communities, supplemental instruction, contextualized learning, and acceleration of developmental course work. In addition, a number of learning support services are available to the students both in face-to-face and online format.

The College meets Standard II.A.7.

Evidence

I.B.1-4	OAC Charge and Composition
II.A.7-1	DE Data, 2014-15
II.A.7-2	CPCC Charge and Composition
II.A.7-3	SSC Charge and Composition
II.A.7-4	MOE Charge and Composition
II.A.7-5	PADEI Charge and Composition
II.A.7-6	Curriculum Approval Standards and Criteria, C&P Handbook pp. 35–44
II.A.7-7	NADE Brochure Webpage
II.A.7-8	17th Annual National Summer Institute on Learning Communities Application
II.A.7-9	Learning Communities Two-Year Action Plan, July 2015

- II.A.7-10 Learning Communities, Instructional Services Program Review Action Plan, 2015-16
- II.A.7-11 California Acceleration Project Website
- II.A.7-12 MiraCosta tutoring Webpage
- II.A.7-13 Online Writing Center Webpage
- II.A.7-14 Online Library Resources Webpage
- II.A.7-15 Online Advising Webpage
- II.A.7-16 Student Online Learning Orientation Link
- II.A.7-17 Student Technology Help Desk Webpage

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College does not use department-wide or program examinations. Recognition of prior learning is utilized only as possible criterion for admittance to MiraCosta's nursing programs. The associate dean of Nursing and Allied Health reviews a student's prior learning to determine if course work can be substituted or waived. All reviews are done on an individual basis.

Analysis and Evaluation

The College does not use department-wide or program examinations. The nursing program utilizes prior learning only as a possible criterion for admission.

The College meets Standard II.A.8.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

The College awards course credit, degrees, and certificates using clearly stated and published criteria that are based upon generally accepted norms and equivalencies. These criteria include minimum competencies in math, reading, and writing, grade point average requirements, and courses needed for requisite fields of study ([II.A.9-1](#)).

CORs and course syllabi include learning objectives and outcomes as well as methods of evaluation that address how the awarding of credit for course work is based upon student mastery of the learning objectives (as required by California Code of Regulations, title 5, section 55002) ([II.A.9-2](#); [IN-20](#)). Multiple measures of assessment, including formal essays, quizzes, exams, oral reports, presentations, and/or demonstrations, are used to determine that students completing courses have achieved the learning outcomes and objectives specified in the COR. Students receive grades and progress reports from faculty members throughout the semester, and final grades are posted on SURF, MiraCosta's online student information and management system.

All credit courses offered (including those offered via distance education) comply with Carnegie units and hours of instruction. The College uses the California Community Colleges Student Attendance Accounting Manual to ensure all courses are scheduled in a manner that ensures students have the correct range of regular and substantial contact with faculty to meet the number of units earned in compliance with the COR ([II.A.5-3](#)). The College does not offer any credit clock hour courses or programs.

All courses and programs are approved by the Chancellor's Office prior to being offered at the College. As such, the State certifies the minimum number of units and hours required to complete a program of study (associate degree, bachelor's degree, or certificate of achievement). The College's standards for awarding course credit will be the same for upper-division level courses within the Bachelor of Science in Biomanufacturing as it is for current lower-division courses ([II.A.9-3](#)).

Noncredit courses are also approved by the board of trustees and Chancellor's Office and are scheduled for the number of hours prescribed in their CORs. The College's curriculum committee regularly reviews related policies and procedures to ensure compliance with all regulations and updates the curriculum handbook accordingly.

Analysis and Evaluation

MiraCosta's degree-applicable credit courses conform to the criteria and standards specified in title 5, sections 55002.5 and 55062, of the California Code of Regulations, including the relationship between units and required lecture and/or laboratory contact hours. The College's definition of credit hour is consistent with applicable federal and state regulations as they apply to community college districts.

The College has institutional policies in place to ensure that course credit, degrees, and certificates are being awarded based on student attainment of learning outcomes. The College is compliant with CCCCO required units and hours needed to complete a program of study.

The College meets Standard II.A.9 and Eligibility Requirement 10.

Evidence

- IN-20 MAT 165 Syllabus, spring 2016
- II.A.5-3 Student Accounting Manual Chart of Hours
- II.A.9-1 Award Criteria, College Catalog, pp. 54-56
- II.A.9-2 MAT 165 Course Outline
- II.A.9-3 CCCCO Baccalaureate Degree Pilot Program Handbook, 2016

II.A.10 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. (ER 10)

Evidence of Meeting the Standard

MiraCosta makes transfer-of-credit policies available to students in the catalog ([IN-12](#)) and on the College website ([IN-13](#)).

MiraCosta evaluates courses from other U.S. regionally accredited colleges or universities for associate degree requirements based on C-ID number or course description, comparable or equivalent content and SLOs, and appropriate prerequisites. Reciprocity among regionally accredited institutions of higher education determines how CSU and UC general education

courses transfer among colleges. For example, if a course is certified as an Area A1 course for CSU general education at one college, then MiraCosta must use it to clear the same area of general education on the College's CSU general education pattern.

Students with foreign transcripts must use an approved foreign transcript evaluation agency to determine course equivalences. Everything a student needs to know about the evaluation of foreign transcripts is provided in a brochure, which is available from the Admissions and Records Office and on the College website ([IN-14](#)).

MiraCosta establishes articulation agreements with public and private colleges and universities. The agreements with public institutions are predominantly with the UC and CSU. Articulation agreements pertain to courses (including those delivered via distance education) applicable for transfer elective credit, general education credit, and lower-division major preparation credit.

The articulation officer must annually submit a formal articulation request to the UC to determine if a course is appropriate for transfer credit as an elective. The UC Office of the President reviews this submission and awards basic transfer credit if there is a comparable lower-division course at one (or more) UC campus. This grouping of courses transferable for credit to UC is known as the UC transfer agreement, which is published annually in the statewide articulation repository ASSIST and noted in the course descriptions in the MiraCosta College Catalog and schedule of classes. This credit designation is the basis for any further articulation of a course for general education or lower-division major preparation. Articulation approval beyond this stage is solely determined by individual UC campuses and the UC Office of the President.

The awarding of CSU transfer credit is determined after consultation with the articulation officer and discipline faculty in accordance with published CSU guidelines on the awarding of baccalaureate credit. This consultation occurs at the initial stages of course development ([II.A.10-1](#)). The CSU credit designation is the basis for any further articulation of courses for general education or lower-division major preparation. Approval beyond this stage is solely determined by individual CSU campuses and the CSU Chancellor's Office.

General education courses are articulated system wide with the CSU and UC. The articulation officer works with faculty to develop courses from their disciplines that meet the specified criteria in a general education category. Such courses are annually submitted to CSU and UC for articulation review. The College lists approved general education courses as Plans B and C, respectively, which are published in the schedule of classes and College Catalog, on the Articulation webpage, and in student advising sheets available in the

Counseling Department ([II.A.10-2](#); [II.A.10-3](#)). This information is updated annually for the beginning of each new academic year.

Each year the UC and CSU campuses send out a summary of curricular changes. This summary is reviewed by the articulation officer and scrutinized for any new lower-division major course offerings, new majors, and deleted courses and degree programs. If the articulation officer, in consultation with discipline faculty, determines that new offerings appear to be similar or comparable to a course offered at MiraCosta College, the articulation officer sends the course outline to the four-year university for review and a request for articulation. Successful articulation requests are sent to faculty and counselors and published in ASSIST. If the articulation request is denied, the articulation officer obtains and forwards the feedback to MiraCosta faculty for further consideration.

The articulation officer works with faculty when a new lower-division major course is developed at a UC or CSU campus, especially when it is developed at a local campus where the majority of MiraCosta's students transfer. In deciding whether or not to develop a comparable course, College faculty consider the following:

- The impact course completion will have on student admission to the transfer university.
- Content requirements of the new course.
- The availability of faculty to develop and teach the new course.

When faculty decide the new course will benefit students in the transfer environment, they generally decide to develop the course. This development includes working with the university partner faculty to determine appropriate content to ensure a positive articulation agreement is established. The faculty author shepherds the course through the curriculum process at the College, which includes course review and recommendation by the CPCC. Following this review, the articulation officer requests articulation with the four-year university. If a course is added or deleted to an existing articulation agreement, the articulation officer notifies discipline and counseling faculty immediately to make students aware of any changes that could affect admission to a UC or CSU campus.

The articulation officer annually reviews existing articulation agreements with local university partners and/or popular transfer destinations to look for any gaps. When a gap is found, the articulation officer shares the information with appropriate discipline faculty to determine whether a new course should be developed and potentially articulated.

Articulation with private universities focuses primarily on regionally accredited institutions within the local San Diego area that have a long-standing relationship with MiraCosta; however, the College also has established relationships with some distant but well-known

regionally accredited institutions. These agreements can be for general education and/or major preparation. The process is normally a request by the articulation officer for courses that match major preparation and the local general education pattern. These requests are then reviewed by faculty at the receiving institution. All approved articulation agreements are published on the Articulation webpage, which also provides students with articulated general education patterns, a link to major preparation on ASSIST, and MiraCosta College CORs ([II.A.10-4](#)).

MiraCosta also has articulation agreements with local high schools. These agreements are developed when high school courses are determined to be in alignment with MiraCosta College courses. When students earn a “B” or better in their course and on their final exam at their high school, they may earn credit in the equivalent MiraCosta College course. No fees are required.

For the bachelor’s degree, students must obtain a minimum of 120 semester units, which represent a mix of major, general education, and elective courses at the lower- and upper-division levels. The transfer of credits for this degree program for both lower and upper division are described in an administrative procedure ([I.B.7-4](#)) and on the Biomanufacturing Bachelor’s Degree FAQ (frequently asked questions) webpage ([II.A.10-5](#)).

Analysis and Evaluation

The College publishes transfer information in the catalog as well as on the Transfer Center and Articulation webpages. The College works closely with four-year institutions to ensure articulation agreements are in place and updated regularly to assist in the smooth transfer of students between institutions. For students transferring credit internally or externally into the bachelor’s degree program, the College has a stated commitment to evaluating prior work for lower- and upper-division requirements and communicates that information, for the benefit of students, on its website.

The College meets Standard II.A.10 and Eligibility Requirement 10.

Evidence

IN-12	Credit from Other Colleges
IN-13	Transfer Information and Guaranteed Admission
IN-14	Evaluation of Foreign Transcripts
I.B.7-4	BP 4100B: Graduation Requirements for Baccalaureate Degree
II.A.10-1	Considerations Involved in Determining What Constitutes a Baccalaureate Level Course
II.A.10-2	CSU General Education Breadth Courses Plan B

- II.A.10-3 CSU General Education Breadth Courses Plan C
- II.A.10-4 Articulation Webpage
- II.A.10-5 Biomanufacturing Baccalaureate Webpage

II.A.11 The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

In addition to program-specific student learning outcomes, the College's degree programs have included a component of general education that has its own set of learning outcomes (GELOs). GELOs identify the knowledge, skills, and abilities students will be able to demonstrate after completing MiraCosta's general education program. These GELOs are closely aligned with the College's ISLOs, as shown in Table 32 below, a similarity that precipitated fall 2015 discussions on merging the two into one set of learning outcomes or competencies. In spring 2016, the OAC hosted an Assessment Day discussion on current and proposed ISLO models. Attendees were asked to select their preferred model and modifications were suggested. In a survey to the broader College community, constituents were asked to vote, and comment, on their preferred model. The OAC will review the results in fall 2016 and make recommendations on new or revised ISLOs.

Table 32. Institutional Student Learning and General Education Outcomes Comparison

<p>Institutional Student Learning Outcomes (ISLOs)</p> <p>The five ISLOs are common goals of <u>all</u> students who engage in a particular course, program, or collegiate experience.</p>	<p>General Education Learning Outcomes (GELOs)</p> <p>GELOs identify the knowledge, skills, and abilities that students will be able to demonstrate after completing MiraCosta’s general education program.</p>
<p>Effective communication</p> <ul style="list-style-type: none"> • Write, speak, read, listen, and otherwise communicate • Communicate clearly, accurately, and logically • Communicate appropriately for the context 	<p>Effective communication</p> <p>Write, speak, read, and otherwise communicate</p> <ul style="list-style-type: none"> • accurately within a specified domain • to a variety of contexts, audiences, and purposes • with clarity of expression • logically in both content and organization • correctly (e.g., grammar, syntax, punctuation) • in a mature style
<p>Critical thinking and problem solving</p> <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 	<p>Critical thinking</p> <ul style="list-style-type: none"> • Define and analyze problems clearly • Think independently, creatively, and logically • Reason • Apply appropriate problem solving methods • Combine evidence to support a theory or argument • Analyze and synthesize multiple types of information from multiple perspectives • Display skeptical inquiry
<p>Information literacy</p> <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 	<p>Information literacy</p> <ul style="list-style-type: none"> • Assess an information need and develop an effective search strategy • Locate and gather relevant information resources using appropriate technologies • Critically evaluate information and information sources • Organize and/or synthesize information • Effectively communicate information using appropriate technologies • Recognize ethical and legal issues surrounding the use of information • Display ethical behavior in the use of information

<p>Global awareness</p> <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 	<p>Global awareness (and responsible citizenship)</p> <ul style="list-style-type: none"> • Display awareness of local and global issues • Value and respect diversity • Value and respect multiple perspectives • Value his or her place and role in a global community • Make informed decisions • Recognize the ethical implications of personal behavior • Recognize the ethical implications of political, social, and economic institutions • Demonstrate good citizenship in the classroom, workplace, and community
<p>Professional and ethical behavior</p> <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 	<p>Productive work habits</p> <ul style="list-style-type: none"> • Display intellectual curiosity • Demonstrate the ability to work independently and collaboratively • Display strong work ethics and responsibility • Participate in activities in the classroom, workplaces, and community • Display strong academic and workplace ethics, such as good study habits, time management, organizational skills, and efficient and appropriate use of campus resources
	<p>Aesthetic literacy and appreciation</p> <ul style="list-style-type: none"> • Recognize diverse elements of beauty and form • Identify and differentiate artistic elements and techniques • Recognize the value of artistic expression in visual and performing arts, literature, and language • Appraise artistic experiences with informed sensitivity

All programs with general education course requirements align with the GELOs, and the GELOs align with the ISLOs. The alignment is accomplished via master matrices that identify a course's degree of alignment by assigning a number from 1 to 5 (with 5 being the most aligned). The College has developed a method of assessing ISLOs using course-level assessments that are evaluated across disciplines with a common rubric ([II.A.11-1](#)). The final grade roster for each course has a designated place where assessment scores for each student can be recorded, thus allowing for disaggregation of ISLO data.

As mentioned in Standard II.A.5, the philosophy behind the bachelor's degree at MiraCosta College is to recognize students who have successfully demonstrated that they have developed intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity, all attributes that align with the College's current ISLOs and general education curriculum (both lower- and upper-division). In addition to these accomplishments, the College anticipates that students graduating with a bachelor's degree will possess sufficient depth in the major to contribute to preparation for career positions within the region and beyond.

MiraCosta continues to host an Assessment Day each fall semester where the entire College comes together to evaluate program and institutional outcomes assessment results and dialog about

- best practices in creating and assessing SLOs and interpreting results; and
- meaningful integration of SLO results in student learning as well as in program and institutional planning.

The fall 2015 Assessment Day gave faculty and staff the opportunity to examine and discuss the validity of different ISLO assessment results, dialog about GELOs and ISLOs, engage in rubric development, discuss how Student Services now ties its SAOs to the six success factors defined by the Research and Planning Group, and provide input on professional development needs related to SLOs.

Analysis and Evaluation

The College has GELOs that closely align with ISLOs, both of which address the topics outlined in the Standard. Courses are aligned with ISLOs via master matrices, and those with the strongest alignment are assessed across disciplines using a common rubric.

The College meets Standard II.A.11.

Evidence

II.A.11-1 ISLO Evaluation Rubric

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

All degree programs at MiraCosta include a general education component, which is explained in the College catalog ([II.A.9-1](#)). The comprehensive objectives of the College's General Education Program promote skill development and knowledge acquisition through the study of ideas, analysis of data, and interpretation of issues and events ([II.A.12-1](#)).

By completing courses among a broad spectrum of disciplines, students become 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:

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

Faculty who submit a course for general education status must ensure the course is appropriate for one of the following areas:

- Area A: English composition
- Area B: Communication and Analytical Thinking
- Area C: Natural Sciences
- Area D: Social and Behavioral Sciences
- Area E: Humanities

The CPCC determines the appropriateness of each proposed course for inclusion in the general education curriculum for associate and bachelor's degrees through a formal review process ([II.A.12-2](#)). All courses designated for general education at MiraCosta must fulfill all of the following universal criteria ([II.A.12-3](#)):

- **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.

Baccalaureate program

In fall 2017, MiraCosta will welcome its first baccalaureate program cohort. This program has general education requirements distributed across the major subject areas, as described above, and they are integrated and distributed across both lower- and upper-division courses.

Students in the program will be able to satisfy the lower-division general education requirement for the bachelor's degree by completing either the CSU breadth (CSU-GE) or the UC intersegmental general education transfer curriculum (IGETC) general education pattern. MiraCosta courses approved for the CSU-GE and IGETC patterns meet the standards set forth in Board Policy and Administrative Procedure 4025B, Philosophy and Criteria for Baccalaureate Degrees and General Education, including the universal criteria of rigor, scope, autonomy, breadth, critical thinking, communication and literacy, and relevance ([II.A.12-4](#); [I.B.7-7](#)). Both AP 4025B and AP 4100B ensure at least 36 units of lower- and upper-division general education is required, which includes 9 units of upper-division general education and meets the standards within the draft ACCJC Policy on Accreditation of Baccalaureate Degrees ([I.B.7-5](#)).

Consistent with board policy, the CSU-GE and IGETC lower-division general education requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning.

The upper-division general education curriculum for the baccalaureate program, cited in AP 4025B, is designed to be an integrative learning experience that makes connections among disciplines; intentional, engaging, and meaningful; and contextualized to the major and global workplace. In addition, the program's upper-division general education courses will be offered in at least two disciplines outside of the biomanufacturing major, and at least one course will have an emphasis either in written or oral communication or on further development of computation skills and analysis. This philosophy for general education in the baccalaureate program will be published in the 2017/18 MiraCosta College Catalog.

Analysis and Evaluation

The College has identified a set of general education degree requirements for both associate and bachelor's degrees that ensures breadth of knowledge and promotes intellectual inquiry. Through a formal review process, the Courses and Programs Curriculum Committee approves courses for general education only if they meet established criteria.

The College meets Standard II.A.12 and Eligibility Requirement 12.

Evidence

- II.A.9-1 Award Criteria, College Catalog, pp. 54-56
- I.B.7-5 AP 4100B: Graduation Requirements for Baccalaureate Degree
- I.B.7-7 AP 4025B: Philosophy and Criteria for Baccalaureate Degree and GE
- II.A.12-1 BP 4025: Philosophy and Criteria for Associate Degrees and General Education
- II.A.12-2 General Education, C&P Committee Handbook, pp. 71–75
- II.A.12-3 AP 4025: Philosophy and Criteria for Associate Degrees and General Education
- II.A.12-4 BP 4025B: Philosophy and Criteria for Associate Degrees and General Education

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Students who complete a degree program at the College possess sufficient depth in some field of knowledge to contribute to lifetime interest and career pursuit. This philosophy and criteria for associate and bachelor's degrees are codified in board policies ([II.A.12-1](#); [II.A.12-4](#)).

The associate degree at MiraCosta is composed of three parts: general education, a major or area of emphasis of 18 units or more, and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 60 semester units. A major or area of emphasis consists of courses required for a certificate of achievement in a CTE field or a pattern of courses defined by the discipline as appropriate for transfer as preparation for a specific baccalaureate major. When faculty propose new programs, they must select either baccalaureate preparation or workforce training as the rationale, and they must list the specialized courses that will support the stated PSLOs.

When reviewing new program proposals, the CPCC ensures the major or area of emphasis courses listed meet title 5 standards for degree applicability. Those standards include a measurement of student performance and proficiency in terms of learning objectives and required college-level critical thinking and application of subject-specific concepts ([II.A.7-6](#)).

The liberal arts associate degree's integrated curriculum provides students with a well-rounded education that offers them the opportunity for depth of knowledge within one of seven areas of emphasis ([II.A.13-1](#)). This multidisciplinary program enables students to develop communication, critical thinking, and intellectual skills that prepare them for advanced study in a wide range of majors at the university level. For example, the area of emphasis in applied health, nutrition, and kinesiology focuses on the theoretical and applied aspects of health and nutrition. Students transferring to a four-year university choose courses within the area of emphasis that will provide a basic foundation for university study in areas such as kinesiology, nursing, nutrition, and the health sciences. The arts and humanities area of emphasis prepares students for majors such as English, literature and writing studies, religious studies, and philosophy. It also provides lower-division preparation for a wide range of university majors within the communication studies discipline.

The bachelor's degree at MiraCosta is composed of three parts: general education, major course work in biomanufacturing, and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 120 semester units. The general education and major course work is distributed across lower and upper division. The major course work in biomanufacturing was founded on SLOs related to biomanufacturing science and technology and quality and regulatory theories and practices.

Analysis and Evaluation

Every degree program at the College includes a focused area of emphasis or an interdisciplinary core of courses. The College has detailed processes in place to assist in the identification, development, and approval of program areas of study as well as the courses included therein.

The College meets Standard II.A.13.

Evidence

- II.A.7-6 Curriculum Approval Standards and Criteria, C&P Handbook pp. 35–44
- II.A.12-1 BP 4025: Philosophy and Criteria for Associate Degrees and General Education
- II.A.12-4 BP 4025B: Philosophy and Criteria for Associate Degrees and General Education
- II.A.13-1 Liberal Arts Areas of Emphasis, College Catalog, p. 227

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The College offers CTE programs of study that meet or exceed Chancellor's Office requirements for employment need in the discipline area by using established vocational program advisory committees, licensing exam preparation, program review, and SLOs and assessments that are tied to meeting CTE program outcomes. These efforts ensure that students are prepared for employment and external licensure and certification.

MiraCosta offers 107 CTE associate degrees and certificates of achievement along with 57 certificates of proficiency, and the College will offer a bachelor's degree program in fall 2017. Certificates of achievement are short-term certificates that require a minimum of 12

units of course work. They are designed to prepare students for employment in particular career areas, and many can be used to satisfy vocational associate degree requirements. Certificates of achievement offered by the College require Chancellor's Office approval. Requirements for state approval of certificates of achievement are included in the Chancellor's Office PCAH ([II.A.14-1](#)). Those programs are identified in the College Catalog ([II.A.14-2](#)).

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. These short-term certificates do not require Chancellor's Office approval to be offered and awarded by the College. The course work required for certificates of proficiency is included in the vocational certificates of achievement and degrees, allowing students to earn a certificate while completing course work that may be used toward the completion of a certificate of achievement and/or degree.

The bachelor's degree in biomanufacturing was developed in the CTE Biotechnology Department. The Biotechnology program's advisory board played a key role in identifying and validating the SLOs and competencies that guided the development of the baccalaureate program's curriculum. Students completing the bachelor's degree will be able to sit for key, industry-relevant American Society for Quality certifications, which will validate the skills, abilities, and knowledge gained from the degree program.

In the *2014 Talent Integration: California Workforce Trends in the Life Science Industry*, quantitative survey data and data collected by Burning Glass Technologies confirm that most positions in the industry require a four-year degree (55 percent based on the survey; 62 percent based on online job postings) ([II.A.14-3](#)). Manufacturing positions in biotechnology were second only to research and development in hiring over the past two years and are projected to be among the highest in the next two years. Combined, this report's data substantiate the necessity of a four-year degree in biomanufacturing.

Students completing the associate in science degrees in nursing are prepared to take the state licensing examinations. The pass rates for MiraCosta students are filed in the Nursing and Allied Health Department office and published on the California Board of Registered Nursing website ([II.A.14-4](#)). In nursing, the average MiraCosta College state exam pass rate for licensed vocational nurses has ranged from 70 to 100 percent for the past five years, compared to the overall state average of 72 to 76 percent. The average pass rate for certified

nurse assistants is approximately 94 percent. The National Council Licensure Examination (NCLEX) pass rate for registered nursing was 100 percent for 2015/16 and has been 92 to 100 percent since the program was developed in 2007.

Like all courses and programs offered at the College, CTE course and program SLOs and assessments are written by faculty, approved by the respective departments, and vetted through the OAC. SLOs related to CTE programs address the following:

- 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 PSLOs and document results via the College's learning outcomes and assessment tracking system (TracDat) ([II.A.14-5](#)). In turn, the results are used to complete the annual program reviews for the purpose of continuous improvement.

The Chancellor's Office measures student success for the purpose of Carl D. Perkins funding related to CTE (vocational) funding distribution on the basis of six core indicators:

- technical skill assessment;
- credential, certificate, or degree completion;
- student retention and transfer;
- student placement;
- nontraditional student participation; and
- nontraditional student completion.

MiraCosta College has met or exceeded the agreed upon percentages by which the College's Carl D. Perkins funding is measured.

CTE programs rely heavily on industry feedback and employer engagement. All CTE program advisory boards are required to meet annually to qualify for Carl D. Perkins funding. In accordance with Chancellor's Office CTE curriculum approval guidelines, advisory boards must also approve all new and revised CTE curriculum ([II.A.14-6](#)). Advisory board approval ensures students who complete CTE degrees and certificates are able to demonstrate technical and professional competencies that meet employment and other standards that may be specific to a particular CTE degree or certificate. It also ensures those students are prepared to consider external licensure and certifications that may be available in their discipline or occupation.

Analysis and Evaluation

Based on the input of advisory committees, the College has developed CTE degree and certificate programs with learning outcomes that reflect the technical and professional competencies needed to meet employment standards. Most recently, based upon industry need and student demand, the College initiated efforts to offer a four-year degree in biomanufacturing. In addition, successful program completion enhances a student's ability to pass external licensure and certification requirements.

The College meets Standard II.A.14.

Evidence

- II.A.14-1 Certificate of Achievement Requirements, Program and Course Approval Handbook, pp. 161-185
- II.A.14-2 Certificate Programs, College Catalog, 2015-16, pp. 64-66
- II.A.14-3 2014 Talent Integration: California Workforce Trends in the Life Science Industry
- II.A.14-4 Nursing/Allied Health Webpage
- II.A.14-5 TracDat Website
- II.A.14-6 CTE Curriculum Approval, Program and Course Approval Handbook, p. 168

II.A.15 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.

Evidence of Meeting the Standard

Catalog rights protect students from being held responsible for changes made to their academic programs in the years that follow their initial enrollment provided they maintain continual enrollment at the College. These rights are explained in the catalog ([II.A.15-1](#)).

In addition, MiraCosta's comprehensive Program Discontinuance administrative procedure ensures students can complete their education in a timely manner with minimum disruption when programs are eliminated ([II.A.15-2](#)). Upon completion of a comprehensive review, which is detailed in the administrative procedure, an ad hoc program discontinuance task force must provide a time frame for notifying affected students as well as a support and transition plan for students currently enrolled in the program.

The College has discontinued only two programs since the last self evaluation. The Cosmetology Program was offered through a contract with MiraCosta and the Oceanside School of Beauty. In 2010, it was determined the contract would not be renewed, and existing students were allowed to finish the program through action of the board of trustees ([II.A.15-3](#)). After existing students were given the opportunity to complete the program by the end of the 2010, the curriculum was deleted in 2011. The transition plan to ensure students were able to complete their cosmetology program of study and earn their certificate of achievement was as follows and is representative of a typical transition plan that is developed between the program faculty and the dean:

1. Students receive a letter notifying them of the last date the program will be offered that includes a schedule of when the required courses in the program will be offered until the date of termination. The faculty and dean ensure that all students will have multiple opportunities to register for and successfully complete required classes through scheduling.
2. The dean monitors individual student progress to ensure successful completion of required courses by all students electing to enroll and continue in the program.
3. The dean, in consultation with the Admissions and Records Office, monitors individual students' intentions regarding program completion by keeping track of students who continue to matriculate and those who drop/dropped on their own.
4. The dean continues to schedule classes until all matriculating students complete the program of study and/or have sought and been approved for course substitutions or waivers that allow them to complete the program.
5. Once all matriculating students complete the program's required units, the College sends the Chancellor's Office a request to delete the program from the College's curriculum inventory.

In another example, the Energy Technology Program was developed in collaboration and with the financial support of the San Onofre Nuclear Generating Station (SONGS), including the expectation to hire program graduates ([II.A.15-4](#)). In 2013, Southern California Edison, the SONGS facility owner, decided to permanently retire the nuclear reactors. As a result, the workforce need immediately dissipated as well as funding for the program. Managed through a cohort process, the Energy Technology Program's only cohort graduated in spring 2012. As there were no students remaining in the subsequent academic year, a transition program was not necessary. In fall 2013, through program review and the College's curriculum process, the program and its courses were officially deactivated ([II.A.15-5](#)).

Analysis and Evaluation

The College has a policy and procedure in place that guides program discontinuance and provides for the development of a support and transition plan to ensure that students currently enrolled in the discontinued program can complete their education in a timely manner. In two

relatively recent instances, there were exceptional extenuating circumstances driven, in part, by entities external to the College. In both cases, the philosophical intent of the College procedure effectively guided the College's actions.

The College meets Standard II.A.15.

Evidence

- II.A.15-1 Catalog Rights, College Catalog, 2015-16
- II.A.15-2 AP 4021: Program Discontinuance
- II.A.15-3 Cosmetology Program Discontinuance, BOT Minutes, 5-18-10
- II.A.15-4 SONGS Program Approval, BOT Minutes, 3-15-11
- II.A.15-5 SONGS Program Discontinuance, BOT Minutes, 11-19-13

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of type of credit awarded, delivery mode, or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievements for students.

Evidence of Meeting the Standard

As outlined in section I.B.5, the College has a robust and comprehensive annual program review process that is integrated with resource allocation and culminates in the validation of programs. Each fall semester, programs are asked to review relevant, disaggregated program data, assess their performance relative to similar statewide program standards, reflect on student learning and/or service outcomes, assess program resources and personnel, and review program curriculum. Based on this review, programs then develop action plans to address any gaps that are identified ([II.A.16-1](#)).

The not-for-credit programs offered through the Technology Career Institute (TCI) are created and updated specifically to meet the needs of employers. All courses at the TCI are evaluated by students at the end of each course and by advisory boards composed of industry experts in the respective fields of study. The College uses the student evaluations, advisory board suggestions, and consultation of the instructor, program coordinator, and program director to improve programs offered through the TCI.

All credit, noncredit, and community services programs participate in program review. CTE programs have an additional biennial review, which is vital for maintaining currency in their often rapidly changing fields. Further, to maintain currency, all credit and non-credit courses are subject to a six-year comprehensive review as evidenced in the College's curriculum process to keep curriculum current ([II.A.16-2](#)).

The office of Online Education also participates in the annual program review process. As an additional opportunity to continue improving the quality of, and access to, online courses, MiraCosta was recently selected as one of 24 pilot colleges to participate in the California Community Colleges Online Education Initiative (OEI). The OEI aims to (1) significantly increase the number of students transferring to four-year institutions; (2) increase student completion through system collaboration in providing access to quality online courses and support services; and (3) create economies of scale in resource and technology acquisition.

Analysis and Evaluation

The College has developed and implemented a robust program review process that allows for regular evaluation and improvement of all instructional programs. The process is data-informed and requires departments to reflect on program performance, curriculum, resources, and personnel as well as student achievement and outcomes. Gaps in performance are identified and action plans are developed to address those gaps.

The College meets Standard II.A.16.

Evidence

- II.A.16-1 Action Plans, Program Review Handbook, pp. 6-7
- II.A.16-2 Six-Year Review, C&P Handbook, pp. 21-22

II.B Library and Learning Support Services

II.B.1 *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

Evidence of Meeting the Standard

MiraCosta College provides a variety of services at its Oceanside Campus (OC), San Elijo Campus (SEC), and Community Learning Center (CLC) that support learning, achievement, and student success. These services, summarized in Table 33, are offered through the Library, Open Computer Labs, Writing Center, Math Learning Center, Tutoring and Academic Support Center, Language Resource Center, Nursing Skills Laboratory, and Surgical Technology Skills Laboratory.

Table 33. Library and Learning Support Services at MiraCosta College

Service	Location(s) and Hours	Students Served	Services Provided
Library	OC & SEC: M–Th 8 a.m.–9:30 p.m.; F 8 a.m.–3 p.m.; Sa 9 a.m.–5 p.m. CLC: M 9 a.m.–12:30 p.m. & 6 to 8:30 p.m.; T 9 a.m.–12 p.m. & 6– 8:30 p.m.; W–Th 9 a.m.–12:30 p.m. & 6 to 8:30 p.m.	All	Credit courses in research and information literacy; reference instruction; research help; circulation of materials; group study rooms.
Open Computer Lab	OC & SEC: M–Th 8 a.m.–9:30 p.m.; F 8 a.m.–3 p.m.; Sa 9 a.m.–5 p.m.	All	Public computers with Internet connectivity and software used throughout the College; wireless connectivity for student-owned devices; printing, scanning, and photocopying; assistive technology for students with disabilities; staff assistance.

Service	Location(s) and Hours	Students Served	Services Provided
Writing Center	OC: M–Th 8:30 a.m.–7 p.m.; F 8:30 a.m.–3 p.m.; Sa 10 a.m.–4 p.m. SEC: M–Th 9 a.m.–5 p.m.; F 9 a.m.–3 p.m. CLC: M 8:30 a.m.–2:15 p.m.; Th noon–12:45 p.m. & 3:15–5 p.m.; F 8:30 a.m.–1 p.m.	All	Writing coaching, in-person and online, for written assignments in all disciplines.
Math Learning Center	OC: M–Th 8 a.m.–9 p.m.; F 8 a.m.–3 p.m.; Sa 11:45 a.m.–4:45 p.m. SEC: M–Th 9 a.m.–8 p.m.; F 9 a.m.–3 p.m. CLC: M–F 8 a.m.–1 p.m.	Students enrolled in a math course at MiraCosta; students from other schools (middle and high schools, other colleges, universities); students reviewing for placement tests.	Homework help, textbooks, and calculators for in-house use; video lectures; makeup exams. CLC has limited ancillary services.
Tutoring and Academic Support Center	OC: M–Th 8 a.m.–7 p.m.; F 8 a.m.–3 p.m. SEC: M–Th 8 a.m.–6 p.m.; F 8 a.m.–3 p.m. CLC: M–Th 9 a.m.–1 p.m. & 4–8:30 p.m.	All	Free peer tutoring (1:1, drop-in, online) in most subjects taught at the College; facilitated learning sessions; student success workshops; study skill resources and coaching.
Language Resource Center	OC: M–Th 9 a.m.–6:30 p.m.; F noon–2 p.m. SCC: M, W 11 a.m.–4 p.m.; T, Th 11 a.m.–3 p.m.	Students studying Spanish, French, Italian, Chinese, Japanese, and German	Enhances teaching and learning of foreign language through audio, video, and computer-assisted activities and conversational coaching. Individuals and class groups can utilize the lab.
Nursing Skills Laboratory	OC: M–F 8 a.m.–5 p.m.; occasional Saturdays	Students enrolled in the Nursing Programs	Provides a laboratory setting with beds and other equipment for hands-on learning and practice of nursing skills, patient assessments, and patient simulations; tutoring by appointment; laptop computers are available for student use.

Service	Location(s) and Hours	Students Served	Services Provided
Surgical Technology Skills Laboratory	OC: M–W 8 a.m.–5 p.m.; Th & F for remediation and practice by appointment.	Students enrolled in the Surgical Technology Program	Hands-on learning for open and closed surgeries through surgical packs, instrumentation, and classroom instruction.

Library

Full service libraries are available at the OC and SEC, with limited service at the CLC, to support students. The full-time faculty librarians manage the resources selected, purchased, and provided to students via a collection development policy ([II.B.1-1](#)). Print, non-print, and multimedia resources are selected in consultation with subject area faculty as well as through professional library selection tools; resources are continually evaluated for their relevance to the curriculum and added when needed.

Access to the catalog of print and online materials as well as gateways to the online resources are available through the Library’s website. The majority of the print collection and other physical items are available at the OC and SEC, and a smaller selection is available at the CLC. Materials can be transported between locations for student pickup. The Library also participates in interlibrary loan services through the Online Computer Library Center (OCLC) and can obtain materials through U.S. mail to fulfill student needs.

The OC and SEC Libraries are open six days a week, for a total of 68 hours. Library services at the CLC are open for a total of 19 hours per week. Six full-time and 14 associate faculty librarians provide reference instruction, library orientations, and workshops, and they teach library science credit courses in person and online. Five full-time and six part-time classified library staff provide back office support to the librarians and public services to students, faculty, and staff at two full-service locations. Student workers, funded through District funds, Federal Work Study, and Cal Work Study, supplement staff services in circulation with shelving and page duties and managing group study rooms.

Resources and Services

The Library’s collections to date consist of more than 53,000 physical books, 215,000 electronic books, 5,500 DVDs, and 49,000 online videos. The Library subscribes to more than 90 databases, which include subject-specific content, streaming media, and periodicals, among other content. In addition, the Library subscribes to nearly 100 print magazines and journals and three daily newspapers, which are available at the OC and SEC Libraries.

In fall 2017, the College will be offering a baccalaureate program in biomanufacturing. The MiraCosta College Library maintains a website dedicated to biotechnology and

biomanufacturing resources as a focal point where associate and baccalaureate students can find information and support for their area of study. Library databases have approximately 75 full-text journals (subscription and open access) covering bioengineering, biotechnology, and biomanufacturing. The dedicated website will be expanded to include resources that support upper-division biotechnology and general education curriculum.

Increased College-wide enrollment has had a dramatic impact on library services. In 2014/15, library faculty provided one-to-one instruction to 13,563 users from all reference service locations and communication modes (in-person at OC, SEC, and CLC, and via phone, email, text, chat). This figure represents a 32 percent increase in activity over the last five academic years. More than 5,663 students attended class-specific library instruction sessions and student success workshops in the Library or online in 2014/15. The demand for CLC research orientation offered to students has increased tremendously. Despite this increased demand on library services, the MiraCosta College Library continues to provide excellent service and is highly regarded in the College community.

The Library participates annually in department and College-wide surveys to assess its performance. In the spring 2015 Survey of Credit Students, 99 percent of students were satisfied or very satisfied with the service they received ([II.B.1-2](#)). In fall 2014, 99 percent of respondents to the Faculty/Staff Survey for program review indicated satisfaction with the service and information they received from the Library. Additionally, 90 percent of discipline faculty who utilized library instruction (research orientations) strongly agreed or agreed that the activities and instruction techniques were appropriate and useful, and 100 percent of faculty agreed or strongly agreed that the resources selected and demonstrated were appropriate to their class assignment or project.

Students who attend student success workshops (both in-person and online) are also surveyed. Every student who completed an evaluation of library workshops during 2014/15 considered the overall quality excellent or good ([II.B.1-3](#)).

Results of the spring 2015 survey of students using the Library's 24/7 online chat reference service support the effectiveness of this instructional service. The Library Department's goal of 75 percent of users rating the service positively was met or exceeded: 77 percent of survey takers indicated they received a better answer from this resource than they would have found on their own. In addition, 87 percent of those surveyed said the librarian was knowledgeable, and 84 percent indicated they would use the service again ([II.B.1-4](#)).

Textbooks on reserve are another service the Library provides to students. Much of the reserve textbook collection is donated to the Library by faculty, and additional texts have been added to the collection through grant funding, Telecommunications and Technology

Infrastructure Program funding, and library expenditures. The Library currently has 4,351 items in its reserve collection between the OC and SEC Libraries. Closed reserve items include textbooks on loan from faculty, library-purchased textbooks, films on DVD, and visual aids, such as anatomical models, biological slides, and geology rock and mineral kits. Students check out closed reserve items at the circulation desk for use only in the Library for a limited two-hour period. These items are stored behind the circulation desk and are provided upon request of the student. The Library also maintains a large open reserve collection, which includes mostly textbooks and some films on DVD; students can browse and use these materials from this designated area. Some items in this collection are for in-library use only, while others are available for overnight or three- and seven-day checkout periods. Library staff inventory this collection at the end of each semester and communicate with faculty to check for currency of text editions and reaffirm accuracy of courses the materials are assigned to.

The OC and SEC Library and Information Hubs schedule librarians at the reference desks for all hours the libraries are open. The OC Library includes two reference service desks, one on each of its two floors. The second floor desk is staffed by a reference librarian for 20 hours per week (currently 9:30 a.m. to 2:30 p.m., Monday through Thursday, during fall and spring semester). Librarians are staffed at the CLC for reference services and instruction for 19 hours per week (fall 2015), with additional hours scheduled as needed. Summer librarian hours at the CLC are more limited and scheduling is aligned with CLC classes.

Librarians at all reference desks answer questions from students, faculty, staff, and the community in person and via telephone, email, text, and live online chat. Online chat reference assistance from a MiraCosta librarian is available all hours the libraries are open and a limited number of hours on Sundays, holidays, and during other campus closures. A chat widget (question intake form) located on the Library home page and on many other library webpages facilitates easy use by anyone using the Library website. MiraCosta maintains and monitors its own question queue during library open hours, and after hours online chat reference is provided 24/7 by academic librarians throughout North America and Great Britain. The MiraCosta College Library has been a member of the OCLC QuestionPoint Reference Cooperative since 2007, and its librarians contribute approximately three hours per week to the global academic monitoring service.

Library Instruction

Instruction in the use of library facilities and resources is offered in several modalities in order to reach as many students as possible. Instruction to any class or group is available at any District site and online ([II.B.1-5](#)).

Librarians teach 20 to 30 sessions of five different drop-in workshops each semester as part of the Student Success Workshop Series organized by the Tutoring and Academic Support Center (TASC) and offered at the OC, SEC, and CLC as well as online. Workshops taught by librarians include MiraCosta College Library welcome and tour; finding articles, books, and eBooks; Modern Language Association (MLA) and American Psychological Association (APA) citation styles. Online library workshops are conducted using CCC Confer webinar hosting and are recorded for future access to ensure students, regardless of mode of instruction, have access to this information at any time ([II.B.1-6](#)).

The MiraCosta College Library welcome workshop and tour are also provided to individual classes at the beginning of the semester, with targeted outreach efforts made to faculty teaching pre-transfer level English, reading, and English as a second language (ESL) classes. Customized instruction, tours, and introductions to library services and resources are also provided at any time during the year, including semester breaks, to any requesting group at the College. Past groups have included a diverse cross-section of students connected with programs such as Resources and Assistance for Former Foster Youth (RAFFY), Extended Opportunity Programs and Services (EOPS), Honors Scholar Program, international students, veterans, First Year Experience, Puente, and many others. Librarians promote research orientations throughout the year to all faculty.

Library instruction for individual class sections is designed in collaboration with discipline faculty, tailored to their research assignment(s), and scheduled during class time in one of several computer classrooms, the assigned lecture or lab classroom, or online. When a computer lab is unavailable for the session, the faculty member will request that students to bring personal laptops or other mobile devices to access library resources using campus-wide WiFi. Online library instruction is recorded and made available for future review within the class site on the learning management system (i.e., Blackboard, Moodle, Canvas). Faculty may request research orientations for their classes using an online form; phone, email, and in-person requests are also accepted. Library instruction is available during all open Hub hours, including Saturdays, and by request prior to opening time.

Equally important in supporting and developing students' information literacy skills are the library science (LIBR) credit courses offered fall and spring semesters and during summer session. The department offers two courses, LIBR 101: College Research Skills (1 unit) and LIBR 201: Research in the Digital Age (3 units). Both courses are approved for the local general education pattern under Lifelong Learning in the area of information and technology fluency (Area E1) and are transferable to the California State University (CSU) and University of California (UC). LIBR 201H was recently approved as an honors course and will be offered this fall. All sections of LIBR 101, except one in summer session, are taught online using the Blackboard learning management system. One face-to-face section of LIBR

101 is taught in the six-week summer session and has often been paired with a section of COUN 110: College Success Skills, designated for new and returning EOPS students. The majority of LIBR sections throughout the academic year are taught by full-time faculty librarians.

Under interdisciplinary studies (INTR), INTR 100: Foundation Skills for the College Experience (4 units) is taught collaboratively by Library, Counseling, Career and Life Planning, and Computer Science Department faculty. The course is targeted to new and returning college students who self-identify as needing to develop a strong foundation for success in college-level courses. This course is approved for the local general education pattern under Lifelong Learning in the area of self-development (Area E2) and is CSU and UC transferable. One section of INTR 100 is typically offered once per year in a face-to-face format, and the information literacy skills portion of the course (one unit) is usually taught by a full-time faculty librarian.

Librarians also provide several workshops each semester designated for faculty and staff in collaboration with the College's Professional Development Program (PDP). MiraCosta participates in California's Flexible Calendar Program, a privilege afforded to community colleges whereby instructional time can be replaced by "flex" time on the academic calendar. Thus, PDP-sponsored activities are sometimes referred to as "flex" activities or activities done for "flex" credit.

During and beyond the fall and spring flex weeks, librarians offer flex-eligible workshops that provide general introductions to library services for faculty and demonstrate new library databases. Specific topics, such as using streaming media resources and learning how to integrate streaming video clips into online courses, have been offered collaboratively by librarians and the faculty technology specialist. Faculty also meet individually with a librarian for training and collaboration on research assignments or collection development, and the time dedicated to these activities is eligible for flex credit. Librarians provide workshops and introductions to library services and resources for any requesting group of staff or faculty throughout the year, including new full-time faculty, classified staff professional development events, and individual departments.

The OC Library has a dedicated library instruction classroom, and in addition to the District-standard suite of software, NetOps is available for pushing out content to the student workstations. At the SEC and CLC, library instruction is held in one of several computer lab classrooms.

The Library's information literacy program at the CLC has a strong connection with both Adult High School English classes and upper-level ESL classes. The librarian joins the

instructor during regularly scheduled computer lab time for the class to provide customized information literacy instruction. Librarians and the lead English instructor for the Adult High School program at the CLC have developed an information literacy plan, they collaborate on instruction and assessment, and they have an established schedule of multiple research orientations, designed with a scaffolding approach, for all of the Adult High School English classes. The students, under the guidance of both the librarian and their instructor during computer lab time during their class, participate in hands-on library instruction, complete assignments, and build information literacy skills over the course of the term.

Each semester, librarians reach out to all faculty teaching MiraCosta classes at Sage Creek High School to offer library instruction visits and other assistance, such as online research guides. Librarians have provided customized research orientations for English and communication classes at Sage Creek High School. Librarians work with the discipline faculty to accommodate for the absence of desktop computers by requesting students bring laptops or mobile devices to follow along for some amount of hands-on searching with the librarian during the sessions. Occasionally, Sage Creek High School faculty bring their classes to the OC Library to use the library classroom for the research orientation.

The Library Department is working with contract instructors at the Technology Career Institute to explore services and resources that might be needed for their community fee-based training workshops.

Online Resources

The MiraCosta Library website is designed as a self-service instructional tool and was completely redesigned in August 2014 ([II.B.1-7](#)). The homepage of the Library website serves to connect students, faculty, staff, and the community to all of the resources and services the College libraries have to offer. In January 2015, EBSCO Discovery Service was launched and single search boxes are available on the Library webpages. Daily updates to the website's homepage serve to promote featured resources, upcoming workshops, and library credit courses as well as to advise of closures due to holidays and semester breaks. Additionally, a Library portal is available in Blackboard and Moodle to ensure seamless access to library resources and databases within the College's learning management systems.

A frequently asked questions (FAQ) page is linked on the Library website to provide answers to commonly asked questions and direct users to information for other College services. The page includes a feature to provide personal responses from a librarian to users who submit new questions. The content is revised as needed, and questions from both this service and trends from reference interactions, particularly the online chat service, are developed into new FAQ answers ([II.B.1-8](#)).

A full selection of online research guides is also provided via the Library website. Online research guides are created for individual classes (Class Guides), research starter guides for disciplines taught at the College (Subject Guides), and the highly utilized Citation Guides, covering MLA, APA, and other documentation styles ([II.B.1-9](#)).

Library-developed instructional videos are online via the Library website ([II.B.1-10](#)) and posted on a YouTube channel ([II.B.1-11](#)). An online information literacy tutorial ([II.B.1-12](#)) is available, and discipline faculty are encouraged to utilize its modules with their classes.

All online library resources (e.g., databases, e-journals, e-books) are available from any location to all users with a current SURF log-in (students and employees), which authenticates via single-sign on using the EZ Proxy web proxy server for library resources. Access to all resources from a campus-networked computer, or via the MiraCosta Wi-Fi service, does not require an additional authentication step.

Open computer labs and Academic Information Systems

Academic Information Systems (AIS) manages student computing labs and centers, lab classrooms, and technology enhanced classrooms (TECs) across all three campus locations. Open labs are available in the Library and Information Hubs of the OC and SEC as well as at the CLC. Instructional computing labs include 25 (24 student plus one instructor) computers per lab/center, and the TECs have one computer each. The OC has 185 TECs while the SEC and CLC have 42 and 22, respectively.

AIS selects and maintains student computing labs, including 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 use those labs determine specialty or discipline-specific software and other equipment. Printing, scanning, and copying self-service stations are available at the OC and SEC. Additional equipment is available for students who need assistive technology, such as screen magnifiers and enlarged text on computer screens.

In the spring 2015 Credit Student Survey ([II.B.1-13](#)), more than half of students surveyed used the open computer labs on a regular basis. Ninety-eight percent of those surveyed reported being either satisfied (28 percent) or very satisfied (70 percent) with the service they received at the labs. Students commented how much they appreciated the labs and the staff who work there:

- “Always willing to help and never put down for asking questions.”
- “Couldn’t maintain grades w/o it.”
- “Really a good service.”
- “This is by far the best service offered on campus.”

Writing Center

Writing support is provided across the curriculum for both students and faculty ([II.B.1-14](#)). The Writing Center provides 30-minute appointments, in-class supplemental instruction, and outside-of-class supplemental instruction group sessions. In addition, the Writing Center also offers online "appointments" for writing feedback without requiring an in-person appointment.

Supplemental instruction provided by the Writing Center is predominantly used in non-credit and credit basic skills classes. Institutional funding to continue this service was provided by MiraCosta in the most recent program review funding cycle.

The Writing Center currently requires that faculty use supplemental instruction in their sections. This has led to providing in-class support during all instructional hours of ESL 49: Introduction to Academic Writing for Students from Multilingual Backgrounds and ESL 50: Introduction to College Composition for Students from Multilingual Backgrounds. Depending on the instructor, supplemental instruction is provided during one or both days of instruction in English 49: Introduction to Academic Writing and English 50: Introduction to College Composition. In addition, these classes often offer one-hour outside-of-class group meetings with the supplemental-instruction facilitator.

The Writing Center is piloting assistance for reading in disciplinary courses. The writing coaches who provide this service meet with faculty to set purposes, read the materials for the class, and spend an hour a week outside of class with voluntary students to develop their reading processes and comprehension. Another pilot has produced a similar out-of-class session that focuses on grammar for non-native speakers.

In conjunction with the Student Success Workshop Series, the Writing Center sponsors a variety of language-based workshops for students at all three District sites. Topics and presenters change each semester. The faculty director presents instruction about writing in classes as requested through an online form by faculty. In conjunction with the PDP, the Writing Center continues to publish a *Collection of Great Ideas for Teaching* online. Additionally, collaboration with faculty, across the disciplines, but especially in the ESL, Transfer, and Pre-transfer Letters Departments, provides feedback on how well the Writing Center works with students. Such collaboration occurs in flex workshops, in one-to-one meetings between faculty and the Writing Center faculty director, and in occasional department meetings to which the Writing Center is invited. Finally, the Writing Center submits its own annual program review where its performance in supporting the instructional programs and meeting the learning needs of students is analyzed.

Writing Center offerings have evolved over the years to meet current needs. With the addition of writing coaches, the Writing Center was able to open at the start of the semester, which provided numerous students with a variety of services, including general introductions. The Writing Center serves all three District sites during every term classes are held.

Math Learning Center

The Math Learning Center (MLC) maintains a collection of current math textbooks for students to use while they are in the center at the OC and SEC ([II.B.1-15](#)). Given the growth of the MLC and number of students served, a system for tracking the items that link to the Library Circulation Department has been implemented. Called “Mobile-CIRC” (mobile circulation), it allows MLC staff to track any item checked out to students and also to generate reports about what is used most often. Looking forward, the MLC is seeking to implement a data analytics system to track the center’s role in student success.

The MLC has hours of service (see Table 33) that are quite broad to attract as many students as possible. Hours differ in summer to adjust to student demand and library hours. The MLC expanded hours at the SEC in 2010 to include summer intersession. The spaces at all three campuses feature study tables, study rooms, portable whiteboards for student and tutor use, and rooms for make-up exams, Disabled Students Programs and Services (DSPS) accommodations, and computer testing.

MLC employees hold review sessions for students during flex week each semester and also visit each math class to describe the services available in the MLC. The MLC faculty director is a member of the Math Department on campus. Serving in this role as faculty is one way the MLC maintains strong ties to what is happening in the classrooms and can provide appropriate services to students. The faculty director attends department meetings and is often in discussion and consultation with the Math Department chair. While the faculty director serves primarily at the OC, another math faculty member serves as the faculty coordinator of the SEC MLC for 20 percent reassigned time. With two faculty members, this allows the MLC to remain responsive to both student and faculty needs and to provide exceptional service to all areas. Finally, the MLC is part of the Math Department’s annual program review, where its performance in supporting the instructional program and meeting the learning needs of students is analyzed.

Tutoring and Academic Support Center

The College’s ongoing commitment toward removing barriers and creating pathways to student success has resulted in the establishment of TASC, which is a central department

where new and current student retention activities can be developed and enhanced ([II.B.1-16](#)). Current facilities and technology have enabled TASC to provide quality services for students as the center continues to grow and innovate.

Situated in the OC Library Hub, TASC group study rooms provide a distraction-free environment for students, particularly the College's DSPS population. At any one time, the center may have up to 30 appointments that fully populate the study rooms and seven tutor tables. Drop-in centers are available for accounting, biology, chemistry, developmental math, music, physics, and Spanish, and space has been expanded to include private peer mentoring areas for the First Year Experience (FYE) cohort program.

Online tutoring occurs primarily through participation with the Western eTutoring Consortium, which was initiated in fall 2012. This online tutoring service spans multiple general education subjects and is available 51 weeks a year from 6 to 12 a.m. The online tutoring service complements the center's on-site tutoring services and averages nearly 450 student contacts per year. Additionally, the College piloted the NetTutor online tutoring service in 15 class sections in spring 2016. This service is available through the Online Education Initiative.

TASC submits its own annual program review, where its performance in supporting the instructional and student services programs and meeting the learning needs of students is analyzed.

Language Resource Center

The Language Resource Center serves as a support center for students and instructors to complement and enhance teaching and learning by offering opportunities to study, practice speaking with a conversation coach, check out materials, and learn with a variety of audio, video, and computer-assisted activities ([II.B.1-17](#)).

At the OC, the Language Resource Center collects data from sign-in sheets managed by lab staff. During fall 2015, the center reached 178 students through lab orientations. More than 400 students used the lab to get conversation coaching; six full classes came to the lab to conduct computer-based testing; and four instructors brought classes to the lab to conduct speaking assessments by having their student record unscripted conversations on the Voiceboard program.

Nursing skills laboratories

The Nursing Department has two skills laboratories for students to learn and practice their skills during open lab hours. The main lab houses five hospital bed units with head wall units to simulate an authentic hospital or clinical patient care area. It is also equipped with all the equipment, tables, gurneys, and supplies to accomplish appropriate skills so students can be monitored on completing and passing each skill. Tutors are available to enhance student success, and extra practice time with laboratory instructors is available.

The nursing laboratory building contains a simulation laboratory off the main room. The lab has two beds with high fidelity mannequins, a baby in an isolette and room for the birthing mom, and a high fidelity child mannequin. Six students rotate through this lab for various patient care scenarios throughout the program. A control room allows one of the instructors to implement the scenario, and video cameras in the ceiling tape the scenario so that critical-thinking debriefing can be accomplished afterward. A Pyxis drug-dispensing machine with a practice nurses station allows students to learn how to administer medications appropriately using the same equipment that is used in hospitals.

In addition to these laboratories, a new five-bed unit was created in another building to provide the certified nursing assistants their own lab for learning and practicing their skills. This lab has given the Registered Nursing and Licensed Vocational Nursing programs more open lab time for practicing outside of class.

The department has been fortunate to receive more than two million dollars in grants over the last five years to augment simulation and other expensive equipment. Patient simulations are conducted every week, and students also use volunteer patients for real-life assessments multiple times throughout the year.

Student surveys have been positive, exceeding the department's benchmark for laboratory satisfaction. The laboratory instructors are always praised by the students. More open laboratory time is one suggestion frequently given, but this year that time has doubled with the new certified nursing assistant lab. However, a new laboratory has been identified as a College priority and is included in the Facilities Master Plan Update ([II.B.1-18](#)).

Surgical Technology laboratory

Like nursing, the Surgical Technology program also has two rooms for lecture and laboratory practice that are available during open lab hours. The small size of both limit the number of students that can be enrolled in the program. The lecture room holds 24 students, but because of inadequate space for student lab practice, the program admits only 16 students once a year.

The room has tables and chairs for the lecture, an LCD projector and lectern, a DVD player, and a display of actual surgical instruments on the wall.

The operating room practice lab is adjacent to the lecture room with two operating room beds, one anesthesia machine, and an assortment of equipment and instruments for role play and practice, including two operating room sinks. The Surgical Technology laboratory is open three days a week for demonstrations, skills practice, and skills testing. Two tenured faculty members provide instruction, observation, and assistance with skill acquisition and testing for competence. These two faculty members have two instructional associates to help with mock surgery setups, equipment displays, and appropriate operating room trays for surgical use. The assistants work three days per week during the laboratory portion of the program. If remediation is needed, the faculty and assistants provide time for practice and re-testing. Plans to expand this laboratory are in the Facilities Master Plan Update.

Analysis and Evaluation

The College provides comprehensive library and learning support services and works diligently with campuses throughout the District to assess student needs. The Library works with faculty to determine resources needs and provides comparable on-site and online services. In addition to a variety of resource materials, library faculty also conduct workshops and other sessions on the use of library facilities and other topics to support student success.

In addition to library services, the College provides direct support to students via a number of centers that support math, writing and other academic subjects, language acquisition, and skills development in allied health fields. Finally, the College also provides computer access to students via computing labs and centers.

The College meets Standard II.B.1 and Eligibility Requirement 17.

Evidence

- II.B.1-1 Library Collection Development Policy Webpage
- II.B.1-2 Library Section of Credit Student Survey, 2015
- II.B.1-3 Student Success Workshop Survey, 2014/15
- II.B.1-4 Question Point, Chat Surveys, 2014-15
- II.B.1-5 Library Orientation Webpage
- II.B.1-6 Library Online Workshops Webpage
- II.B.1-7 Library Webpage
- II.B.1-8 Library FAQ Webpage
- II.B.1-9 Library Research Guides Webpage
- II.B.1-10 Library Instructional Videos Webpage

- II.B.1-11 Library You Tube Channel
- II.B.1-12 Online Literacy Tutorial Webpage
- II.B.1-13 Open Computer Lab Survey of Credit Students, 2015
- II.B.1-14 Writing Center Webpage
- II.B.1-15 Math Learning Center Webpage
- II.B.1-16 Tutoring and Academic Support Center Webpage
- II.B.1-17 Language Resource Center Webpage
- II.B.1-18 Facilities Master Plan Update, p. 2.27

II.B.2 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.

Evidence of Meeting the Standard

The educational equipment and materials that are required to support student learning are identified by the program faculty in conjunction with instructional support personnel, including librarians and support center coordinators and directors. Materials are identified based on curriculum needs, through the collection of usage statistics, and via surveys of student and faculty need. More details on the selection and maintenance of educational equipment and materials is provided in the sections below.

Library

Faculty librarians select material according to the Library's Collection Development policy ([II.B.1-1](#)). Librarians choose materials directly related to the curriculum of the College, and subject area faculty members are consulted as to needs for specific course content. Additional materials are selected by librarians through use of professional selection tools, such as library review journals, as well as through faculty and student requests. The Library website includes a form for students, faculty, and staff to suggest an item for purchase ([II.B.2-1](#)). The Library welcomes suggestions of new materials in other ways as well, such as emailing the Library with a suggested reading list.

The Library provides trial access to a number of new databases each year and solicits feedback from the College community at large in assisting in the evaluation of new online resources. Feedback from faculty and students at the reference desks and during research orientations and flex workshops is also used to gauge interest and usefulness of new resources in all formats.

Access to the Library's resources for students with remote access is provided through proxy servers. Registered students with an ID number and PIN may access any digital content, which includes many databases and ebooks. Print materials may be requested remotely for student pickup at any of the three library locations. Students may also request print and electronic materials not in current collections via interlibrary loan. By carefully selecting electronic resources, the Library meets the needs of remote students, ensuring that appropriate materials tied to their course work are available.

Reserve textbooks are made available through donations from faculty, purchases made through grant funding, and Library budgets. Access to course reserves is an important service to many students who may be unable to afford their class materials.

The Library houses separate Internet-research computer lab areas and classrooms: 20 Dell PCs in the OC Hub and 22 Dell PCs in the SEC Hub Open Lab. Library services at the CLC share access to the open lab (Community Learning Lab).

Personal computer (PC) software and hardware meeting District standards are current and on the lab equipment replacement cycle. The OC Library and Information Hub has a designated library instruction classroom that contains 35 Dell PCs plus a teaching station, printer, and digital projector. The SEC 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. Library instruction at the CLC occurs in classrooms. All library computer hardware and software are maintained, upgraded, and replaced on a regular cycle by AIS instructional technology specialist staff members. Software and hardware information for all these rooms is available online ([II.B.2-2](#)).

The Library owns equipment to play library-owned audio-visual materials, which consists primarily of DVDs. Libraries at both the OC and SEC also house adaptive technology equipment for users with disabilities; this equipment is selected and maintained in coordination with the DSPS access specialist and AIS 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, and color scanners. AIS and Xerox jointly operate pay-for-print kiosks.

As the Library moves toward purchasing more digital content, the College has also moved away from supporting media formats that students and faculty no longer use. Equipment and their formats, such as laser disc and VHS players, have been phased out, and DVD and CD formats remain as the primary physical audio-visual formats maintained by the Library. In fact, DVD circulation continues to grow as more and more students check out films for both academic and leisure viewing. Library faculty have greatly supplemented the audio-visual

collections through purchasing streaming media, which is increasingly a preferred format for the College's students and faculty.

The Library added two Knowledge Imaging Center scanning systems to the OC and SEC Libraries during fall 2015. The scanning systems feature book-edge flatbed scanners connected to touch-screen monitors that allow students to scan documents and books and instantly create PDFs that can be emailed, printed to, or saved to an external USB device.

The Library is also working toward providing combination laptop/tablet computers for student checkouts. This technology can provide a flexible alternative to students for working collaboratively. Additionally, the Library is looking at the installation of an iPad kiosk for students to more easily make study room reservations and look for library materials in the online catalog.

Library resource requests via curriculum support forms, which are submitted by faculty/departments proposing new and modified courses and programs ([II.B.2-3](#)), are received by the Technical Services and Collection Development librarian, who then initiates a dialog with the faculty who submitted the form. The librarian reviews each form and consults with the Electronic Resources librarian when appropriate. When requests for new materials closely overlap with existing library materials, the requesting department is notified of the current collection materials and consulted on appropriateness. In 2014/15, a review of the curriculum support forms and their outcome demonstrates the Library has the necessary resources (n=50) or the resources are not required (n=11) (95 percent total). In the event that additional resources are needed (n=3), the Library is typically able to acquire them ([II.B.2-4](#)).

The Library Department regularly tracks multiple measures to identify the appropriateness of its collections as well as the campus community's level of satisfaction with its resources. Circulation data of print materials, statistical results from online database vendors, and proxy server login data helps library faculty assess overall usage of the collections. College-wide surveys of students and employees over the last several years consistently reflect an average agreement at above 97 percent that the Library provides adequate resources for their needs ([II.B.2-5](#); [II.B.1-2](#); [II.B.2-6](#)). Annual review of database usage statistics also supports that the College's online library resources are meeting the needs of students and faculty. Each year, usage of nearly all databases increases at a positive rate ([II.B.2-7](#)).

Open computer lab

AIS selects and maintains the student computing labs' computer hardware, software, and related equipment with input from District committees ([II.B.2-8](#)). Faculty members and

departments whose student populations those labs serve determine specialty or discipline-specific software and other equipment.

Writing Center

Students have continual access to a variety of writing resources while the Library is open. Computers, handouts, writing guides and style manuals, small boxes with revision supplies (scissors, tape, highlighters, sticky notes), manipulative (constructive) toys to facilitate multiple learning modalities, and a wall displaying good writing examples from students, faculty, and staff are available for use at the OC and SEC. For writing consultants and coaches, a collection of tutoring stories and strategies is available through Blackboard as well as academic books about the art of serving as a writing consultant. Faculty have access to a number of resources on the teaching of writing through the faculty director.

The Writing Center provides a robust website for students, faculty, and staff. Further, the center provides several Blackboard sites. One provides students with handouts, announcements of workshops, current hours of service, and the ability to make appointments. Two others provide writing consultants a training space with materials and communication and writing coaches a location for professional development and communication.

Math Learning Center

The MLC faculty director is a member of the Math Department and attends all department meetings as well as department chair meetings. This creates a pathway to increased communication between the teaching faculty and the MLC faculty director who provides the services for the students. Further, the MLC faculty director regularly meets with TASC and Writing Center faculty directors to coordinate services and deal with any issues that arise related to student services or human resources. The equipment and materials in the MLC consist of student and staff computers, course textbooks, scientific calculators, graphing calculators, large screen calculators and talking calculators for the vision impaired, headphones to use while studying, and subject-specific computer programs for higher-level math courses.

The permanent classified staff members in the MLC provide workshops for students during the term and are continually creating additional worksheets and handouts for students to use in different courses. These handouts are available on the MLC webpage. A room in the OC MLC houses resources for all courses provided by the faculty director. For those staff assisting or tutoring students, the revised and updated “MLC Tutoring Manual and Employee Expectations” guide is provided at each campus for reference. It is also sent as a PDF to students and as a hard-copy to all permanent staff. In addition to providing numerous tips on tutoring and assisting students, the guide points out common errors and how to help correct them.

Analysis and Evaluation

The College Library and learning support centers select and maintain materials and equipment that are essential for student learning and success. Decisions about what materials and equipment to select are informed through close collaboration with instructional faculty and rely on usage data, survey responses from students, and input from department faculty. Such processes have led over time to the upgrading and updating of materials (e.g., videotapes to DVDs).

The College meets Standard II.B.2.

Evidence

- II.B.1-1 Library Collection Development Policy Webpage
- II.B.1-2 Library Section of Credit Student Survey, 2015
- II.B.2-1 Library Material Request Form Webpage
- II.B.2-2 Online Room Availability Example
- II.B.2-3 Library Curriculum Support Form Webpage
- II.B.2-4 C&P Library Support Form Data
- II.B.2-5 Library Credit Student Survey, 2012
- II.B.2-6 Faculty/Staff Survey for Library Program Review, 2014
- II.B.2-7 Circulation Inventory and Databases
- II.B.2-8 Technology Plan, 2015–2018, pp. 6–7

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

All library and learning support services (including the Writing Center, MLC, and TASC) assess and monitor service area outcomes (SAOs) and student learning outcomes (SLOs) and use those assessment results to improve on services where needed. Details of the work done in these areas are provided in the sections below.

Library

The Library Department participates in an annual comprehensive program review, where current programs and plans are documented and tied to data collected by the College. Library mission and goals are aligned with the mission of the College, and the department's services and instruction strongly support the institutional learning outcome of information literacy. Librarians and library staff conduct both targeted and ongoing annual assessments in all areas of library services. Circulation and usage statistics are collected and reviewed, service transactions are recorded, and reference and instruction data are tracked throughout the year.

The department established SLOs in the area of library instruction in 2008. It gathers data annually in support of program review and has conducted a number of assessments to measure the effectiveness of its instructional services, such as research orientations and reference services, as well as student learning as a result of receiving library and information literacy instruction.

The Library Department established the following three SAOs in 2012 in the areas of library services, resources, and instruction:

- By participating in library instruction sessions (orientations, workshops, and one-on-one with librarians), students will become skilled and effective information users and be more successful in completing research assignments.
- All students will have ample access to library information and technological resources, both in the Library and online, that support and supplement the College curriculum, course assignments, student success, and lifelong learning.
- The Library will support student success by providing all students with appropriate library services, both in-person and online, to meet students' academic needs.

Multiple library data measures for each SAO were identified and approved by the Office of Research, Planning, and Institutional Effectiveness. The Library is also evaluated regularly with several questions within College-wide surveys distributed to employees and students ([II.B.1-2](#); [II.B.2-6](#)).

Like all credit courses at the College, library science courses have SLOs that are regularly reviewed, revised, and assessed according to a department assessment calendar ([II.B.3-1](#)). Full-time and associate (part-time) librarians participate in outcomes assessment for library science classes and collaborate on refining assessment tasks and revising course-level SLOs (CSLOs). Faculty teaching library science credit courses have also contributed assessment data to the College-wide assessment of two institutional SLOs (ISLOs): critical thinking (2014) and effective communication (2015). Library faculty collaborated to create and implement common assessment tasks for LIBR 101: College Research Skills to participate in

the critical thinking ISLO assessment. One of the tasks is a problem-based scenario that required students to respond in short essay form to the following prompt:

Charise is trying to find books on the following topic question (which she came up with on her own): How many soccer players suffered both head and leg injuries during the first 20 minutes of the United States vs. Germany match during the 2014 World Cup? Unfortunately, when she types this question into the catalog and into a number of the ebook databases, Charise is not getting any results. What do you think the problem is with her initial search strategy? What suggestions do you have for her?

Assessment-related discussions are ongoing within the department. A review of SLOs for library instruction and reference is in progress, with an expected revision in fall 2016 and a new assessment plan for developing the next attempt at measuring student learning after participation in a library research orientation.

The Library attempts to respond to trends in requests for new and additional services from its constituents, mainly students and faculty. A program review request (personnel plan) for a small number of additional weekly librarian hours to provide online research help (primarily via QuestionPoint online chat) on Sundays, holidays, and during other campus closures was approved in fall 2015. The plan was the result of discussions among the librarians about increased numbers of research questions arriving after hours via email, text, and chat follow-up notifications, along with the tracking of peak database usage on Sundays and holidays when the College (and thereby, the Library) was closed. This extension of library services for students will be evaluated in 2016 by tracking usage data and evaluating feedback from librarians and students. As a community college library, the hours of service at MiraCosta cannot compete with a large residential university, but providing as many service options as possible to serve the broadest set of students is a goal the department strives for and often works creatively to achieve.

The Library Department's fall 2015 program review data packet provided demographic and student success data about students using library reference services and online library resources. Areas for targeted outreach are in the beginning stages of planning and have already included focused promotion of library workshops in the Student Success Workshop Series and library science credit courses. Librarians were pleased to see that higher percentages of students from some of the student groups who are otherwise disproportionately impacted in student success categories are users of in-person and chat reference and online resources, and that these same library users tend to have slightly higher grade point averages. The department also plans to request disaggregated data on online students as a category within the data packet. In the coming years, the Library will continue

to collect SURF IDs for its services and use the results to shape outreach efforts and improve services whenever possible.

The results from the fall 2014 ISLO assessment of critical thinking in LIBR 101 were 79 percent of students scored at expert or practitioner level. LIBR 101 teaches critical thinking (rated 4 on the ISLO matrix); each lecture unit and its associated lab activities emphasize problem solving tasks. The instructors' assessment of students' proficiency in the assessment task(s) correlated to grades students earned in the sections assessed. Discussion among the full-time librarians about the assessment tools revealed no major needs for revision or deficiencies at this time; overall, the results met department expectations, as critical thinking is integral to the course ([I.B.2-9](#); [II.B.3-2](#)). A few ideas for improvement to be explored in the future for viability may include varying assessment tasks to include addressing different learning styles and reviewing unit lectures and lab activities for adequate scaffolding of concepts.

Librarians continuously discuss how to improve library instruction and reference services and reach more students. Full-time and associate librarians meet together at least twice per year for dialog and training, and the full-time librarians meet as a group and in small teams at least once per month during the academic year.

One challenge the librarians decided to address was the lack of sufficient tracking data about students using library services. Students using nearly every other support service on campus (such as tutoring or counseling) provide their student ID number as part of their appointment reservation, but the reference desk, a drop-in service for all students, had not required logging of a student ID number to get research assistance. In January 2015, after consultation with staff in the Office of Research, Planning, and Institutional Effectiveness, librarians began to collect student identification numbers from students asking reference category questions ([II.B.3-3](#)). Identification numbers are not requested for directional and other quick assistance reference transactions.

The Library Department now receives (as part of the annual program review institutional data set) an Excel spreadsheet with demographic and student success data about students using the Library's in-person and online chat reference services as well as students authenticating via the Library's proxy server for remote access to online library resources ([II.B.3-4](#)).

The librarians had discussed anecdotal experience with students' abilities to identify and develop key words for database and catalog searching. After reading a national survey of undergraduate students who found confidence and skill level using key words was surprisingly low, the librarians decided to focus on assessing English 100 students participating in library instruction. In fall 2014, a pilot assessment was conducted with a few

English 100 classes. The results of the pilot helped refine the assessment task on the quiz that would be given to students after the research orientation. With the objective of measuring student learning after participation in a library research orientation, during spring 2015, students were assessed on how well they could develop key words for a given topic. The assessment activities involved the following steps:

- English 100 students were taught a “presearch” technique during their customized library research orientation. This technique included identifying main topic terms and developing a list of optional search terms by brainstorming synonyms or related ideas for their main topic terms.
- One week after the orientation, in their classrooms, the students’ English instructor gave them a short quiz developed by the Library Department. The third assessment task asked that students develop additional search terms for a given topic. Based on the results, 62.5 percent successfully met this outcome while 37.5 percent did not.

This was the Library Department's first attempt at administering a direct assessment of student learning for orientations. However, issues did arise:

- Some English faculty forgot to give the assessment.
- Some English faculty gave the assessment more than a week after the library orientation.
- Some English faculty assisted students in the completion of the task.

Based on the results and logistics involved, the Library is looking into developing a different direct assessment of student learning, where the assessment is streamlined and can be administered at the end of the orientation ([II.B.3-5](#); [II.B.3-6](#)).

A prior assessment of students in English 100 classes participating in library research orientations during the spring 2013 semester measured the students’ ability to accomplish the following outcomes after their library orientation:

- Recall how to navigate to library databases from the Library website homepage.
- Recall how to find assistance from the librarian.
- Recall how to navigate to the Library website from the College homepage.

An online quiz was administered to the students at the end of the research orientation, and 265 responses were collected. In all questions, the students scored above 90 percent success collectively, and the librarians continue to emphasize these navigational skills during library research orientations ([II.B.3-7](#)).

The Library Department also relies on feedback from discipline faculty colleagues to gauge the success of the library instruction program. Each semester faculty who bring their classes

for library research orientations are surveyed and asked to assess several areas of the effectiveness of the library instruction provided by the librarians. The spring 2015 evaluation survey results were drawn from 20 responses. Of those respondents,

- Seventy percent indicated a strong agreement, and twenty percent indicated agreement with the activities/instruction techniques selected for the library instruction session (total of 90 percent favorable).
- Eighty percent noted strong agreement and 20 percent agreement that the resources selected and demonstrated were appropriate to the class assignment or project (100 percent favorable).
- Fifteen respondents strongly agreed and five agreed that the library instruction session met their expectations.

No responses under “disagree” or “strongly disagree” is indicative of the robust collaboration between instructor and librarian to target the instruction sessions to meet student need.

Qualitative feedback was also provided by the respondents, with several echoing their approval of the librarians providing “hands-on time” for students to explore the resources presented. In the same vein, a few comments indicated the need for librarians to provide more “hands-on time” for the students. This is an area for further discussion, both to examine the adequate amount of time and the consistency needed for student practice ([II.B.3-8](#)).

The Library uses several measures to gauge the effectiveness of the information literacy program established in collaboration with Adult High School English courses offered at the CLC: a faculty survey of instruction, student end-of-term surveys, and reference desk transactions. In the most recent faculty survey of instruction (on a scale of strongly agree, agree, disagree, strongly disagree, or not applicable), all participants rated all categories as strongly agree:

- The activities/instruction techniques were appropriate and useful for your students.
- The resources that were selected and demonstrated were appropriate to the class assignment or project.
- The library instruction session met your expectations.
- Based on the library orientation your class received, you would schedule a future instruction session.

Written feedback reinforced the above ratings, with some mentioning the strength of the collaboration and others indicating the need to increase library hours ([II.B.3-9](#)).

End-of-term student surveys paint a similar picture. Ninety-two percent of students indicated that they knew how to access the Library online (including services, databases, resources)

with minimal or no assistance. Ninety-two percent also noted that they knew where to find a librarian for help and would use librarians for assistance with their assignments ([II.B.3-10](#)).

Year-over-year reference transactions indicate a seven percent decline in students seeking services, which was expected. The previous year, the same measure indicated a dramatic 66 percent increase with the addition of hours targeted to student need. The decline for this year represents a stabilizing of the number of reference transactions:

- Librarians began assigning descriptors to completed online reference chat sessions in January 2015 in order to classify the types of questions asked.
- Eighty-seven percent of chat sessions were related to library resources and services (research assistance, course reserves, library credit courses, faculty assistance, and other library services).
- Five percent of chat sessions were inquiries for open computer lab assistance.
- Eight percent were questions for other MiraCosta College instruction and service areas (Writing Center, Math Learning Center, Tutoring, Bookstore, Admissions and Records, etc.).

While the majority of chat sessions were library-related, the findings suggest that the librarians are filling a need for students who cannot find or access information about other departments within the Library building as well as other college services ([II.B.3-11](#)).

Another resource for on-site and online students is LibAnswers, a searchable knowledge base that allows students to access answers to common library and research questions, 24/7, and is linked from the Library website homepage and primary navigation header. More than 700 inquiries were submitted in 2014/15 via the LibAnswers form on the Library website and by Short Message Service texting. Almost 50 percent of individual inquiries were made using Short Message Service texting. The service gives students the option to submit an email to the librarian if they are unable to locate the answer to their questions. A review of statistics for the Library's searchable knowledge base of FAQs (AskUs) for spring 2015 shows that 62 percent of users found the answer to their question or submitted a question to a librarian, and 38 percent of users did not find an answer or submit a question for the librarian. The department's goal is a 75 percent success rate.

The decrease in answered questions is mirrored by an increase in the inquiries for other MiraCosta departments and services (Writing Center, Math Learning Center, Tutoring, Bookstore, Admissions and Records, etc.) as well as a need to add more FAQs to the knowledge base, which will require additional hours of librarian time to augment ([II.B.3-12](#)).

The Library continues to provide excellent user satisfaction and is highly regarded in the College community. During spring 2015, the College conducted a credit student survey and

99 percent were satisfied or very satisfied with the library service they received ([II.B.1-2](#)). In addition, the Library conducted its own survey. Students continued to mention their desire for more group study space as well as additional quiet individual study space.

In response to these requests, four study rooms and pods were added to the OC Library during fall 2015, and construction plans are in place to build four new study rooms on the second floor of the Library during summer 2016.

A self-reservation system was introduced in fall 2015 that allows students to self-reserve study rooms via the Internet and a link from the Library website. Better designed and more flexible study furniture was deployed and will continue to be added through summer 2016, increasing the number of seats for quiet study options at the OC location. The SEC Library mezzanine area was updated in spring 2016 with flexible study furniture in response to student requests for quiet study areas. Highlights of the 2015 credit student survey include the following:

- Sixty-two percent of students surveyed indicated they were “very satisfied” with library services, with 37 percent answering “satisfied.”
- Ninety-eight percent of students surveyed in the same survey indicated they were satisfied or very satisfied with the amount of resources offered in the libraries.
- In rating individual resources, from accessing the Library website, to using study rooms, to research help from the faculty librarians, satisfaction levels exceeded 95 percent in every category.

The Library’s own survey focused on students’ satisfaction with library hours, space and accommodations, noise levels in the libraries, and availability of course reserve materials ([II.B.3-13](#)). Student comments included the following:

- In terms of study spaces, students ranked “quiet study space” as number one on their list, followed in order by “more study rooms with technology,” “more rooms to reserve,” and “more soft seating.”
- Most students responding to questions about course reserves stated that their availability “greatly” impacted their success in a class.

As a result of these responses, the Library made a number of changes. It acquired two grants for the purpose of increasing course reserve materials at the OC and SEC. In spring 2015, Basic Skills Initiative funds were allocated to the Library to purchase additional copies of texts assigned in pre-transfer courses. In fall 2015, a corporate grant was awarded to the Library through the MiraCosta College Foundation. This grant was used to purchase the most heavily circulated and most costly textbooks to supplement faculty-donated textbooks. Two additional study rooms were created at the OC Library, where photocopiers were relocated and rooms were repurposed as study rooms.

As previously mentioned, a student self-reservation system for four of the seven OC study rooms was implemented, using the LibCal web-based application. LibCal is part of a larger suite of applications from SpringShare, which library faculty and staff use in various ways to manage Library web content. Additionally, six study lounge chairs were purchased in spring 2015 for the SEC Library. These chairs feature built-in power and USB ports for students to use to charge portable computer devices and cell phones, and a privacy panel on the back of each chair creates a more private study zone. Side laptop tables were also purchased to go alongside these chairs.

To promote student learning and engagement, the Library also has a robust display program, led by the SEC librarian who plans and collaborates with librarians, other faculty, and campus entities to install exhibits at the OC and SEC Library and Information Hubs as well as the lobby area of the CLC. The mission of the Library Displays and Exhibits Initiative is to involve the College community in a visual learning experience based on the following goals:

- To increase interest in library materials and their use.
- To provide supplemental library opportunities for intellectual and aesthetic discovery.
- To reflect the diversity of the College's curriculum, culture, and community.

To this end, the MiraCosta College Library sponsors its own displays and exhibits and considers requests to provide rotating space for academic departments, student groups recognized by the College, individual faculty and students, and community members or organizations that wish to sponsor a display or exhibit ([II.B.3-14](#)).

The Library Department is exploring possible ways to assess and measure how library displays contribute to student learning as well as to the various ISLOs, including global awareness. During spring 2015, for example, a large and complex exhibition produced in collaboration between librarians and other campus faculty and staff was housed at the OC Library. The month-long exhibit titled *Vietnam War: Through the Lens of Time* had excellent viewing statistics (384–500 viewers), but foot traffic for the exhibits was difficult to track. The online viewing statistics of the virtual exhibit generated 2,049 views and numerous comments in just one month. This exhibit generated District-wide participation through viewing the exhibits (physical and virtual) and attendance at the closing event, which was standing room only. A number of classroom faculty brought their classes to view the exhibits, and students shared reflections on what they learned and experienced while viewing the displays ([II.B.3-15](#)). The Library Department is currently discussing how to better assess the displays and increase participation from faculty and staff across the College.

Writing Center

The Writing Center assesses the effectiveness of its services by gathering statistics from the Office of Research, Planning, and Institutional Effectiveness that show the persistence, retention, and success of students who use the center compared to students who do not ([II.B.3-16](#)).

The data are steady and clear: students who use the Writing Center succeed at a 13 to 16 percent higher rate than students who do not. Similarly, students who use the center are retained at a 9 to 10 percent higher rate. Due to the changes in reporting from the Office of Research, Planning, and Institutional Effectiveness, comparing persistence of those who do and do not use the center is difficult; however, the data clearly show that those who use the service persist at a rate of 83 to 85 percent for the years covered. In 2014, persistence is only 68 percent for those not using the Writing Center.

These statistics are also provided for the credit and non-credit classrooms for which the center provides supplemental instruction. The classroom data have a much greater variance. In the particular data snapshots of fall 2010 and fall 2014, the strong correlation of support in classrooms that can be seen in other semesters is not there. The number of classroom sections receiving supplemental instruction varies from semester to semester because placements are driven by faculty requests. Currently, approximately 22 sections at the OC and 25 sections at the CLC are participating.

As can be witnessed from the data snapshots of fall 2010 and fall 2014, the collection of data is under constant scrutiny to understand better how to create a successful service for students. Recent data were examined for equity gaps and show that 53 percent of Writing Center students have the goal to “obtain an associate degree and transfer to a 4-year institution,” while only 41 percent of College-wide students hold that goal, demonstrating that the Writing Center is not merely remedial. Further, the Writing Center serves African American, Asian, Hispanic, and Native Hawaiian students at rates higher than their College-wide enrollment percentages while serving age ranges and genders at percentages similar to College-wide ratios. These numbers, combined with the center's success and retention numbers, could possibly show improvements in equity gaps. Cross-tabulated data have been requested to investigate this hypothesis.

Further, once a semester for two weeks, the Writing Center asks all students who use the center to complete a short survey to assess student perception of writing support ([II.B.3-17](#)). Responses are consistently above 95 percent agree or strongly agree with a series of positive statements, such as “The consultant helped me clarify my ideas” and “I have improved my paper by using the Writing Center.” The one statement that tends to fall below the 95th percentile is “The consultant pointed out strengths in my paper.” Since learning from strengths is vital in self-confidence, the center strives to ensure that positive aspects of

writing are reinforced while specifics for improvement are provided to student writers. A similar survey is deployed in all course sections supported by supplemental instruction in both credit and non-credit sections. Typically ranging from the 80th to 90th percentile in agreement with several positive statements, such as “The tutor helped me in the class” and “The tutor offered clear examples which I can understand,” these data demonstrate student satisfaction in the service.

The Writing Center keeps data on all of its session types. In spring 2011, the Writing Center formally separated its service model from TASC. This meant several things: changing 50-minute appointments to 30-minute appointments, eliminating drop-ins, and beginning to diversify types of appointments. Between 2011 and 2014, the Writing Center added the following 30-minute appointment types based on student need:

- Parts of speech (i.e., grammar support)
- Transfer and scholarship essays
- Reading strategies
- Online feedback

“Tasters” (15-minute appointments) were created to introduce students to the center’s services and staff. Communications appointments have been piloted only at the SEC since fall 2013.

The Writing Center provides support for basic skills, career technical education, general education, and transfer courses, all of which occur at all three District sites. The Writing Center also provides adaptations in service for several students with disabilities.

Growth can be seen in the number of courses from which students bring assignments for writing feedback sessions. At the OC in fall 2010, 80 different courses were served while in fall 2014, assignments from 120 different courses were brought by students. Similarly, the SEC increased from 28 to 42 courses served in the same time frame.

In support of online instruction, asynchronous online feedback sessions provide students with a link to a screen capture video of their paper with a writing coach describing the two to three next steps that should be taken by the student writer. Online sessions continue to grow in popularity among students and the faculty who recommend the service. As a reference, 183 online sessions were held during fall 2014; in September 2015, 168 online sessions were held in a single month. Online sessions are currently available for feedback only, but piloting has begun to offer the full range of services. The challenges are in adapting the scheduling program and accessing quiet space that can be utilized to provide the synchronous service that would be demanded for parts of speech or reading skills appointments.

Writing Center SAOs look at the following:

- Do students believe they improve their papers by using the Writing Center?
- Are writing consultants clear in explaining concepts to students?
- What aspects of writing do students work on when they come to the Writing Center?

The first two items are assessed through student surveys administered once a semester for two weeks. The third SAO is assessed through that survey as well as a writing consultant exam given at the end of the first semester of employment.

In fall 2010, students agreed or strongly agreed at a rate of 96 percent that they “improved [their] paper by using the Writing Center” and that “the writing consultant was clear in explaining concepts.” Additionally, both assessment tools demonstrated that consultants worked on higher-order more often than lower-order concerns; in other words, the center’s well-trained consultants assist in teaching students rather than fix their papers for them. Similarly, in fall 2014, results showed 93 percent of students agreed or strongly agreed that the writing consultant they worked with provided feedback “they can apply to their assignment,” and 90 percent agreed that “the consultant was clear in explaining concepts.” Again, both assessment tools demonstrated that consultants worked on higher-order more often than lower-order concerns.

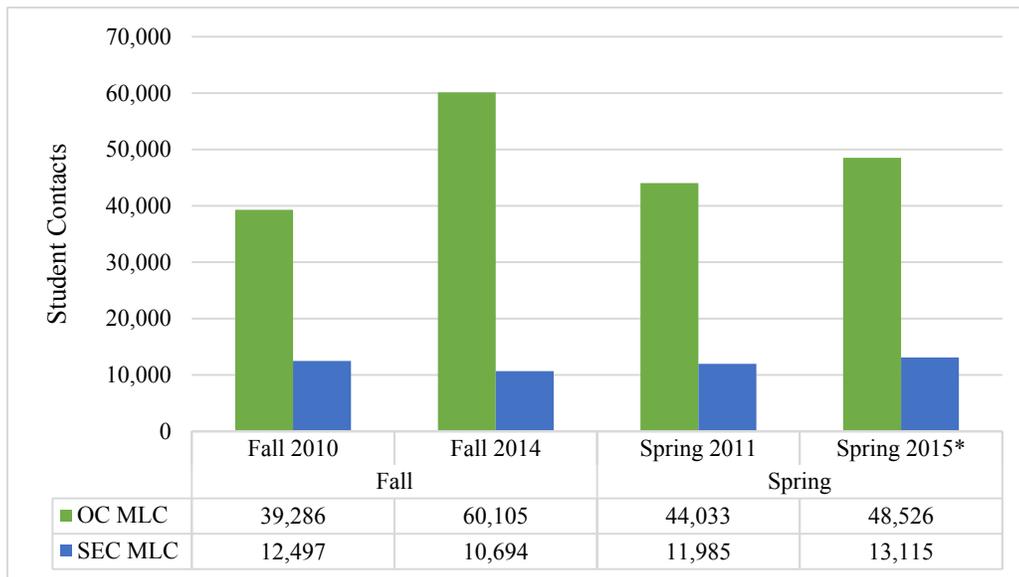
The Writing Center hiring process for student writing consultants includes faculty recommendations, a group interview, a sample paper, and a mock-consulting session with a prepared text. As permanent employees, writing coaches go through a District hiring process that includes a mock-coaching session.

The Writing Center also evaluates and improves its services through training and assessment of writing consultants and coaches. In 2010, the Writing Center had only one day to train new peer writing consultants. When the center separated from TASC, this training was increased to two days. Additionally, new consultants undergo monthly trainings in their first semester, including assessment observations. Advanced consultants participate in at least one two-hour training per semester. When the new permanent writing coaches were hired in spring 2015, an advanced two-day training was supplemented with monthly four-and-a-half hour trainings, including assessment observations of at least two service types.

In addition to student surveys, writing consultants and coaches are periodically observed and offered feedback for improvement. This happens intensively in the first semester of employment and occasionally thereafter. The Writing Center faculty director and center specialist use these observations to improve the service provided to students. Further, these evaluations and feedback are compiled to inform revisions in the training process.

Math Learning Center

Data collection in the MLC has been in reference primarily to attendance. Over the past decade, student data have been tracked through counting student usage every 30 minutes. A student in the MLC would be counted and considered a “contact.” Figure 46 shows the increase in student contacts from 2010/11 and 2014/15. The current process does not track the reason for the visit or distinguish between students receiving help from students simply studying in the MLC. A plan was put forward in fall 2015 by the MLC and the Math Department to begin more effective tracking.



*Spring 2015 was the first term for the new permanent staff; a result of this change was a decrease in the number of different tutors available to help students at the OC. This accounts for some of the decrease from fall to spring.

Source: Math Learning Center Data from 2010/11 and 2014/15.

Figure 46. Math Learning Center Contacts

Due to a transition in staffing, SAOs were not assessed in fall 2014. After permanent staff were hired in January 2015, the SAOs were reviewed to determine whether they should be changed along with possibly the center’s mission statement. With fewer permanent staff members, the MLC focus has changed somewhat. Assessment testing and online student math testing have been moved to the Academic Proctoring Center to ensure students can be served effectively by adequate, trained staff.

The goal of revising the SAOs with the input of the permanent staff will be to create a vision for the future of the MLC and a focus for the efforts of all staff members. Reflecting on the 2015 Credit Student Survey, the MLC had very promising results ([II.B.3-18](#)). Of the 410 responses from those using the MLC, 96 percent were satisfied or very satisfied with their experience, and this will remain a high priority.

One area to note is that the data from 2010/11 and 2014/15 show an increase in the number of students served; however, due to space limitations, this increase cannot continue. Every seat is filled during certain times of the day (more than 40 at the OC and more than 12 at the SEC). Facility changes may be required if student demand continues to increase.

A new branch of the MLC opened at the CLC in spring 2016; thus, baseline data are currently being gathered. The system for collecting data from students will be expanded to cover this branch and will help show the success that students have from using the MLC.

Tutoring and Academic Support Center

TASC is committed to enhancing student retention and success by providing assistance to students through innovative academic support services. The center offers a comprehensive, free peer tutoring program for any student enrolled in courses at the College.

The six success factors from the statewide Research and Planning (RP) Group frames the center's student success goals:

- Direct students to address academic deficiencies.
- Focus students on the pathway to success via innovative interventions.
- Nurture new students a place and identity in college.
- Engage students via peer group support and community building.
- Connect students with core faculty and services.
- Value students' efforts and accomplishments via semester-end ceremonies.

For each academic year, TASC produces an annual report consisting of service data sets, student success and persistence, student demographics, and service area outcomes ([II.B.3-19](#)). The center uses this report to enhance, revise, and improve the academic support services it provides students. The 2015 Credit Student Survey indicates a 95 percent satisfaction rate for all services provided by TASC ([II.B.3-20](#)). The annual data report provides information on TASC service utilization and outcomes. TASC services to students have increased from 2005/06, with 11,972 contacts and 2,544 unduplicated students, to 2014/15, with 29,331 contacts and 5,201 unduplicated students. Table 34 shows TASC contact data from 2010/11 to 2014/15.

Table 34. Tutoring and Academic Support Center Contacts

	2010/11	2011/12	2012/13	2013/14	2014/15
Appointments OCN	8,591	11,245	10,553	9,582	9,333
Appointments SEC	1,846	2,136	1,779	2,169	2,194
Appointments CLC	3,525	2,452	2,875	3,586	3,261
Drop-ins	1,869	2,323	3,258	5,275	6,800
eTutoring	none	none	379	641	358
Group Appointments OCN	no tracking	no tracking	692	1,232	1,479
Group Appointments SEC	no tracking	no tracking	35	86	216
Facilitated Learning Sessions	6,326	6,506	5,738	5,793	4,834
Student Success Workshops	854	716	502	595	856
TOTAL	23,011	25,378	25,811	28,959	29,331

Source: Tutoring and Academic Support Center Data

In 2014/15, the OC and SEC centers had 11,527 individual credit appointments attended by 2,082 students in approximately 127 courses. Facilitated learning sessions were attended by 944 students for a total of 4,834 contacts. The average successful course completion rate is 12 to 14 percent higher for students who utilize facilitated learning sessions than for students who do not utilize the sessions. The CLC had 3,261 appointments serving 702 students.

TASC participates in online tutoring by utilizing the Western eTutoring Consortium as a complement to on-site tutoring. Online tutoring had 358 contacts made by 135 students. Math and chemistry drop-ins continued with great success. Math drop-ins served 264 students for pre-, beginning, and intermediate algebra in 922 drop-in sessions. Chemistry drop-ins served 456 students in 3,415 drop-in sessions. In 2014/15, TASC piloted accounting, biology, physics, Spanish, and Veteran's Center drop-ins. Overall, 1,338 students were served in 6,800 drop-in sessions. Of students utilizing drop-in tutoring, 66 percent are identified as basic skills students and 59 percent seek drop-in help within the first seven weeks of the semester. Student data indicate 11 percent greater success rates for those students who use drop-in tutoring than for those who do not use the drop-in service.

Students receiving one-on-one appointment tutoring show a five percent greater success rate than those who do not receive tutoring. Over a three-year period, the percentage of students receiving appointment tutoring is 11 percent higher than those who do not. Of students who seek tutoring appointments, 63 percent do so within the first seven weeks of the semester, and 74 percent are identified as basic skills students.

TASC faculty and staff conduct a formative and summative evaluation of tutors each semester to ensure the center offers quality tutoring services. Tutors can receive International

Certification via the College Reading and Learning Association ([II.B.3-21](#)). TASC certifies tutors at Levels I, II, and III and has been recertified as an internationally efficient tutoring program for every five-year cycle.

Based within TASC, the FYE Program continued its student success interventions serving a new cohort of 48 new students during 2014/15. The program has shown to be effective as its components facilitate first-year college students' transition to college as well as maximize their potential for academic success.

Students participating in the program's American College English (ACE) 50/English (ENGL) 100 pathway saw significant success and persistence rates in the 2014/15 cohort. FYE students enrolled in ACE 50 during the fall term had a 79 percent success rate. Of those who were successful in ACE 50, 100 percent persisted to ENGL 100 the following spring and 84 percent passed ENGL 100.

Students participating in the program's Math 30/Math 64 pathway also saw significant success and persistence rates. Across the last four cohorts, FYE students enrolled in Math 30 had a 78 percent success rate. Of those who were successful in Math 30, 84 percent persisted to Math 64 the following spring; of those enrolled in Math 64, 66 percent passed. Over the last four cohorts in both the math and English pathways, 69 percent of students who began the path in fall persisted to the related course in spring, and 53 percent passed the spring course. TASC continuously improves the FYE model and has institutionalized key components that are effective for student success.

TASC regularly assesses and analyzes the following four SAOs in order to continuously improve the center's services:

- **Seeking academic support:** The means of assessment and expected level of achievement were modified for 2015/16 via special sessions in collaboration with departments to offer innovative services that support student success and by combining total student contacts from facilitated learning sessions, drop-in tutoring, and one-on-one appointments.
- **Student success:** The means of assessment and expected level of achievement were modified for 2015/16 via special sessions in collaboration with departments to offer innovative services that support student success.
- **Critical thinking and training for tutors:** The expected level of achievement was modified for 2015/16 to a 90 percent tutor training achievement rate to take into account unforeseen tutor circumstances.

- **Program innovations:** The center reapplied and was funded to continue drop-in tutoring intervention. A temporary re-entry specialist was hired to address student re-entry needs. A change to CLC morning staff was implemented to expand student outreach and intervention services that increase student participation between 9 a.m. and 1 p.m.

For each outcome, TASC faculty and staff analyzed data and component practices and revised and/or modified expectation levels. This analysis process implemented throughout the semesters and at the end of the academic year provided for an effective formative and summative evaluation of departmental services.

TASC's ability to innovate and pilot "best practices" is exemplified in its success with the FYE Program, chemistry drop-in, and CLC academic support. The FYE cohort model has institutionalized best practices that consist of academic support plan advising, tutoring, career development activities, and mentorship activities. The collaboration with the Counseling, Letters, and Math Departments provides academic cohorts that link instruction and support services in the academic year. The FYE persistence and student success rates are 86 percent and 90 percent, respectively. Chemistry drop-in tutoring has been very successful via a partnership with the Chemistry Department. The College approved funding for an instructional associate who provides tutor leadership in all chemistry courses via a group setting.

The CLC's noncredit-to-credit pipeline is thriving as a result of coordination and academic support interventions. TASC experienced a 33 percent increase in student utilization over the past four years. Many CLC students in this pipeline are re-entry students. A plan to coordinate learning assistance services is underway, necessitating more coordination.

Analysis and Evaluation

The Library and various learning centers at the College have developed a variety of evaluation tools to assess student needs, satisfaction, and achievement. Those tools include usage statistics, surveys, student success measures, and assessment of service area outcomes. Dialog about these various assessments and the contribution of these support services in the attainment of SLOs occurs amongst the department staff and with colleagues from other departments. Service improvements based on evaluation results are accomplished through the program review process where departments and programs are asked to develop action plans.

The College meets Standard II.B.3.

Evidence

- I.B.2-9 IL Outcome Matrix, 2015-16
- II.B.1-2 Library Section of Credit Student Survey, 2015
- II.B.2-6 Faculty/Staff Survey for Library Program Review, 2014
- II.B.3-1 Library Outcomes and Assessment Calendar
- II.B.3-2 ISLO Library Charts
- II.B.3-3 Reference Desk Survey Webpage
- II.B.3-4 Student Services Program Review – Library
- II.B.3-5 LibQuiz, Spring 2015
- II.B.3-6 LibQuiz Survey Results, Spring 2015
- II.B.3-7 Library Orientation Assessment Results, Spring 2013
- II.B.3-8 Faculty Survey of Library Instruction, 2014-15
- II.B.3-9 Adult High School Faculty Survey, Fall 2015
- II.B.3-10 Non-Credit Student Survey, Spring 2015
- II.B.3-11 QP Descriptive Codes
- II.B.3-12 LibAnswers, Spring 2015
- II.B.3-13 Library Services Survey Results, Spring 2015
- II.B.3-14 Library Policy for Exhibits and Displays Webpage
- II.B.3-15 Vietnam 40th Anniversary Exhibit SAO, Spring 2015
- II.B.3-16 Writing Center Institutional Effectiveness Report, Fall 2014
- II.B.3-17 Writing Consultant Evaluation
- II.B.3-18 Math Learning Center Credit Student Survey, 2015
- II.B.3-19 TASC Annual Report, 2014-15
- II.B.3-20 TASC Credit Student Survey, 2015
- II.B.3-21 CRLA Certification Webpage

II.B.4 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Each fiscal and calendar year, the Library renews its contracts and agreements with service providers for digital content and maintenance of the Library's automated library system. Much of the Library's digital content is contracted through the Community College League of California Library Consortium, which provides product selection, user trials, price

negotiation, and invoicing on behalf of the digital content providers. Some digital content is contracted directly with the individual vendors.

The Library continually evaluates digital content usage through statistical reports generated through each vendor's website and from proxy server login data. Faculty librarians also assess the value of the digital content as it relates to the College's curriculum to determine if the resources are meeting the needs of students and faculty.

The Library uses SirsiDynix Symphony as its integrated library system (ILS). This software includes the Workflows client for staff use in cataloging and circulating the Library's collections, including course reserves. The system provides statistical reporting and the web-based catalog for student use. A data server maintained by AIS installs service packs and upgrades, backs up data, and connects the College's student data to the system. The maintenance agreement with SirsiDynix covers these service packs and updates, bug fixes, system upgrades, technical services, and staff education and training for enhancements.

Library and Information Hubs at the OC and SEC are equipped with the Checkpoint radio frequency identification (RFID) ILS. The OC Hub Checkpoint RFID ILS was installed during the construction of Building 1200 and went online when the building opened in January 2003. The OC security system ILS server and encoding software/hardware were upgraded in spring 2006. The former SEC Center Hub Checkpoint radio frequency electronic article surveillance security system was migrated to RFID ILS in December 2006.

All physical material in the Library's reference, circulating, and academic reserves collections is tagged with RFID tags encoded with item title and identification. Writing Center and Math Learning Center textbooks 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. Gate alarms are activated with light and sound whenever a secured item passes through them without staff intervention. The Checkpoint remote monitor screen lists date, time, item identification, title, and location of the exit alarm. Exit alarm information is available for both Library sites and may be generated listing exit alarm information.

The Library is currently seeking proposals for a vendor to replace the RFID system. The Checkpoint system is reaching the end of its useful life, and the technology in the radio frequency targets is no longer the industry standard. The Library is looking to work with a vendor who can provide the newest RFID compliant technology for the physical collections as well as replacement equipment for the OC and SEC Libraries. This replacement equipment would include security gates, staff workstations, and peripheral products, such as

wireless handheld inventory scanners. The Library would also like to work with a vendor who offers innovative products that can enhance services to students, such as a vending machine kiosk for delivery of materials at the CLC as well as the possibility of RFID-wired shelving for the Library's open reserves textbook collection. The Library is planning to purchase and install a new system.

In 2014, a counting mat system was purchased through EcoCounter. These counting mats are installed in the entrances to the SEC Library and on the first and second floor OC Library entrances. The mats are connected to logging devices at each entry and exit point and are used to track traffic in and out of the Library buildings. The loggers are monitored wirelessly via a ZigBee USB connection, and data are uploaded to EcoCounter's website where data can be viewed and downloaded into analytical and statistical reports. The EcoCounter system does not require annual maintenance, and customer service is provided by the company whenever questions or problems arise.

As mentioned in Standard II.B.2, the Library purchased two desktop Knowledge Imaging Center scanning systems from Digital Library Systems Group in fall 2015. One scanner was installed at the OC and SEC. The first year of maintenance was included in the purchase, and an annual maintenance agreement will commence at the beginning of 2016/17. DSPPS funded two height-adjustable hydraulic tables on which to place the scanners, improving access to all students.

The ILS server at the OC circulation desk, all RFID equipment (including entrance and exit gates, encoding stations, tag pad readers, and barcode scanners), and server software are covered by CheckPoint RFID ILS Checkserv maintenance agreements purchased by the District ([II.B.4-1](#)). Software agreements cover upgrades, diagnosis/repair, and technical support for the Library software SirsiDynix Unicorn GL3.1 and the online catalog iLink enhancement datastream ([II.B.4-2](#)).

The AIS technical services coordinator manages and monitors annual maintenance agreements for all District infrastructure hardware and software. AIS client support specialists and instructional technology (IT) specialists maintain all hardware and software for staff and students. All Hub computer hardware and software, including Hub computers with adaptive technology, are on regular District replacement schedules ([II.B.4-3](#)).

As laid out in the Technology Plan and Standard III.C, all new computer equipment ordered from Dell and Apple is purchased with service agreements that include four years of maintenance for Dell equipment and three years for Apple equipment. Software titles used for instructional purposes are evaluated annually by the faculty users and the AIS IT coordinator. Versions are replaced on one-, two-, and four-year cycles based upon

departmental needs and the 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.

Lab computer replacements are traditionally scheduled for the break between the 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 instructional technology staff and updated daily with Deep Freeze software to protect hard drive contents and settings and to update Windows operating system patches.

The OC Library and Information Hub Apple Macintosh computers are also maintained with Deep Freeze software. All library audio-visual 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 IT staff and a part-time on-site Xerox technician. Physical Library collection material is repaired, conserved, and archived in-house by Technical Services staff in the OC Hub. The faculty librarians evaluate subject-area material for withdrawal from the collection at both library sites on a regular basis. Some print reference material is on standing order and is updated annually. Library staff members schedule and process the weekly withdrawal of out-of-date and/or damaged library material, and the Library holds these records for one year.

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 Library also maintains some physical disaster recovery supplies on-site at the OC and SEC. 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 disaster preparedness and participates in drills. Several Hub staff members are CPR certified and have been trained to use the automated external defibrillator installed in the OC Library and Information Hub.

The Facilities Department custodial and building maintenance staff maintain the physical Hub buildings. The two elevators in the OC Hub are also inspected on an annual basis. The elevator in the SEC Hub Library is checked for operability on a weekly basis by staff and is maintained annually by an outside vendor. Requests for repairs or other issues that fall outside the scope of regularly scheduled maintenance are entered into the Employee Help

Desk ticketing system via the College intranet. Employee requests for regular maintenance service for computer hardware/software, facilities, and media services are made to the same Employee Help Desk.

The College's Enterprise Information Security Plan is a collection of policy statements and a description of MiraCosta's approach for information security ([II.B.4-4](#)). 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.

IT specialists and client support specialists back up all data residing at the OC and SEC data centers with nightly differential backups and weekly full backups. Tapes are stored for a minimum of 30 days. Encrypted backup tapes rotate between the two data centers for safe storage. Scheduled automated software security upgrades run on a regular basis on all District computers. The McAfee VirusScan program runs daily on boot up for all computers. Access to Library digital resources is controlled by institutional gateway Internet Protocol addresses for all 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 College employees, both full- and part-time, and student workers. Human Resources staff 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 ([II.B.4-5](#)). The District compliance statement also displays on boot up of shared Library computers used by multiple staff members, requiring users to indicate they agree before they are able to proceed.

Hub buildings are patrolled daily by College Police personnel. College Police officers or community service officers patrol weeknights and Saturdays and assist staff when the buildings close. All library staff telephones are equipped with an emergency button that provides direct access to College Police. In addition, a telephone in the Library Public Services Office on the second floor of the OC Library is equipped with an intercom button where an emergency announcement can be recorded and transmitted to the entire Library and Information Hub Building. Two email distribution lists have been established for police to communicate quickly with Hub staff who work with the public at both the OC and SEC.

Hub faculty and staff access to the OC Hub is by a District-issued building key and/or staff door access code; Hub faculty/staff access to the SEC Hub is by a District-issued building key. Faculty and staff from other departments, Hub temporary employees, and student workers are given separate access codes for the OC Hub staff door. Access codes are issued and changed by Facilities Department staff and are distributed by the secretary to the AIS dean. 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.

Analysis and Evaluation

The Library establishes and maintains formal agreements where appropriate to provide services and resources to the College campuses and students. These agreements include purchase, service, and maintenance contracts for physical equipment as well as computer hardware and software.

The College meets Standard II.B.4.

Evidence

- II.B.4-1 CheckPoint Maintenance Agreement
- II.B.4-2 Sirsi Software Agreement
- II.B.4-3 Hub Computer Replacement Schedule
- II.B.4-4 Enterprise Information Security Plan
- II.B.4-5 Information Systems Compliance Statement

II.C Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

In accordance with the mission of the College, the Student Services Division is committed to student success. The College carefully evaluates the quality of its support services and demonstrates that the services, regardless of location and means of delivery, enhance the mission of the institution. The College's determination to improve student learning programs and support services is evident in its unceasing look at best practices to promote student achievement as well as student success research studies, which show how to positively enhance services to students and impact completion rates.

The College measures the quality of services and its accomplishment of the mission through annual program reviews, data analysis, student satisfaction and point of service surveys, degree and certificate completion rates, transfer rates, the Statewide Student Success Scorecard, consultation with outside entities, and meeting categorical program mandates. In one example, in 2012, a survey of distance education students showed their interest in online tutoring, which prompted the College to join the Western eTutoring Consortium beginning in fall 2012. In 2013, a survey of distance education students showed interest in having an orientation to online learning that led to the initial offering of the Student Orientation to Online Learning in spring 2014.

The annual program review process allows each student services department to review and discuss student success data and service area outcomes (SAO) results. Based on those discussions, action plans can be developed to improve upon services.

As a result of the implementation of SB 1456 (Student Success Act of 2012) and the Student Equity ([IN-1](#)), Basic Skills ([II.A.1-6](#)), and Student Success and Support Program (SSSP) Plans ([II.C.1-1](#)), MiraCosta engages in deliberate and purposeful conversations regarding the effectiveness of services provided to the diverse population of prospective and currently enrolled students. Consequently, several programs have been improved and, in some cases, reorganized to address student access, success, support, and equity identified during collegial dialog and through regulatory mandates. MiraCosta's learners are supported by more than 37 different programs and services. The following are examples of student success programs that have been evaluated to assess their role in improving student learning and achievement:

- **FYE:** For the First Year Experience (FYE) Program, cohorts from fall 2011 through fall 2014 were tracked and compared to a group that took the same math, English, and American College English (ACE) courses during the same terms. For the math cohorts, students who participated in FYE were more successful in both MATH 30: Elementary Algebra (78 to 56 percent) and MATH 64: Intermediate Algebra (65 to 57 percent) and, on average, persisted at higher rates than their non-FYE counterparts (85 to 66 percent).

Students who participated in the FYE English cohorts were more successful in both ENGL 803/50 and ENGL 100 and, on average, persisted at higher rates than their non-FYE counterparts. Overall, 83 percent of FYE students who attempted ENGL 803/50: Introduction to College Composition were successful compared to 64 percent of the non-FYE comparison group. Moreover, 85 percent of FYE students who were successful in ENGL 803/50 in the fall terms persisted to ENGL 100: Composition and Reading in the following spring terms compared to 73 percent of the non-FYE comparison group.

Finally, FYE students were more likely to also be successful in their ENGL 100 course, with an overall success rate of 83 percent compared to 72 percent for the non-FYE group. Likewise, students who participated in the FYE ACE cohorts were more successful in both the fall and spring ACE 50: Introduction to College Composition for Students from Multilingual Backgrounds courses. They persisted to their spring courses at higher rates and were more successful in the spring courses than their non-FYE counterparts ([II.C.1-2](#)).

- **Puente:** For the Puente Program, the most recent program results include a cohort of students that took two consecutive writing classes, ENGL 50: Introduction to College Composition and ENGL 100: Composition and Reading from fall 2012 through fall 2015. A comparison group comprised students who were placed into ENGL 50, enrolled in ENGL 50 during a fall term between 2012 and 2015, and self-identified as Hispanic/Latino. Puente cohort students performed better than the comparison group in all categories, including passing ENGL 50 (93 to 74 percent), persisting to ENGL 100 (100 to 83 percent), and successfully completing ENGL 100 (90 to 63 percent). The cohort also exhibited higher term mean grade point averages (2.61 to 2.13) and earned more average degree-applicable units (8.99 to 6.07) ([II.C.1-3](#)).
- **Umoja:** For the Umoja Program, a 2014/15 cohort enrolled in MATH 30: Elementary Algebra and COUN 110: College Success Skills in the fall term and MATH 64: Intermediate Algebra and COUN 105: Transfer Success in the following spring. A comparison group included students who began the math sequence in MATH 30 and

enrolled in their first math course in fall 2014. Based on the 2014/15 cohort results, female, black/African American students appear to reap a greater benefit in course success, persistence, and successful completion of the sequence of courses. When examining success by ethnicity, black/African American students struggle in MATH 30, but those who successfully complete it have higher persistence rates to MATH 64 as well as higher rates of success in MATH 64 and in completion of the sequence when compared to the non-Umoja group ([II.C.1-4](#)).

The College's ten-year Comprehensive Master Plan ([II.C.1-5](#)) establishes planning needs and encompasses the five-year Educational Plan ([I.A.2-5](#)), which in turn determines the three-year Strategic Plan ([I.A.2-2](#)) that is focused on student success and meeting short-term goals and objectives. MiraCosta's programs and services stay consistent with the mission through frequent and diligent review of these documents.

In particular, a research project completed by the Research and Planning (RP) Group titled *Student Support (Re)defined* was selected to guide the development of divisional goals and outcomes. *Student Support (Re)defined* identifies six factors (or characteristics of students) that lead to success: directed, engaged, focused, connected, nurtured, and valued. The Student Services Division held four "flex week" workshops for faculty to discuss the six factors inside and outside of the classroom, create banners, and produce videos with students to emphasize the role that the six factors play in student success. The division also developed an assessment plan, aligning it with the success factors as well as with the institutional student learning outcomes (ISLOs). This three-year assessment plan integrated department SLOs, Student Services Division SLOs, and ISLOs with the six success factors ([I.B.2-6](#)).

In another example, based on research that states students perform better in placement tests when the tests are done at a familiar location, the division's testing process was changed in 2016 to conduct placement tests at local high schools. As a result, the College tested more than 900 students (compared to 600 the year before), and the combination of this practice and multiple measures resulted in the placement of students into transfer-level courses at higher rates.

Analysis and Evaluation

The College evaluates its student support services through a variety of methods. During the development of related institutional plans, the College reviews student achievement data, survey responses, and outcomes assessment results. Activities to address identified student needs or gaps in service are developed and included in various annual plans, such as the SSSP, Student Equity, and Adult Education Block Grant regional plans. In addition, the annual program review process provides an opportunity to examine department-specific data and propose activities that will address identified areas for improvement. All of the

evaluation processes are developed so as to provide clear links with longer-term College plans (i.e., Comprehensive Master Plan) and to support the mission of the College.

The College meets Standard II.C.1 and Eligibility Requirement 15.

Evidence

- IN-1 Student Equity Plan, 2015-2018
- I.A.2-2 Strategic Plan, 2014–2017
- I.A.2-5 Educational Plan Addendum, 2016-2020
- I.B.2-6 ISLO Student Services Division Assessment Plan
- II.A.1-6 Basic Skills Plan, 2015-16
- II.C.1-1 SSSP Plan
- II.C.1-2 First Year Experience Program Evaluation, April 2016 Draft
- II.C.1-3 Puente Project Program Evaluation, April 2016 Draft
- II.C.1-4 Umoja Evaluation, April 2016 Draft
- II.C.1-5 Comprehensive Master Plan, 2011

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

As mentioned in Section II.C.1, the College's Student Services Division regularly identifies and assesses learning support outcomes via overarching SAOs, division "sub-goals," and most recently SLOs ([I.B.2-6](#)). Each department/program within the division is required to examine and assess student achievement annually to ensure that a significant portion of the student population is achieving anticipated outcomes. Multiple measures, including data assessment and surveys, are used to ensure the division is providing and continuously improving appropriate services and programs.

In 2010, after informed deliberation among the MiraCosta College Student Services Division department/program heads, four SAOs along with several sub-goals, identified in Table 35, were selected as the foci for student learning across the division.

Table 35. Student Services Division Service Area Outcomes and Sub-Goals

SERVICE AREA OUTCOMES	SUB-GOALS
College identity development	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: verbal, written, technical Social interaction skills Conflict resolution skills Teamwork skills Intercultural knowledge
Community participation	Civic responsibility Respect differences Global awareness Service

Each department could choose some or all of the sub-goals as measurable outcomes to focus on. The Student Services Division has a one-year cycle of assessment that includes the following elements:

- Assess yearly achievements that are relevant to departments’ SLO/SAO, learn from experimental outcomes, create a benchmark or milestone of achievement levels, and solicit feedback/dialog within the department.
- Revisit, evaluate, and adjust goals if necessary each year; incorporate new SLOs/SAOs that are developed.
- Record assessments and outcomes in the TracDat planning and outcomes assessment system.
- Consult with the systems and procedures analyst leading the division with documentation, analysis, and codification of SLOs/SAOs, ensuring they are specific, measurable, realistic, and time-bound. Learning outcomes are integrated into the College’s program review process with each department incorporating outcomes data toward continuous programmatic improvement.

At the annual Student Services Council retreat in fall 2014, all department heads attended training on converting SAOs to SLOs. The charge was to ensure consistency with

nomenclature across the College and that all identified outcomes were tied directly to student learning.

As a result of review and assessment, SLOs/SAOs were revised appropriately based on the new focus, a stringent three-year assessment plan was instituted, and the following recommendations were posed:

- Comprehensively assess student success across departments in order to measure effectiveness in student success.
- Integrate student service interventions across departments.
- Meet regularly with department staff and faculty to analyze department data for how well SLOs/SAOs line up with department objectives.

Every two years, students complete a broad survey about Student Services programs to help determine whether or not the outcomes have been achieved successfully ([II.C.2-1](#)). In addition, departments have the option to provide point-of-service surveys to augment the general surveys ([II.C.2-2](#)). The division has also initiated and created a strategic plan that outlines two departmental goals to achieve:

1. Identify like data needs of Student Services departments.
2. Implement a data process for formative and summative evaluation.

Currently, Student Services departments use program review and SAO/SLO assessment as the primary methods for evaluating the implementation of new plans. Both methods clearly, accurately, and consistently help the division update and integrate long-range planning through data-driven decision making that reflects deliberate, positive, and effective outcomes.

Analysis and Evaluation

The Student Services Division has established service and learning (where appropriate) outcomes that are outlined in a three-year assessment plan. The recent plan was developed as a result of extensive dialog surrounding the desire to align services and programs with the six factors that have been identified as essential to student success. Through the program review process, the various departments convert those outcomes assessment results into activities for continuous improvement. The division also deploys survey instruments to detect the level of student access to, use of, and satisfaction with student services.

The College meets Standard II.C.2.

Evidence

- I.B.2-6 ISLO Student Services Division Assessment Plan
- II.C.2-1 Credit Student Survey, 2015
- II.C.2-2 Example Point of Service Survey - Financial Aid

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

In support of the College's mission to provide superior educational opportunities and student support services to a diverse population of learners with a focus on their success, MiraCosta provides appropriate, comprehensive, and reliable services to students regardless of service location (Oceanside, Community Learning Center, and San Elijo) or delivery method (face-to-face, online, or a combination of the two). Student Services programs at all three sites are assessed annually through an in-depth program review cycle that evaluates student service and learning outcomes and uses the results of the assessments as a basis for improving services.

The College uses the Credit and Non-Credit Student Satisfaction Surveys ([II.C.2-1](#); [II.B.3-10](#)) and the Community College Survey of Student Engagement ([II.C.3-1](#)) to determine students' need for services and to ascertain needs for departmental improvement. Program review for Student Services departments allows the College to determine the dependability of services and evaluate how well services are meeting the needs of students.

The College assures that distance learners have access to comprehensive student support services that are comparable to those provided to on-campus learners. Admissions and Records, Financial Aid, Counseling, and Testing Services are also provided for weekend and evening students. The College's online degree audit and student education planning tool, myEdPlan, allows students to access education plans remotely along with key academic requirements.

Comprehensive services for students include registration, assessment, Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Veterans Services, scholarships, financial aid, parking and safety, student government, bookstore, and Transfer Center. These services are assured regardless of service location or delivery method. A central website provides a directory for all available student services,

including the following services that are especially important for online students but are also useful to all MiraCosta students given their convenience and utility.

Application, enrollment, and matriculation

The application for admission to MiraCosta is entirely online for all students via [CCCApply \(II.C.3-2\)](#). Students complete online orientation and advisement, enroll in classes, request transcripts, and pay fees through SURF, the College's online enrollment and student information management system. Students can complete required placement tests at distant locations with the help of the College's Academic Proctoring Center.

Supplemental website

MiraCosta provides a supplemental website in addition to SURF that lists all fully online and hybrid courses ([II.C.3-3](#)). Through this site, faculty teaching distance education classes are able to provide additional information about course requirements and processes for starting out in the classes, which better informs students when they select and begin taking distance education classes. The Admissions and Records Office provides a departmental help desk to support students with live, online support for technical issues with applying or using SURF.

Bookstore

When students register for classes, SURF provides a link for each class to a list of required texts they may purchase at the MiraCosta Spartan Bookstore. Books may be picked up free at the bookstore or shipped to the student's mailing address ([II.C.3-4](#)).

Career Studies and Services

Students may take career and life planning courses online. They may also enroll in internship studies and co-op classes virtually by completing an online application form, accessing the CareerPoint database to choose their top internship sites, emailing their resume and cover letter for review and subsequent emailing to active internship supervisors, interviewing by phone, enrolling in the course through SURF, completing the online orientation, and submitting assignments via Blackboard ([II.C.3-5](#)).

Virtual internship and co-op site visits have been approved by the Chancellor's Office in certain limited circumstances and were piloted in 2012/13. Several online workshops for students related to career preparedness are available as well as free online career assessments. Students may confer with a career counselor by telephone or email asynchronously. In

August 2013, the installation of Absolute Live software made it possible for students to confer with career counselors synchronously.

Counseling Services

The Counseling Department provides face-to-face and live online academic advisement (with some limitations due to confidentiality requirements) through Skype or LiveChat as well as an asynchronous form-based email service. Many counseling inquiries are also answered online through the IntelliResponse knowledge base ([II.C.3-6](#)). Advisement and orientation for matriculation purposes can be accessed entirely online ([II.A.7-15](#)).

With the 2015 implementation of myEdPlan, an online degree audit and student education planning tool, counselors have the technology and ability to provide detailed counseling tailored to each individual student's needs. In fall 2016, as part of the Online Education Initiative, the College will pilot online counseling services.

Disabled Students Programs and Services

MiraCosta provides assistance to students with disabilities through the DSPS Office ([II.C.3-7](#)). A full-time access specialist works with students, faculty, and staff to ensure full access to all instructional services provided by the College. In addition, MiraCosta's fully equipped High Tech Center provides students with computer use via assistive technologies ([II.C.3-8](#)). The department utilizes the ClockWork online system to provide an easy and convenient way for students to submit exam accommodation requests and download or print their Service Authorization letters.

Food Pantry

Located in the Service Learning Office, the Food Pantry provides emergency food assistance to students in need; any student who is currently enrolled at MiraCosta qualifies for the support, and all services are confidential. The program provides short-term relief and offers referrals for additional community resources for ongoing assistance with food insecurity. The pantry is sustained 100 percent through donations and financial support of faculty, staff, community members, and students.

Extended Opportunity Programs and Services

EOPS helps students develop their academic potential through academic support and financial assistance ([II.C.3-9](#)). EOPS services are designed to give students individualized attention and support to improve their chances for success.

MiraCosta's EOPS Program includes Resources and Assistance for Former Foster Youth (RAFFY), a program that arose out of a statewide initiative designed to assist potential college students who were being emancipated out of the foster care system ([II.C.3-10](#)). The College provides current or former foster youth a personal liaison to help them succeed in college and beyond.

Another supplemental program of EOPS is Cooperative Agencies Resources for Education (CARE), a state-funded program designed to assist single parents who are recipients of CalWORKS achieve their educational goals ([II.C.3-11](#)).

Financial Aid

Financial aid information and forms are available online and may be completed online and via mail. The Financial Aid Department provides support to students face-to-face as well as via email and telephone ([II.C.3-12](#)). After completing a Satisfactory Academic Progress workshop online, students can access their financial aid status/to-do list through SURF ([II.C.3-13](#)).

Health Services

The Health Services Office subscribes to Student Health 101 to provide health services to online and on-campus students ([II.C.3-14](#)). *Student Health 101* is a monthly e-magazine that covers a variety of college health issues, such as stress, sleep, nutrition, alcohol, sexual behaviors, colds, and flu. *Student Health 101* also covers sexual assault and related topics that address the requirements of the Campus Sexual Violence Elimination (SaVE) Act in every monthly issue ([II.C.3-15](#)).

Help Desk

The student Help Desk provides in-person, phone, and live chat technical support for MiraCosta students Mondays and Wednesdays from 8 a.m. to 6:30 p.m.; Tuesdays and Thursdays from 8 a.m. to 9 p.m.; Fridays from 8 a.m. to 4:30 p.m.; and Saturdays from 8 a.m. to 1 p.m. ([II.A.7-17](#)). The student Help Desk assists with questions about Blackboard (the College's web-based learning management system), web browsers, and communications software. Additionally, the student Help Desk webpage provides tutorials and resources for a variety of software and technical issues.

Institute for International Perspectives

The International Office at MiraCosta is committed to helping international students from the time they first contact MiraCosta to the day they graduate ([II.C.3-16](#)). Full-time staff are available year-round to answer any questions about the College and the F1 Visa process.

Proctoring

The Academic Proctoring Center provides proctored exams for online students at its Oceanside and San Elijo Campuses ([II.C.3-17](#)). Students may either call or use a website for scheduling an exam. The center helps students enrolled in MiraCosta online courses identify the nearest proctoring opportunity, and it coordinates with the selected proctor on the transmission of test materials and proper testing procedures. MiraCosta faculty who teach online classes also have access to the Proctorio online proctoring software through the Online Education Initiative.

Scholarship Office

A full-time specialist provides scholarship assistance to all eligible enrolled students ([II.C.3-18](#)). The MiraCosta College Foundation supports many scholarships throughout the fall and spring semesters. Although the majority of scholarships are for continuing MiraCosta students, some are for MiraCosta students who are transferring to four-year institutions and graduating high school seniors planning to enroll at the College. In 2015/16, approximately \$371,000 was awarded to students through this collaboration between the Foundation and the Scholarship Office.

School Relations and Diversity Outreach

The Office of School Relations/Diversity Outreach serves as the College's primary liaison to local school districts ([II.C.3-19](#)). This program is responsible for implementing student outreach services, which are 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 students in the local schools.

One of the most effective services implemented by the Office of School Relations/Diversity Outreach has been the MiraCosta Student Ambassador Program. Initiated as a pilot project during spring 1990, the Student Ambassadors have become a permanent and integral part of the College's outreach team. The group consists of culturally diverse student leaders who serve as members of the School Relations staff. Student Ambassadors are interviewed, hired, and trained during the summer months in preparation for their work that begins each fall

semester. They are supported by an annual budget that covers all student payroll and training costs.

Service Learning

Service learning is a form of experiential education that partners academic instruction with community service ([II.C.3-20](#)). Students learn through participation in thoughtfully organized service activities that are course-relevant and meet actual community needs.

Each semester, approximately 60 courses (including some online) offer a service component either as an option or a requirement. Students are placed in non-profit organizations and public schools where they provide a variety of support services. These placements allow students to apply course theory in real world settings while making valuable community contributions. The Service Learning Office provides volunteer opportunities and alternative spring break service options.

Student Equity

The Student Equity Department oversees the development and implementation of the College Student Equity Plan as well as the coordination of academic success and equity programs (i.e., Puente, Umoja, FYE, and RAFFY). The department also coordinates key outreach and access events, such as Barrio Empowerment, the United Black Student Conference, Unity Day, and other diversity- and equity-related events.

Transfer Center

The Transfer Center assists students with the transfer process to four-year colleges and universities ([II.C.3-21](#)). Since the transfer process is multifaceted, MiraCosta supports students by providing transfer counselors to ensure education plans are appropriate to meet transfer goals. Services are provided at San Elijo and Oceanside Campus locations, and transfer workshops are offered in late fall semester.

Testing Services

Matriculation affords students access to educational opportunities, which increases the likelihood of their success in achieving their educational goals. The matriculation process (application, assessment, orientation, advisement, education plan) starts students on the right path and keeps them going with the information they need to arrive at their educational destination.

Testing Services helps students meet matriculation and assessment requirements ([II.C.3-22](#)). Assessments in English, English as a second language (ESL), and math are offered on a drop-in basis with extended hours in evenings and on weekends. Testing services are offered at San Elijo Campus (SEC), Oceanside Campus (OC), and the Community Learning Center (CLC) locations. Assessments can be provided for students who reside out of the area by request.

Testing Services has been involved most recently with efforts by both the English and Math Departments to place students based on multiple measures. Specifically, the College is using cumulative high school grade point average in conjunction with English and math course grades (modeled after the Multiple Measures Assessment Project [MMAP]). These placement practices began in fall 2015 for English and spring 2016 for math. Based on the fall 2015 data and preliminary data from spring 2016, an additional 20 percent of new students will be eligible for transfer-level English and an additional 10 percent for transfer-level math.

Veterans Services Office and Veterans Information Center

The Veterans Services Office provides assistance to veterans and their dependents who may be eligible for various educational benefits. This service is available at the OC ([II.C.3-23](#)).

The Veterans Information Center is staffed by peer advisers who understand the unique circumstances and challenges that veteran students face because they are veterans themselves. They assist students in identifying relevant programs and resources that are available on campus and in the community, including employment, counseling, housing, and healthcare. The Veterans Information Center is where military-affiliated students go for counseling appointments. The Veterans Counselors are available both day and evening to ensure students are enrolling in the correct classes to receive their military educational benefits.

Analysis and Evaluation

The College provides comprehensive and reliable services to its students regardless of location or modality. Each service has a web presence, and nearly all services are provided in an online format.

Evidence

- II.A.7-15 Online Advising Webpage
- II.A.7-17 Student Technology Help Desk Webpage

- II.B.3-10 Noncredit Student Survey, Spring 2015
- II.C.2-1 Credit Student Survey, 2015
- II.C.3-1 CCSSE Survey Executive Summary, 2014
- II.C.3-2 Application/matriculation Webpage
- II.C.3-3 Online/Hybrid Course Listing Webpage
- II.C.3-4 Bookstore Webpage
- II.C.3-5 Career Services Webpage
- II.C.3-6 Counseling Services Webpage
- II.C.3-7 DSPS Webpage
- II.C.3-8 High Tech Center Webpage
- II.C.3-9 EOPS Webpage
- II.C.3-10 RAFFY Webpage
- II.C.3-11 CARE Webpage
- II.C.3-12 Financial Aid Webpage
- II.C.3-13 Academic Progress Workshop Presentation
- II.C.3-14 Health Services Webpage
- II.C.3-15 Student Health 101 Webpage
- II.C.3-16 Institute for International Perspectives Webpage
- II.C.3-17 Academic Proctoring Center Webpage
- II.C.3-18 Scholarship Office Webpage
- II.C.3-19 School Relations and Diversity Outreach Webpage
- II.C.3-20 Service Learning Webpage
- II.C.3-21 Transfer Center Webpage
- II.C.3-22 Testing Services Webpage
- II.C.3-23 Veterans Services Webpage

II.C.4 Co-curricular programs and athletics are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

MiraCosta offers co-curricular activities and athletics that contribute to the social and cultural dimensions of the student's educational experience and in keeping with the College mission to support all students in their success. Co-curricular programs can be found in different venues at the College, including the Associated Student Government (ASG), clubs, athletics,

the Honors Scholar Program, and Service Learning. The various clubs, organizations, events, and athletic opportunities for students contribute to their educational experiences both inside and outside of the classroom. The Student Activities Office houses the College's ASG as well as the recognized student clubs.

Associated Student Government

With the express goal of giving a voice to all MiraCosta students, the ASG is part of the College governance structure ([II.C.4-1](#)). The ASG allows students to be active in the campus community by promoting student life, diversity, and learning outside of the classroom. Students gain experience in leadership, communication, event planning, and marketing. The ASG supports student clubs and organizations through the Inter-Club Council and provides a constitution to maintain control of these programs, including their finances. Although ASG prepares, approves, and monitors its own budget, all of its expenditures are approved by a District administrator, and the ASG's sub-fund is audited as part of the overall annual District audit ([II.C.4-2](#)). The ASG represents and provides activities for students at all three campus locations, including a College Hour on Thursdays that includes a variety of cultural and informational events and free food.

The Student Activities Office, available at the OC and SEC, provides students with diverse activities, events, information, and resources. In spring 2016, the College had more than 50 recognized clubs ([II.C.4-3](#)).

Athletics

In 2014, the College commissioned an Athletic Plan, which is reviewed annually. The plan includes data about student athletes' academic success, underlines the integrity of the program, and provides the history and background of the Athletics Program. The plan also recommends new sports, addresses facility needs, suggests priority registration for student athletes, recommends an increase in staff/faculty, and reinforces intramural sports.

The College provides a comprehensive Intramural Sports Program and a modest Intercollegiate Athletics Program. The Intramural Sports Program, currently in its tenth year, has grown and evolved since its inception. In 2013/14, 985 students participated in 60 events; in 2014/15, 905 students participated in 63 events. The program serves and is available to all enrolled MiraCosta students at no cost. Even with the addition of kayaking and hiking, all events have remained a free experience for students by collaborating with the ASG and Inter-Club Council.

The Intercollegiate Athletics Program features six varsity sport teams composed of an annual average of 100 participating students:

- Basketball (men's and women's)
- Soccer (men's and women's)
- Volleyball and beach volleyball (women's)

Student athletes who participate in these sports complete more degree-applicable units and earn a high percentage of degrees/certificates. The program also has a higher percentage of transfer-directed and transfer-prepared students. The evidence proves student athletes have a high level of achievement and completion ([II.C.4-4](#)).

The College's athletic programs are conducted with sound educational policy by meeting all California Community College Athletic Association (CCCAA) operational compliance standards, including Title IX (gender equity). MiraCosta is also recognized as a compliant member in the Pacific Coast Athletic Conference ([II.C.4-5](#)). MiraCosta has responsibility for the control of the College's athletics programs, including their finances ([II.C.4-6](#)). The College has included the needs of the Athletic Department in the Facilities Master Plan so that finance and facilities support the Athletic Program and its needs.

Honors Scholar Program

The Honors Scholar Program consists of specialized courses specifically designed to develop exceptional academic ability in highly motivated students ([II.C.4-7](#)). Honors courses provide intensive instruction and challenging course work through close interaction with faculty to provide students with an enriched educational experience. Students interested in virtually every major can participate in honors while making progress toward graduation and transfer. The Honors Scholar Program also offers valuable opportunities for community service, cultural and social outings, and participation in undergraduate research conferences.

Engaged 4 Success

New in 2015/16, the co-curricular Engaged 4 Success Program took place on the SEC. Composed of two elements, Lunch Club and the Deck Series, this program invited students to spend more time on campus engaging with each other and the College:

- Held in the campus café during lunch time on three Wednesdays each semester, Lunch Club hosted a local motivation/leadership expert to speak on making meaningful choices and smart plans while in college.
- Held on the upper deck of the Student Center, the Deck Series hosted a series of events on three Monday afternoons each semester, including meet-and-greets with professors and alumni, an internship expo, and mini-lectures by popular professors.

Analysis and Evaluation

In keeping with its mission, the College has a number of co-curricular programs, including intercollegiate athletics. The programs are designed and offered to complement and enhance the educational experience of the students who participate. These opportunities play a key role in connecting students to the campus community, a critical component in student success. Budgets and funds for co-curricular and athletic programs are monitored by the programs themselves, expenditures are approved through District administrative processes, and program finances are included as part of the annual District audit.

The College meets Standard II.C.4.

Evidence

- II.C.4-1 Associated Student Government Webpage
- II.C.4-2 ASG Finances Webpage
- II.C.4-3 Clubs Webpage
- II.C.4-4 Athletic Plan, p. 5
- II.C.4-5 Athletic Plan, p. 31
- II.C.4-6 Athletics 9811 Account
- II.C.4-7 Honors Scholar Program Webpage

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

In order to support student development and success, the College provides a variety of counseling and advising services. Counselors help facilitate students' educational goals by developing individualized education plans for student attainment of transfer, an associate degree, and career technical education certification. They also help students identify necessary and appropriate resources for academic and personal success. Whether one-on-one or in the classroom, counseling services help students understand their learning styles, personal motivation, interests, and abilities as they relate to developing a college identity and

formalizing a career pathway. The College anticipates the number of new students requiring these services to be approximately 5,400 during the academic year.

Counseling services

Counseling services, including academic, career, and personal counseling, are offered through a variety of departments (General Counseling, EOPS, DSPS, Career Center, Transfer Center, and the Institute for International Student Perspectives) and all three campuses (OC, SEC, and CLC). Counselors are also assigned to the following special student populations and programs: international students, veterans, Puente Project, Umoja Program, FYE, RAFFY, and athletes.

MiraCosta's counseling services strive to meet the unique needs of the College's diverse students and encompass six primary approaches: individual counseling appointments, drop-in counseling, mobile counseling, online advising, workshops, and counseling classes. These activities are interrelated and complementary: students using drop-in counseling are often directed to make an individual appointment for follow-up or vice versa. Students may be referred to online counseling if they are unable to come to campus for an appointment; likewise, the online counselor will often refer contacts to make an appointment or to see a drop-in counselor if appropriate. Many students using any of the appointment services are referred to appropriate workshops and/or personal development classes as well.

Individual appointments

Individual appointments provide students with academic, personal, and career counseling (30 to 45 minutes, depending on the department). Counselors work with students individually to explore career options, identify related degree and certificate programs, and set educational and career goals. During individual appointments, counselors also help students plan an appropriate course of study and develop individualized student education plans that outline the requirements for a certificate, degree, and/or transfer.

Counselors provide guidance to promote student success through referrals to appropriate support services. Counselors provide assistance with paperwork, such as graduation applications, petitions, and the transfer process. Additionally, counselors provide support and guidance for students in the area of personal counseling, such as time management, decision making, and stress management, as students move forward with their goal attainment. Individual appointment data are currently stored in the SARS appointment database. MiraCosta has established a Data Capture and Upload Committee to assure data accuracy and consistency.

Students are prompted (through email) to schedule an appointment with a counselor during the semester to manage or prepare for the following: course registration, associate degree application/graduation, transfer planning, and academic standing. Students are encouraged to schedule a counseling appointment up to two weeks in advance. Those who try to schedule their appointments at the beginning of the week typically have no problem reserving an appointment for the following week; however, a shortage of appointments occurs during peak times of the semester (typically once the registration period has begun and through the first week of school). The MiraCosta Counseling Department has increased the number of part-time counselors to meet the student appointment demand as the College moves forward with the new student success mandates.

Drop-in counseling

Drop-in counseling is available throughout the day at all three sites. These quick appointments (5 to 15 minutes) are designed to help students with overload requests, registration assistance, general information about programs and certificates, and referral to other services on campus. Students do not need to schedule drop-in appointments in advance; they check in with the counseling counter staff during open hours and a counselor meets with them on a first-come, first-served basis.

In general, students' access to counselors for drop-in services is very quick and efficient. The regular wait time is usually between 15 to 45 minutes. However, during peak times of the semester (previously identified as during the registration period and through the first two weeks of school), students experience longer wait times to access this service. The Counseling Department has increased the number of part-time counselors to meet student demand during peak periods as the College moves forward with the new student success mandates. With the addition of the enrollment specialist positions, the College has been able to shift counselor resources to providing educational planning. Enrollment specialists, as paraprofessionals, provide most of the drop-in services.

Mobile counseling

Mobile counseling is offered within the general counseling area and is similar to drop-in counseling; however, it is not restricted to an office setting. Mobile counseling allows for the counselor to meet students where students are. The campus is Wi-Fi enabled, and with a tablet the counselor can access all the available tools necessary for an office appointment or drop-in. For example, the cafeteria, Testing Services Office, Library, and student club room are areas on campus that students frequent daily and provide additional opportunities for contact with counselors.

Online advising

Online advising (e-counseling) offers individual appointments and drop-in counseling ([II.A.7-15](#)). Online advising is cross-referenced in multiple places on the College website for maximum visibility. Students may submit a request for online advising through the College website; once submitted, students can expect an email response from a counselor within one to three business days. In addition, the College offers live online formats during limited time frames, such as LiveChat and Skype.

Student success workshops and presentations

The College offers student success workshops and presentations throughout the semester. The workshops are topic-specific and offer guidance for students while promoting student success. The topics include academic standing, motivation/goal setting, time management, stress management, university applications, major exploration, and many other transfer-related topics. Students who are on any level of probation are also given specialized attention through group workshops and individual appointments (both in-person and online).

Through SSSP funding, the General Counseling Department recently hired three classified counseling specialists to follow up with at-risk students, including students on probation and dismissal. Counselors also provide regular classroom presentations in basic skills English, ESL, and math courses every fall and spring semester to promote counseling, transfer, and career services. The department collaborates with the Nursing Department on a Vocational and Technical Act grant to have a counselor conduct monthly presentations for prospective allied health students.

Counseling classes

The General Counseling Department offers a variety of courses aimed at supporting students' personal growth through academic and career-related classes. Taught by MiraCosta counseling faculty, these courses are used to maximize growth in the number of students completing a comprehensive education plan. The current course topics include the following:

- COUN 100: College and Career Success (3 units)
- COUN 101: Orientation to College (1 unit)
- COUN 103: Math Success Strategies (1 unit)
- COUN 105: Transfer Success (1 unit)
- INTR 100: Foundation Skills for the College Experience (4 units)

Some course sections are offered to specific student populations (such as student athletes, RAFFY, EOPS, Puente, Umoja, and FYE) or are part of linked learning communities. Transfer Success (COUN 105) was created to address the unique University Link Program that exists between University of California, San Diego and Region X community colleges.

Several counseling courses share the common theme of empowering students to become more proactive in advocating for themselves as students as well as taking responsibility for their personal and professional lives. These goals are accomplished through an in-depth study of topics such as the following:

- motivation
- effective goal-setting
- self-responsibility
- self-management
- critical thinking
- emotional intelligence
- reading
- memory
- time management
- test-taking
- note-taking
- wellness
- valuing diversity
- choosing a major/career
- education planning.

Several of the student learning outcomes for these courses include demonstrating detailed knowledge of the College's student services, creating and presenting a comprehensive life plan, developing education plans, and identifying a career pathway and action plan.

Timeline for counseling services

Counseling services are offered throughout the matriculation/student success process and begin prior to enrollment for all new students. Counselors work with students during orientations to begin discussing educational goals, majors, interests, transfer requirements, career preparation, academic assessments, and course offerings.

Each year, in preparation for fall semester, high school seniors are invited to participate in early College Admissions Planning (eCAP), a large-scale orientation, advising, and assessment held at the spring break period. Through participation, students are offered the benefit of early enrollment. All new students complete an initial abbreviated student education plan during orientation. Counselors are also present during the "enrollment session" that is provided to eCAP participants during the actual enrollment period in early July, following the original eCAP orientation during spring break.

Once students have applied to MiraCosta, they have access to the full scope of counseling services throughout their time at the College. Even if a student has not applied to MiraCosta, he/she will be able to access drop-in and online advising services.

Education planning

Education planning is offered to students in both one-on-one and group settings. Beginning spring 2016, initial abbreviated student education plans are created online as part of the online matriculation process. Students can meet with a counselor during an appointment to develop both an abbreviated and a comprehensive education plan through myEdPlan. Plans are stored online and can be accessed by students at any time. As part of outreach efforts to local high schools, students attend group counseling presentations and develop abbreviated student education plans through eCAP.

In fall 2015, the College began offering comprehensive student education planning workshops. Within these workshops, specifically designed toward general student categories (undecided majors, major-specific, career technical fields, etc.), counselors help students plan an appropriate course of study as well as develop individualized and comprehensive student education plans that outline the requirements for specific certificates, degrees, and/or transfer. Counselors follow up with students who require additional assistance (e.g., transcript and advanced placement evaluations, extra support for students with learning disabilities, undeclared majors, or students who simply need extra guidance). These students are referred to individual counseling appointments and appropriate support services. MiraCosta anticipated the need to significantly increase its counseling faculty and has done so as the College moves toward implementing these additional education planning and at-risk student workshops.

Analysis and Evaluation

MiraCosta offers a wide range of counseling services, workshops, and classes to serve its diverse student population and support a number of student success programs. Services include individual counseling appointments, drop-in counseling, mobile counseling, online advising, workshops, and counseling classes. Through these counseling efforts, students receive guidance in developing education plans and assistance with class scheduling, and they develop skills necessary to be successful in the classroom.

Evidence

II.A.7-15 Online Advising Webpage

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate, and transfer goals. (ER 16)

Evidence of Meeting the Standard

The College adheres to admission policies consistent with the mission to provide superior educational opportunities to a diverse population of learners. Administrative Procedure (AP) 5010 establishes both credit and non-credit enrollment requirements for admissions and concurrent enrollment ([II.C.6-1](#)). These requirements are published in the Student Guide ([II.C.6-2](#)), College Catalog ([II.C.6-3](#)), and the Admissions and Records webpage ([II.C.6-4](#)). AP 5050 outlines matriculation services for students, AP 5052 establishes the College as an open enrollment institution, and AP 5055 establishes a priority registration system that meets all SB1456 mandates for mandatory matriculation for priority enrollment ([II.C.6-5](#); [II.C.6-6](#); [II.C.6-7](#)).

The College advises students on clear pathways to complete degrees, certificates, and transfer goals by offering students the ability to use myEdPlan, a comprehensive, easy-to-use, web-based educational planning and degree audit tool that helps students and their advisors successfully navigate curriculum requirements. Students can also utilize College Scheduler, a web-based scheduling tool that helps students easily schedule courses while taking into account other commitments.

Counseling services are an essential part of the educational mission of the District. MiraCosta provides thorough advisement to students, including academic, career, and personal counseling that is related to the student's education ([II.C.6-8](#)). Through the efforts of Achieving the Dream, the College will help students to even more effectively chart their educational course through more directed guidance and intrusive support.

In fall 2017, the College will begin offering a bachelor's degree in biomanufacturing and has established eligibility requirements (including grade point average and prerequisites) for admission in anticipation of the commencement of that program ([IN-15](#)). In addition, the College will designate a counselor who is familiar with the requirements of the baccalaureate program to advise students in the cohort.

Analysis and Evaluation

The College has clearly defined policies and procedures that define and guide its admissions process. In addition, MiraCosta provides web-based advising tools that, along with

counseling support, allow students to track and monitor progress toward achieving their educational goals.

The College meets Standard II.C.6 and Eligibility Requirement 16.

Evidence

- IN-15 Biomanufacturing Baccalaureate FAQ Webpage
- II.C.6-1 AP 5010: Admissions and Concurrent Enrollment
- II.C.6-2 Enrollment Requirements, Student Guide, 2016-17, p. 5
- II.C.6-3 Enrollment Requirements, College Catalog, 2015-16, pp. 18–19
- II.C.6-4 Admission and Records Webpage
- II.C.6-5 AP 5050: Student Success and Support Program
- II.C.6-6 AP 5052: Student Open Enrollment
- II.C.6-7 AP 5055: Student Enrollment Limitations and Priorities
- II.C.6-8 BP 5110: Counseling

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

As an open admission community college, MiraCosta does not use tests to determine eligibility for admission. Standards for admission are based upon norms generally recognized in postsecondary education ([II.C.6-1](#); [II.C.6-5](#); [II.C.6-6](#); [II.C.6-7](#)).

The College offers Compass/ESL and Mathematics Diagnostic Testing Project (MDTP) for English, ESL, and mathematics placement instruments, all of which are on the California Community Colleges Approved Assessment Instruments list ([II.C.7-1](#)). To validate their use locally, the Office of Research, Planning, and Institutional Effectiveness and the Testing Services Department conduct local cut score, consequential validity, and disproportionate impact studies on a three-year cycle ([II.C.7-2](#); [II.C.7-3](#); [II.C.7-4](#)).

The College accepts alternatives for placement recommendations as listed in the Student Guide ([II.C.7-5](#)), in the College Catalog ([II.C.7-6](#)), and on the Testing Services Department webpage ([II.C.7-7](#)). In addition, as of spring 2016, the English and Math Departments have agreed to use multiple measures that focus on the use of a student's high school grade point average to inform placement.

Analysis and Evaluation

The College does not utilize admissions instruments, but does deploy assessment instruments that are approved by the Chancellor's Office. All such instruments undergo regular assessment to validate their effectiveness while minimizing bias.

Evidence

- II.C.6-1 AP 5010: Admissions and Concurrent Enrollment
- II.C.6-5 AP 5050: Student Success and Support Program
- II.C.6-6 AP 5052: Student Open Enrollment
- II.C.6-7 AP 5055: Student Enrollment Limitations and Priorities
- II.C.7-1 CCCCO Approved Assessment Instrument List, 2015
- II.C.7-2 COMPASS Cut Score Analysis - English
- II.C.7-3 Consequential Validity Analysis - Math
- II.C.7-4 Disproportionate Impact Study – ESL
- II.C.7-5 Placement Alternatives, Student Guide, 2016-17, p. 7
- II.C.7-6 Placement Alternatives, College Catalog, 2015-16, p. 17
- II.C.7-7 Placement Alternatives Testing Center Webpage

II.C.8 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.

Evidence of Meeting the Standard

MiraCosta maintains student records according to Board Policy 5040: Student Records, Directory Information and Privacy ([II.C.8-1](#)). This policy governs the release of student records, the charge for transcripts or verifications of student records, and the use of social security numbers. In addition, MiraCosta follows the Federal Family Educational Rights and Privacy Act (FERPA), California Educational Code, and California Code of Regulations, title 5, regarding the maintenance and storage of student academic records.

The College maintains student academic records dating back to 1934; these include student academic history and some bio-demographical information. In spring 1968, MiraCosta began to maintain both student academic records and applications. Since that time, applications, academic histories, and records are stored electronically and on microfiche. Several methods are used to ensure accuracy and security of records:

- All Admissions and Records (A&R) 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. Only employees in possession of a key fob are 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 the OC 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 SEC.
- All electronic records are backed up regularly and stored in the Library and Information Hub.
- Hard drive backup is performed once a week.
- Partial backups are made on a daily basis and stored in the Library and Information Hub.
- Non-electronic class one paper records are now scanned in the Ilinx 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.

Analysis and Evaluation

The College has published policies and procedures in place that are designed to maintain student records permanently, securely, and confidentially. The College backs up and secures all files and follows established policies for release of student records.

The College meets Standard II.C.8.

Evidence

II.C.8-1 BP 5040: Student Records Directory Information and Privacy

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the District/system. In such cases, the District/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The College has a number of policies and practices in place to ensure that administrators, faculty, and staff possess the appropriate education, training, and experience to provide and support high quality programs and services.

Qualifications

Minimum qualifications for faculty and administrators are established by the California Community Colleges Chancellor's Office (CCCCO) in collaboration with the Academic Senate for California Community Colleges ([III.A.1-1](#)). Additionally, faculty screening and interview committees develop desirable qualifications and screening criteria specific to each faculty position.

Minimum qualifications and work experience for staff positions are determined by Human Resources in consultation with the supervisor and administrators in the Business and Administrative Services (BAS) Division. These minimum qualifications include both required and desirable education, training, and work experience, which is designated as either "generally," "closely," or "directly" related to the job duties specified in the job description.

The College verifies the qualifications of applicants and newly hired personnel at multiple stages of the process. Applicants are instructed to submit evidence that they meet the minimum qualifications, including transcripts from accredited institutions. During the online application process, these transcripts are unofficial copies. Once a job offer is made and accepted, new hires are required to provide Human Resources with official transcripts so that another verification of minimum educational qualifications having been met can be made. Work experience is verified by completion of written employment verifications as well as completion of references through the vendor SkillSurvey.

The College checks the equivalency of degrees from non-U.S. institutions by requiring formal evaluations that demonstrate the non-U.S. degree is equivalent to the required degree.

Recruitment and hiring procedures

Job announcements used in the recruitment of every advertised position clearly state the qualifications and procedures for applying for vacant positions.

Administrators

A comprehensive advertising campaign is developed to list the position in local newspapers, websites, professional associations, and organizational sites designed to attract a deep and diverse applicant pool.

The recruitment process for the superintendent/president is described in board policy (BP) 2431 ([III.A.1-2](#)); vice president searches are conducted according to administrative procedure (AP) 7120.1 ([III.A.1-3](#)); and searches for dean and associate dean positions are conducted per the terms of the Academic Administrator Working Conditions Manual ([III.A.1-4](#)).

Faculty

The recruitment process for full-time faculty is outlined in AP 7120.4 and for associate faculty in AP 7120.5 ([III.A.1-5](#); [III.A.1-6](#)). Full-time faculty positions are advertised in the *Registry*, the *Chronicle of Higher Education*, and a myriad of other discipline-specific and diversity-related publications, websites, and other sources. Associate (part-time) faculty positions are posted on the College website and in advertisements using various sources as requested for immediate openings. Teaching assignments that require expertise and experience in distance education indicate so in the announcement, and unique advertising sources may be utilized.

Once screened for minimum qualifications, associate faculty applicants are suggested for assignments by the department chair or discipline expert to the dean, who then has the right of assignment and makes offers for part-time teaching assignments.

Faculty involvement in the selection of new full-time faculty is outlined in the Guide to MiraCosta College Full Time Faculty Employment Policy and Hiring Procedures ([III.A.1-7](#)). The screening and interview committees are composed of full-time faculty members, primarily from the same or related discipline, an administrator, and an Equal Employment Opportunity (EEO) representative. Faculty involvement in the selection of new associate faculty includes department chairs/discipline experts reviewing and screening applications as needed.

Staff

Similar to administrators, staff positions are listed in local newspapers, websites, professional associations, and organizational sites in order to attract a deep and diverse applicant pool. Criteria, qualifications, and procedures for selection of personnel address the needs of the College in serving its student population and are in the process of being transferred from the Classified Employee Manual and related administrative procedure to a Human Resources operating procedure.

All applicants

The College formulates specific selection criteria by designing activities to measure the qualifications of applicants, including those related to distance education. Such activities include screening criteria used to rate application materials, interview questions, and writing samples and/or teaching demonstrations, as applicable to the position.

The extent to which the College involves personnel with experience in distance education in the recruitment of new personnel is determined by the nature of the assignment. If it is determined that a particular assignment has a distance education component, the screening and interview committee will include a faculty member with experience teaching in an online environment to assist in evaluating the distance education experience of applicants.

Safeguards are in place to assure that hiring procedures are consistently followed for all recruitments. These safeguards include the director of Human Resources approving the content of the job announcement, the screening criteria, interview questions, and all interview activities to assure they are in compliance with EEO regulations and non-discrimination laws.

Additionally, every screening/interview committee has an EEO representative who is charged with ensuring consistency in following the stated procedures and monitoring for legal compliance. The third safeguard, per the District's EEO Plan, is that every member of a screening/interview committee is trained within 12 months of his or her service on a committee ([III.A.1-8](#)). Training includes a review of federal and state laws, elimination of bias, the educational benefits of diversity, and best practices in hiring procedures.

Job descriptions

Job descriptions are directly related to the College mission and institutional goals and accurately reflect position duties, responsibilities, and authority.

Administrators and staff

Job descriptions are required to be updated before approval to fill a new or vacated position can be sought to ensure that qualifications for each position are closely matched to specific programmatic needs. For example, when a vacancy recently occurred, the superintendent/president updated the job description for the dean of Research, Planning and Institutional Effectiveness to reflect a revised portfolio of duties that more appropriately align the position to the institutional mission and goals ([III.A.1-9](#)).

For classified positions, supervisors and administrators discuss whether existing job descriptions need to be modified or new job descriptions need to be created to align with evolving needs, new program requirements, and new student populations served. In another example, the College created new classified positions in the Counseling Department in 2015 due to the availability of categorical funds (Student Success and Support Program and Student Equity). Job descriptions for all classified staff positions are located on the Human Resources webpage ([III.A.1-10](#)).

Faculty

Descriptive requirements and qualifications for faculty positions are listed in each job announcement. As stated above, faculty qualifications are guided by the minimum qualifications that are established by the Academic Senate for California Community Colleges and the Chancellor's Office. For additional requirements specific to the program, Human Resources and the department dean meet to assure that qualifications for each faculty position are closely matched to specific programmatic needs.

In fall 2017, the College will begin offering a baccalaureate program in biomanufacturing. Job announcements used for recruiting will accurately describe the duties and responsibilities associated with a biomanufacturing faculty position.

Analysis and Evaluation

The College has a number of policies and procedures in place to ensure that the administrators, faculty, and staff who are employed at the College meet the qualifications necessary for each position and that the positions (through the careful review and updating of job descriptions) meet the needs of the College in serving its student population.

The College meets Standard III.A.1.

Evidence

- III.A.1-1 Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2014
- III.A.1-2 BP 2431: Superintendent/President Selection
- III.A.1-3 AP 7120.1: Recruitment and Hiring - Academic Administrators
- III.A.1-4 Academic Administrator Working Conditions Manual, pp. A 4-5
- III.A.1-5 AP 7120.4: Recruitment and Hiring - Full-time Faculty
- III.A.1-6 AP 7120.5: Recruitment and Hiring - Associate Faculty
- III.A.1-7 Guide to MiraCosta College Full Time Faculty Employment Policy and Hiring Procedures
- III.A.1-8 Equal Employment Opportunity Plan, p. 12
- III.A.1-9 Dean of Research, Planning and Institutional Effectiveness Job Description
- III.A.1-10 MCCD Job Description Webpage

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

MiraCosta ensures that faculty members hired have the requisite subject matter expertise and skills by strictly enforcing minimum qualifications as mandated by the Chancellor's Office 2014 Minimum Qualifications for Faculty and Administrators in California Community Colleges ([III.A.1-1](#)) and adhering to the full-time faculty procedures as defined in AP 7120.4 ([III.A.1-5](#)). Faculty teaching in the baccalaureate program are required to have a minimum of a master's degree in the subject area or related field as required by Accrediting Commission for Community and Junior Colleges (ACCJC) policy ([III.A.2-1](#)). This process demonstrates the District's intent to hire faculty who are subject-area experts and skilled in teaching, librarianship, or counseling and who have the potential to contribute to the overall mission of the College.

Job announcements serve as the job descriptions for faculty positions. Each description explicitly states the following ([III.A.2-2](#)):

- level of assignment (e.g., tenure track or not)
- scholarly activities (e.g., advisory committee work in the career technical education disciplines)
- department service and College-wide collegial governance expectations required
- desirable qualifications.

Included in the standard language for faculty is the requirement to develop/review curriculum, to assess student learning, and to contribute to the mission of the College. Full-time faculty in the departments/disciplines and their dean have extensive discussions regarding the desirable qualifications prior to the posting of the job.

When faculty positions require expertise in distance education, such as the philosophy instructor hired in 2015, the screening and interview committee includes criteria related to online teaching and curriculum development in the online environment ([III.A.2-3](#)). Job postings for associate faculty opportunities also indicate that assessment of student learning is a requirement of the assignment. Postings designed for immediate openings typically state the specific class(es) to be taught and often the specific time of the class and/or campus location for the assignment.

The Human Resources Department reviews applications for minimum qualifications; candidates meeting minimum qualifications are forwarded to the screening and interview committee for further assessment. Candidates invited to interview are subject to a rigorous interview process as designed by the committee. Each component is evaluated according to agreed-upon criteria as determined by the committee. The faculty interview process consists of a teaching demonstration, a writing exercise, and 40 to 60 minutes of scripted interview questions and follow-up inquiries. Recently, several instructional faculty committees have asked interview candidates to conduct their teaching demonstrations in front of actual students rather than just to the committee. These demonstrations enable a more realistic evaluation of the teaching skills and ability to connect with typical MiraCosta students. If a particular assignment involves distance education instruction, expertise is determined during the screening and interview process through supplemental application questions, interview questions, or any other methods deemed appropriate by the screening and interview committee and Human Resources.

Following the initial interviews with screening and interview committees, a smaller number of final candidates are interviewed at the next level. The final interviews are conducted by the superintendent/president, the appropriate vice president, and, beginning in 2015, the chair of the first-level committee and the dean. Human Resources conducts reference checks prior to the final interviews so that additional information from current or former employers is used to assess the subject matter knowledge, teaching skills, and interpersonal skills ([III.A.2-](#)

4). Given that all finalists have been determined to meet the discipline needs of the department/discipline, the final interviews are more focused on assessing the candidates' ability to contribute to the mission of the College. Additional reference checks may be conducted following the final interview if any questions or concerns remain.

While the Human Resources Department completes initial salary placement for each candidate hired, candidates are required to submit official transcripts verifying all qualifying education and proof of previous school and occupational experience ([III.A.2-5](#)).

Analysis and Evaluation

The processes and procedures in place ensure the thorough review and assessment of faculty qualifications; not only are subject-area knowledge and requisite skills evaluated, but additional qualifying factors, such as appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution, are considered as well.

The College meets Standard III.A.2 and Eligibility Requirement 14.

Evidence

- III.A.1-1 Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2014
- III.A.1-5 AP 7120.4: Recruitment and Hiring - Full-time Faculty
- III.A.2-1 ACCJC Policy on the Accreditation of Baccalaureate Degrees - Second Reading
- III.A.2-2 Faculty Job Announcement Template, 2015
- III.A.2-3 2015 Philosophy and Religious Studies Instructor job announcement
- III.A.2-4 Skill Survey Sample
- III.A.2-5 Full-Time Faculty Evaluation Worksheet for Initial Salary Placement

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Administrators responsible for educational programs and services include the superintendent/president, vice presidents, deans, associate deans, and the classified administrator responsible for community education and workforce development. Educational administrators are subject to the minimum qualifications for educational administrators as described in the California Code of Regulations. Minimum qualifications consist of a master's degree and "one year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment" ([III.A.3-1](#), §53420). Additionally, California Education Code requirements mandate the development of hiring criteria that include "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students" ([III.A.3-2](#), §87360).

The College uses these minimum qualifications in screening all applications for administrator positions. The Human Resources Department reviews transcripts, employment applications, resumes, and cover letters to verify education and experience; the screening and interview committee reviews the diversity statements. Similar to the faculty process, candidates are selected for first-round interviews, which may include a writing exercise and 40 to 60 minutes of interview questions with follow-up inquiries. Finalists are forwarded to an interview with the superintendent/president and other appropriate administrators.

Once an offer of employment is extended for an educational administrator position, the selected finalist is required to provide official transcripts and employment verifications confirming the education and experience indicated in his/her application materials. This information is gathered not only to ensure candidates meet minimum qualifications but also to determine appropriate salary placement.

Analysis and Evaluation

Administrators responsible for sustaining institutional effectiveness and academic quality are hired based on meeting stated minimum qualifications that are verified throughout the recruitment process. Official transcripts and employment verifications for educational administrators are on file in the Human Resources Department. Two recent examples are the recruitments for the dean of Behavioral Sciences, History, and Adult Education and the dean of Research, Planning, and Institutional Effectiveness that were conducted according to the stated procedures. All verifications are included in the personnel files.

The College meets Standard III.A.3.

Evidence

III.A.3-1 Title 5, §53420

III.A.3-2 California Education Code 87360

III.A.4 Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The institution has a comprehensive process in place that ensures the verification of qualifications, including the equivalency of degrees, for applicants and newly hired personnel.

Minimum degree requirements are explicitly stated in job announcements/descriptions. Multiple levels of verification occur during the recruitment and hiring process. Applicants must provide proof (unofficial transcripts) of all requisite degrees to establish minimum qualifications at the initial application stage. Candidates who receive a job offer are required to submit official transcripts from all applicable, accredited institutions prior to official employment ([III.A.4-1](#); [III.A.4-2](#)).

Applicants with degrees from non-U.S. institutions are required to submit an official evaluation that establishes equivalency of the degree at the time of application. A list of foreign degree evaluation services can be accessed from the PeopleAdmin online employment application system ([III.A.4-3](#); [III.A.4-4](#)).

Human Resources staff thoroughly review all applications and send forward to members of the screening and interview committees only those who meet the educational requirements of each position. Further verification occurs once job offers are made. Candidates hired for positions with degree requirements must provide official transcripts from an institution accredited by a recognized U.S. accrediting agency prior to beginning a work assignment. Human Resources compares institutions on transcripts to those contained in Accredited Institutions of Postsecondary Education, published by the American Council on Education.

Analysis and Evaluation

Multiple checks are conducted to ensure that only candidates with required degrees or equivalent non-U.S. degrees are hired. All employees working in assignments requiring degrees have official transcripts, or an official evaluation establishing equivalency, on file in the Human Resources Department.

The College meets Standard III.A.4.

Evidence

- III.A.4-1 Faculty Hire Checklist
- III.A.4-2 Hire Packet Checklist for Educational Administrators
- III.A.4-3 PeopleAdmin Webpage Screenshot
- III.A.4-4 CTC Foreign Transcript Evaluation

III.A.5 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.

Evidence of Meeting the Standard

MiraCosta has processes in place to assure that evaluation criteria are designed to measure the effectiveness of personnel in performing their duties and that evaluations lead to improvement of job performance. The purpose of ongoing evaluation is to encourage professional growth and development, provide constructive feedback, and establish a mutual understanding of performance expectations and institutional responsibilities. The process for each constituent group is clearly outlined in the respective working conditions handbook or board policy and corresponding administrative procedure, including criteria, timeline, and follow-up procedures.

Faculty

The full-time faculty evaluation process follows procedures established in accordance with the Tenure Candidate and Tenured Faculty Professional Growth and Evaluation Handbooks

([III.A.5-1](#); [III.A.5-2](#)). Tenured faculty are evaluated on a three-year cycle, unless a recommendation other than "satisfactory" is made. Tenure candidate faculty are eligible for tenure following successful completion of a four-year review process designed to assess the effectiveness of candidates as defined by the tenure review committee, unless granted early tenure after the completion of two years.

Performance evaluations for associate faculty are conducted during the first semester of employment, with subsequent evaluations at least once every six semesters of employment thereafter, as defined by the Collective Bargaining Agreement Between the Board of Trustees of the MiraCosta Community College District and the MiraCosta College Academic Associate Faculty CCA/CTA/NEA ([III.A.5-3](#)). Evaluation procedures consist of visitation/observation by an assigned evaluator and/or area dean and student surveys.

The criteria outlined in the handbooks and faculty agreements listed above also apply to the effectiveness of personnel in performing duties related to distance education. For example, faculty are evaluated for demonstrated skill in classroom teaching, noninstructional roles, and other responsibilities specifically listed in the employment job announcement, which may include the following, all of which are relevant to evaluating the effectiveness of distance education job activities:

- Currency and depth of knowledge in the primary areas of responsibility
- Use of effective communication, written and oral
- Careful attention to effective organizational skill in the classroom or other worksite(s)
- Commitment to program/discipline development and enrichment
- Creativity and innovation
- Leadership skills
- Commitment to cultural competence.

Faculty are also evaluated on respect for students' rights and needs, respect for colleagues and the educational profession, continued professional growth, and participation in collegial governance ([III.A.5-4](#)). Furthermore, all faculty are required to develop a plan for ongoing professional development during which they may express interest in future involvement in distance education.

Classified staff

Probationary classified employees are assessed three times (at five, nine, and twelve months) during their probationary year ([III.A.5-5](#)). Following the probationary period, employees are assessed annually for the next two years and once every two years thereafter as long as performance remains satisfactory. Employees complete a self-evaluation and are encouraged to develop personal career goals prior to meeting with their supervisor. In the event a

performance assessment does not meet expectations and areas requiring improvement are identified, the supervisor works with the director of Human Resources to develop a Performance Improvement Plan outlining the goals to be completed during the next assessment period. The employee completes a section of the plan indicating his or her commitment to meeting the expectations.

Administrators

Academic administrators are evaluated annually for the first two contract years and every three years thereafter. Areas of assessment consist of leadership, human relations, communication, and personal qualities. Academic administrator performance evaluations include a self-evaluation, administrator evaluation by the supervisor, and survey results summarizing the areas in which the administrator is performing satisfactorily, areas for improvement, and how the administrator has made a unique and significant contribution to the District ([III.A.5-6](#)).

Classified administrators are evaluated at the end of the sixth and twelfth months during the first year of employment and every three years thereafter ([III.A.5-7](#)). Aside from the timeline, classified administrators follow the same evaluation process as academic administrators.

Upon completion of the evaluation, both academic and classified administrators are given a written document setting forth the evaluation and have the opportunity to meet with the supervisor to discuss the evaluation.

Superintendent/president

The board of trustees established BP 2435 and its corresponding administrative procedure to guide its actions on the systematic evaluation of the superintendent/president ([III.A.5-8](#); [III.A.5-9](#)). Based on the job announcement and aforementioned policy, this comprehensive evaluation process is composed of formal and informal feedback, including board evaluation, self-assessment, and internal and external constituent feedback, and is designed to assess how well the superintendent/president is fulfilling leadership and management responsibilities. This ongoing process begins in April and concludes in July of each year. The criteria include the following:

- Relationships with the board, staff/personnel, and the community
- Administration
- Educational leadership
- Business and finance
- Personal qualities.

All employees

A Likert scale and comment section or summary report is used with each method, and employees are required to complete a self-assessment. Follow-up actions are taken and documented at the conclusion of each evaluation process.

Supervisors of classified staff receive performance assessment schedules annually and reminders of upcoming and overdue assessments on a monthly basis. The superintendent/president and three vice presidents receive periodic reports of overdue assessments in their respective division.

Analysis and Evaluation

The College has processes in place for regular and systematic evaluations that are conducted at stated intervals. Regardless of the employee group, each evaluation method is designed to align employee performance with departmental and organizational goals as well as overall institutional effectiveness and continuous improvement. Criteria are designed to ensure mutual understanding of expectations and to promote ongoing professional growth and open communication. While each mechanism used to assess employee performance evaluates communication skills and interpersonal relationships, classified employees are also assessed on teamwork, customer service, job knowledge, quality of performance, productivity, initiative, reliability, and departmental/institutional knowledge; classified and educational administrators are evaluated for leadership skills and personal qualities.

The College meets Standard III.A.5.

Evidence

- III.A.5-1 Evaluation Process - Tenure Candidate Handbook
- III.A.5-2 Evaluation Process - Tenured Faculty Professional Growth and Evaluation Handbook
- III.A.5-3 Associate Faculty Evaluation Process
- III.A.5-4 Criteria for Tenured Faculty Evaluations
- III.A.5-5 Classified Staff Performance Assessment Procedures
- III.A.5-6 Academic Admin Evaluation Procedures
- III.A.5-7 Classified Admin Evaluation Procedures
- III.A.5-8 BP 2435 Evaluation of Superintendent-President
- III.A.5-9 AP 2435 Evaluation of Superintendent-President

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

Administrators

The evaluation instrument for deans and associate deans includes, in the category of Human Relations, a phrase that reads “demonstrates the ability to motivate faculty, staff and colleagues in multiple areas, including the assessment of student learning outcomes” ([III.A.5-6](#)). Thus, in an administrator’s self-evaluation and in surveys completed by others, comments can be made related to student learning outcomes and encouragement of others to use assessment data for improved teaching methods. In addition, the superintendent/president and vice presidents address contributions to the use of learning outcomes results for continuous improvement as part of their annual goal development and reporting.

Faculty

Faculty review measures of student learning (whether on-site or online) through outcomes assessment data, student surveys, classroom or online observations, department discussions, and program review data. Faculty are invited to demonstrate their thoughtfulness about student learning—reflections on learning outcomes, adjustments in teaching methodologies, plans for improvements—within the evaluation process, either as individuals or as members of a committee evaluating their peers.

The evaluation process for tenure candidates and tenured faculty currently includes as a criterion for evaluation “active involvement in department or program functioning (e.g., subcommittee work, program review, and participation in student learning outcomes assessment processes)” ([III.A.6-1](#); [III.A.5-4](#)). This language was initially developed to address a 2010 accreditation recommendation that stated that the College needed to “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” ([III.A.6-2](#)). The team conducting the follow-up visit verified the evaluation criteria met the Standard ([III.A.6-3](#)), and the College received reaffirmation of accreditation ([III.A.6-4](#)).

In addition, as part of their evaluation documentation, both associate (part-time) and full-time faculty members indicate agreement with a statement that reads, “I have participated in the

assessment of student learning outcomes and have reflected on the outcomes to improve teaching and learning” ([III.A.6-5](#)).

Analysis and Evaluation

The College includes in the evaluative processes for full-time and associate faculty, as well as for educational administrators, a component asking employees to address the use of learning outcomes assessment results to improve teaching and learning.

The College meets Standard III.A.6.

Evidence

- III.A.5-4 Criteria for Tenured Faculty Evaluations
- III.A.5-6 Academic Admin Evaluation Procedures
- III.A.6-1 Criteria for Tenured Candidate Evaluations
- III.A.6-2 2012 MCCD Follow Up Report, Recommendation 3 – SLO
- III.A.6-3 2012 Follow Up Evaluation Team Report, Recommendation 3 - Verification
- III.A.6-4 2012 Accreditation Reaffirmation
- III.A.6-5 Associate Faculty Evaluation Form

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The District is able to assure the quality of educational programs and services to achieve the institutional mission and purposes through the use of a comprehensive planning process to determine appropriate staffing levels for each program and service, including programs and courses in distance education ([I.A.3-5](#)).

The program review process is structured in a way that assists academic disciplines in fulfilling the College’s goal of hiring a sufficient number of qualified faculty. Utilizing data and following the program review process ensure the College hires faculty who can fulfill the responsibilities of providing quality in educational experiences and contributing to services that achieve the institutional mission and goals. The Academic Affairs Committee forms a

subcommittee to prioritize all requests for full-time faculty identified through program review ([III.A.7-1](#)). These priorities are then accepted at the main committee level before moving as a recommendation to the Academic Senate. The Academic Senate then forwards the priorities as a recommendation to the superintendent/president, who makes the final decision on hiring.

A recent example of this process, in which a department successfully requested an additional full-time faculty position, is the International Languages Department request for a French instructor. The request highlighted the growth in full-time equivalent student (FTES) in the program; student success and retention rates; ratio of associate faculty to full-time faculty; and a desire for expertise in teaching online courses.

In another example, the Sociology Department recognized during program review a need for curriculum to develop and sustain communities of learning designed to produce equity in student outcomes. Based on this recognition, the department developed two new courses focused on ethnic studies and requested a full-time faculty member. The department crafted a job description that highlighted desirable qualifications that address the demographics of MiraCosta's community; the College's need to fulfill its role as a Hispanic Serving Institution; and the collaborative skills required to extend learning beyond the classroom. The last qualification is important because the department collaborates with a myriad of programs across campus, such as the Honors Scholar Program, Puente, Umoja, First Year Experience (FYE), Learning Communities, Extended Opportunity Programs and Services (EOPS), Service Learning, and many others.

In a final example, the Biotechnology Department took an interesting approach with its faculty request. Typically, program review demonstrates an empirical need for full-time faculty based on such data as student success or retention, student learning outcomes performance, and/or the ratio of full-time and associate faculty. Since the new baccalaureate program in biomanufacturing will not start until fall 2017, the department did not have empirical evidence to support a new hire request. Instead, the program review request modeled what the faculty load would be for the new program as well as for the existing certificate and associate degree program and, based on those full-time to part-time ratios, demonstrated that a new full-time hire for 2016/17 would be critical. Further, a full-time hire would allow two full-time faculty to focus on new curriculum development, including the development of classroom learning activities and laboratory activities for the year preceding the first cohort of students beginning upper-division course work. The program review demonstrated how a new hire would play a crucial role in the startup and teaching of this first-of-its-kind bachelor's degree.

The College has a track record of consistently exceeding the minimum full-time faculty obligation number (FON) by employing significantly more full-time faculty than is required. Since the improvement of revenues in 2013, the District has also made a significant commitment to increasing the ratio of full-time faculty. For example, in 2014 the number of full-time equivalent faculty (FTEF) attributable to full-time faculty exceeded the FON by 29; in 2015, it was exceeded by 39, which included 8 new full-time faculty positions for 2014/15 and 11 for 2015/16. The Staffing Plan further details the District's commitment to increasing the ratio of full-time faculty by 4.5 percentage points in the next three years ([III.A.7-2](#)). The number of associate faculty has increased and decreased with changes in student enrollment and in the growth of full-time faculty positions.

The District also decides on the organization of staffing and support for distance education through program review. All faculty, staff, and administrators are hired by the District and may be assigned to any District site. Academic departments assign, and their instructional deans approve, faculty to teach online based on semester-by-semester scheduling needs and faculty suitability for teaching online. Faculty members participate in numerous councils and committees in the collegial governance structure, some of which deal with various aspects of distance education, such as curriculum approval, technology specifications, educational and professional policies, and funding professional development opportunities.

At present, the District has two employees dedicated to online education: a faculty director of Online Education and a faculty technology specialist. The faculty director position was created in 2011 to oversee the quality of the District's distance education programs and services. The faculty director of Online Education is responsible for the following:

- Working with administrators, departments, faculty, staff, and students to promote online learning and teaching
- Supporting the development of online courses
- Coordinating technical training and providing operational support to faculty teaching online, hybrid, and web-enhanced on-site classes
- Supervising technical classified support staff
- Providing leadership for innovation in web-based teaching and learning.

The director supervises the faculty technology specialist, a classified staff member highly experienced in the use of course management systems, screencasting tools, and other systems important to distance education. The faculty technology specialist coordinates and provides training for faculty on various software applications, web applications, and computer operating systems; develops and delivers web-based tutorials for faculty, staff, and student use in developing information technology skills; and assists faculty, staff, and students in using them to provide self-paced training in information technology.

Analysis and Evaluation

The District's planning process and ongoing commitment to effective and sufficient staffing ensure the continued fulfillment of faculty responsibilities essential to maintaining the quality of educational programs and services in support of the institutional mission and purposes. The District has consistently exceeded the minimum full-time FON. Since the improvement of revenues in 2013, the District has also made a significant commitment to increasing the ratio of full-time faculty.

The College meets Standard III.A.7 and Eligibility Requirement 14.

Evidence

- I.A.3-5 Program Review Plan Forms
- III.A.7-1 AAC Hiring Guide for Position Requests
- III.A.7-2 Faculty Staffing Plan Goals 2015-2018

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

MiraCosta uses the term "associate faculty" rather than "part-time" or "adjunct." The District provides orientation to new associate faculty in a variety of ways. Per Article 16.2 of the Collective Bargaining Agreement Between the Board of Trustees of the MiraCosta Community College District and the MiraCosta College Academic Associate Faculty CCA/CTA/NEA, the District may require first-year instructional employees to use a portion of their professional development time (i.e., "flex" time) to participate in District-designated training activities before classes begin ([III.A.8-1](#)). As such, the Instructional Services and Student Services Divisions jointly conduct an orientation each semester during flex week for all new and returning associate faculty. Topics covered during the orientation include operational basics, major initiatives at the College, student discipline, roster management, special populations, opportunities for associate faculty involvement in the institution, online education, and student support services. As part of the orientation process, new associate librarians view a video introduction to the Associate Faculty Information page on the Office of Instruction webpage, read semester information/updates from the Office of Instruction,

review the semester welcome letter from the vice president of Instructional Services, and review procedures on librarian's office hours.

Oversight of associate faculty is a shared responsibility between the respective department chair or discipline expert and each school's dean. Under the direction of the dean, the department chair is responsible for effectively facilitating departmental activities, which includes coordinating interviews and recommending the hiring of associate faculty, scheduling faculty assignments, and orienting new associate faculty to department resources. As explained in Standard III.A.5, evaluations for associate faculty are conducted during the first semester of employment, with subsequent evaluations at least once every six semesters of employment thereafter.

Associate faculty are integrated into the life of the institution in a myriad of ways, including serving on a number of governance committees. Five seats on the Academic Senate belong to associate faculty, and that number will increase to six seats in 2017/18. Associate faculty also serve as voting members of standing District governance committees, including Academic Affairs, Budget and Planning, Courses and Programs, Institutional Program Review, and Student Success. Leadership representatives of the associate faculty meet monthly with the superintendent/president and vice president of BAS to discuss campus issues.

Associate faculty also participate in a variety of departmental activities, special services, and campus events throughout the year. They contribute to College events, such as All College Day, music and theater performances, service learning activities, and community events and parades. They also serve the College as athletic coaches, advisors to student clubs, and members of career technical education advisory committees, the Emergency Preparedness team, the President's Advisory Committee on Diversity and Equity, the Equal Employment Opportunity Advisory Committee, and the Achieving the Dream core team.

In order to provide professional development opportunities for associate faculty, two hours of flex activities per each lecture hour equivalent (LHE) assigned are required of all instructional unit associate faculty members during the regular fall and spring semesters. To fulfill this requirement, associate faculty can either attend flex activities scheduled throughout the semester or participate in other pre-approved activities that support their professional development goals.

Analysis and Evaluation

The College has policies and practices that provide for associate faculty orientation, oversight, and evaluation. MiraCosta provides opportunities for integration of associate faculty into the life of the College, including involvement in governance work. Furthermore,

the District's commitment to the professional development of associate faculty has increased significantly in the last couple of years.

The College meets Standard III.A.8.

Evidence

III.A.8-1 Associate Faculty Professional Development Growth (Flex) Requirements

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

MiraCosta uses a comprehensive planning and hiring process to determine the appropriate number and qualifications for support personnel. Annually, during the program review process, each program conducts an analysis of the appropriateness of staffing levels to meet the needs of the department/program. The Office of Research, Planning, and Institutional Effectiveness provides data to each department regarding current staff levels ([III.A.9-1](#)). These data may serve as support for additional staffing requests, which might be an increase in hours for part-time staff or requests for new positions.

With the exception of categorically funded positions, when a department identifies a need for additional staff during program review, a formal request is submitted through program review. Requests are then prioritized within the division, then by the executive management team (EMT), and then by the Budget and Planning Committee (BPC), who ultimately makes a recommendation to the superintendent/president. This ongoing process was implemented to ensure the College has a sufficient level of staff to support projected enrollment and align with the District's overall mission. Categorically and/or grant-funded positions are not subject to the program review process but require approval of the EMT with acknowledgement of the BPC.

The Staffing Plan also provides a significant improvement in the integration of human resource planning with the other planning processes at the College. This comprehensive plan outlines the goals of the District with respect to student success, student access, strategic importance, and compliance, and it includes the resources required for the projected level of staffing ([III.A.9-2](#)). Four main criteria are used to assess student services and categorical program staffing needs, including enrollment, categorical programs and services, the full-

time/part-time faculty ratio, and turnover. Recent examples of Staffing Plan goals that align with student access include the District's investment in a biomanufacturing bachelor's degree program and a new allied health program facility to be completed by 2017/18, both of which require additional staff.

With an increase in Student Success and Support Program (SSSP) funding from the state, and in support of the Staffing Plan's student success goal to "increase student completion, persistence, and a 30-unit achievement rate by 2017/18," the College created several new positions for 2014/15, including a student equity coordinator, a student support evaluator, five student services specialists (one for testing, one for student equity, and three for counseling), a SSSP programmer, a SSSP/student equity secretary, and a counseling operations supervisor.

Appropriateness of qualifications for staff positions (i.e., level of education and experience) is determined by the hiring department manager along with Human Resources, and it is based on the knowledge, skills, abilities, and characteristics necessary to effectively perform the duties required of a position. Furthermore, job descriptions are assessed on an ongoing basis to ensure they appropriately reflect current operational standards in support of effective educational, technological, physical, and administrative operations of the College.

Analysis and Evaluation

The College has practices in place (such as program review) to evaluate the appropriate number of staff needed to support the operations and mission of the College. A staffing plan provides overall goals related to student success, student access, strategic importance, and compliance, and an annual program review process allows departments to assess need and request additional staff based on that need. An ongoing review of job descriptions ensures the qualifications of staff positions support the educational, technological, physical, and administrative operations of MiraCosta.

The College meets Standard III.A.9.

Evidence

- III.A.9-1 Program Review 2015-16 Year Packets
- III.A.9-2 Staffing Plan 2015-16 to 2017-18

***III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.
(ER 8)***

Evidence of Meeting the Standard

Educational administrators at the College include the superintendent/president, three vice presidents, nine deans, and two associate deans. The sufficiency of administrator positions to keep up with evolving needs of the College has been achieved by careful analysis and decision making by the superintendent/president and vice presidents. After analyzing staff levels compared to program/department needs, requests are submitted for new positions via the annual program review process. For example, in fall 2015, the vice president of Student Services submitted a program review plan to request a new administrator position (dean of Student Life and Judicial Affairs); the plan was supported by evidence that growth in student disciplinary issues in this division required additional administrative support.

Minimum qualifications, as provided for in California Education Code, section 53420, are used in hiring administrators with the educational and work experience preparation to successfully support the mission of the College. MiraCosta has been fortunate to experience good stability in many administrator positions with some vice presidents and deans who have careers exceeding 25 years at the College.

Analysis and Evaluation

The College's program review process provides a mechanism for assessing the administrative needs of the division and departments on campus and for requesting positions that are identified. Additionally, the College redistributes duties and reorganizes as needed to increase effectiveness. Persons hired for administrative positions must meet minimum qualifications and be able to perform the duties and assignments outlined in the appropriate job description.

The College meets Standard III.A.10 and Eligibility Requirement 8.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The College establishes, publishes, and adheres to written personnel policies and procedures. Policies are routed by the College Council, which designates the authority for development and approval of policies and procedures. All councils and committees within MiraCosta's governance structure are involved in the policy and procedure development and approval process, including the board of trustees, superintendent/president, vice presidents, employee groups, senates, councils, committees, and Human Resources.

All current personnel policies and procedures are outlined in a table of contents on the MiraCosta College Board of Trustee's Board Policies and Administrative Procedures webpage ([III.A.11-1](#)). Each functional area is identified by chapter, with Chapter 7 pertaining to Human Resources. Examples of Human Resources policies accessible on the site are BP 7100: Commitment to Diversity in Hiring ([III.A.11-2](#)), BP 7120: Recruitment and Hiring ([III.A.11-3](#)), and BP 7140: Collegial Negotiation and Collective Bargaining ([III.A.11-4](#)). References to policies and procedures are also contained in each of the employee group working conditions manuals, and it is common knowledge where employees can find this information.

Human Resources provides training on various policies in a variety of settings, including regular new hire orientations for classified employees, an annual orientation for new full-time faculty, presentations at Classified Senate Council meetings, professional development workshops during flex week, and discussions during Administrative Council and joint deans meetings. Employees who have concerns about fairness or inappropriate administration of procedures can discuss them with their immediate supervisor, Human Resources personnel, or their employee representatives and, if necessary, file a grievance or discrimination complaint. A revised grievance procedure for full-time faculty was negotiated and adopted in May 2016 and can be found in Article L.5.0 of the Faculty Assembly Agreement ([III.A.11-5](#)). The Faculty Assembly also has an ombudsperson role to provide information and refer full-time faculty to the appropriate resources and processes. Classified employees are still in the process of negotiating a similar revised grievance procedure that will be included in the classified employee manual.

A significant investment in mediating conflicts and concerns has been made in that approximately 31 current employees have completed a 32-hour training program provided by the National Conflict Resolution Center in San Diego. This investment in training mediators

has proven effective as evidenced by the fact that only two formal grievances have been filed in the last 12 years.

Analysis and Evaluation

The institution consistently and equitably administers its personnel policies and procedures resulting in the fair treatment of personnel. Such administration of policies and procedures is the responsibility of the respective administrators and all supervisors. College employee groups, senates, councils, and committees also help ensure the development and revision of policies and procedures result in fair treatment of personnel. All such policies and procedures are available to MiraCosta employees for reference in a number of locations, including the College website and through each employee group's working conditions manual.

The College meets Standard III.A.11.

Evidence

- III.A.11-1 Board Policies and Administrative Procedures Webpage Screenshot
- III.A.11-2 BP 7100: Commitment to Diversity in Hiring
- III.A.11-3 BP 7120: Recruitment and Hiring
- III.A.11-4 BP 7140: Collegial Negotiation and Collective Bargaining
- III.A.11-5 Faculty Grievance Process and Procedure

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The District's policies and practices are effective in promoting understanding of equity and diversity issues. BP/AP 3410 and BP/AP 3420 state the District's institutional commitment to non-discrimination and equal employment opportunity, respectively ([III.A.12-1](#); [III.A.12-2](#); [III.A.12-3](#); [III.A.12-4](#)). These policies and procedures are designed to ensure all employees are treated fairly, and they clearly state that the work environment for employees and the learning environment for students must be free of discrimination on all legally protected characteristics. Consistent with the mission of community colleges, these policies recognize that the College, with its diverse faculty, staff, and administrators, is uniquely positioned to provide the inclusive and accepting environment that fosters student success

(III.A.11-2). In addition, BP/AP 3430 state the District’s commitment to maintaining a harassment-free work environment (III.A.12-5; III.A.12-6).

Two District-wide advisory committees are devoted to diversity and inclusion. The Equal Employment Advisory Committee is responsible for the District’s EEO Plan (III.A.12-7). The President’s Alliance on Diversity, Equity and Inclusion (PADEI) “advises the college president on college matters that promote and sustain a campus climate that creates and supports respect and diversity among all faculty, staff, administrators and students throughout the District” (III.A.12-8).

The College also has a myriad of programs, practices, and services in place to support MiraCosta’s diverse personnel, and the District determines the kinds of support its employees need in a variety of ways.

In spring 2013, PADEI assessed the climate in the District with the Employee Climate and Diversity Survey (III.A.12-9). When respondents were asked whether the College adequately addresses diversity issues related to race, ethnicity, gender, gender identity, sexual orientation, age, disability, and religion, the majority indicated that it had (Table 36).

Table 36. MiraCosta College Diversity Issues Response

	Strongly Agree	Agree	Moderately Agree	Moderately Disagree	Disagree	Strongly Disagree	Don't Know	No Response
<i>MiraCosta adequately addresses diversity issues related to:</i>								
Race	21 %	42 %	13 %	6 %	6 %	3 %	7 %	2 %
Ethnicity	21 %	39 %	13 %	8 %	6 %	3 %	8 %	2 %
Gender	21 %	37 %	15 %	7 %	6 %	2 %	10 %	2 %
Gender Identity	17 %	26 %	21 %	8 %	5 %	3 %	17 %	2 %
Sexual Orientation	17 %	33 %	17 %	10 %	6 %	1 %	13 %	3 %
Age	20 %	33 %	13 %	12 %	7 %	2 %	11 %	3 %
Disability	26 %	39 %	14 %	5 %	2 %	2 %	10 %	2 %
Religion	17 %	26 %	12 %	9 %	10 %	2 %	21 %	3 %

Source: 2013 Employee Climate and Diversity Response

The results of the survey were shared in a flex workshop and served as the foundation for additional study and initiatives. For example, due to perceptions apparent in the gender-identity and sexual orientation elements, the College adopted the LGBTQIA Safe Space Program, which “aims to increase awareness of the lesbian, gay, bisexual, transgender, queer/questioning, intersexed, and asexual/ally communities on campus, to support the College’s efforts to promote an accepting, supportive, and diverse learning environment, and to create a welcoming and tolerant environment for all members of the campus community.”

As of May 2015, this program has been completed by more than 200 faculty, staff, and administrators who display “safe space” stickers in their offices so students know where to locate resources.

Similarly, through workshops and a locally offered certificate, *Teaching Men of Color in Community College*, hundreds of MiraCosta employees have taken the opportunity to participate in professional development related to equity and inclusion ([III.A.12-10](#)).

Individuals requests made to administrators are also considered. For example, the faculty advisor to the Gay Straight Alliance Student Club met with the superintendent/president in October 2015 to advocate for the needs of LGTBQIA students and employees. As a result, the College completed the Campus Pride Index to establish a baseline score from which to make improvements ([III.A.12-11](#)).

Similarly, in spring 2016, students involved in the Black Student Union and employees who worked with them following some protests on campus submitted a list of requests to the superintendent/president, which was discussed and acted upon, as needed. Another avenue for discovery of personnel needs is the Campus Assessment, Response and Evaluation team. The team’s mission “is to provide a systematic response to students whose behavior is perceived as harmful to themselves, to others, or to the community.” An additional group, the Behavioral Intervention team, has been used to assess the needs of either employees or students and to provide appropriate support and resources to those experiencing difficulties.

On-campus resources specifically available to full-time faculty include the LodeStar Program to orient new full-time faculty. The Faculty Assembly’s ombudsperson addresses working conditions issues, and the Diversity and Equity Committee (DEqCC) acts as an advisory committee to the Academic Senate president in its commitment to the continuous improvement matters of fairness, respect, diversity, and equity. DEqCC provides resources and guidance to faculty in order to develop cultural competence and attain cultural proficiency” ([III.A.12-12](#)).

Other resources include an Employee Assistance Program, which provides assessment and referral services as well as short-term counseling services for personal and professional issues encountered by employees and their family members. Longer-term medical health benefits are also available through the employees’ medical insurance plans.

MiraCosta analyzes its record in employment equity and diversity in the EEO Plan at least every three years. Consistent with the 2013 revisions to the California Code of Regulations, title 5, that govern such plans, the 2015 version of the EEO Plan includes a longitudinal analysis of the workforce and applicants for employment ([III.A.12-13](#)). By analyzing the

District’s employment equity record from year to year in the EEO Plan, the Human Resources Department regularly updates the diversity-specific advertising campaign and devotes additional financial resources where needed to ensure diverse applicant pools. For the last seven years, the applicant pools for full-time faculty recruitments have been tracked at various stages of the process to ensure that no disparate impact occurs. Such statistics began to be tracked for all classified recruitments beginning in July 2015.

Analysis of the diversity statistics in the least diverse employee group, associate faculty, resulted in a specific initiative by the Human Resources Department in spring 2011 to provide demographic data on the full-time and associate faculty workforce to every department chair/discipline expert and to the deans. The District has demonstrated a successful track record in attracting diverse applicant pools and in increasing the diversity of all employee groups over the last five years. The most recent longitudinal analysis revealed that from spring 2008 to fall 2014, the overall diversity of applicants increased 17.5 percent due to successful efforts to advertise in a wider variety of sources, including those focused on underrepresented applicants. The overall diversity of the contract workforce (administrators, full-time faculty, and classified staff) increased by 4.1 percent in this period.

The 2013 Employee Climate and Diversity survey also demonstrated broad institutional support for diversity as it relates to hiring processes as indicated by the responses in Table 37.

Table 37. Institutional Support for Diversity

	Strongly Agree	Agree	Moderately Agree	Moderately Disagree	Disagree	Strongly Disagree	No Response
It is important to me that MiraCosta hire a diverse group of employees.	48 %	32 %	14 %	3 %	2 %	1 %	1 %
I believe that a diverse workforce can help an organization become more effective and help to create better processes and procedures within the organization.	44 %	32 %	15 %	4 %	1 %	1 %	3 %

Source: 2013 Employee Climate and Diversity Survey Results

Analysis and Evaluation

The College works diligently to ensure its employees and students are treated fairly by creating an awareness of policies and procedures that support its diverse personnel and by continually informing the campus community of resources available to assist them. Through campus climate and other surveys, as well as individual requests, the College receives feedback on the needs of its employees and works to create programs and services to address those needs.

The College regularly analyzes its record in employment equity and diversity in the EEO Plan and makes adjustments accordingly to ensure that recruitment practices are in place to attract a diversity of applicants for available positions.

The College meets Standard III.A.12.

Evidence

- III.A.11-2 BP 7100: Commitment to Diversity in Hiring
- III.A.12-1 BP 3410: Nondiscrimination
- III.A.12-2 AP 3410: Nondiscrimination
- III.A.12-3 BP 3420: Equal Employment Opportunity
- III.A.12-4 AP 3420: Equal Employment Opportunity
- III.A.12-5 BP 3430: Prohibition of Harassment
- III.A.12-6 AP 3430: Prohibition of Harassment
- III.A.12-7 EEOAC Charge and Composition
- III.A.12-8 PADEI Committee Charge and Composition
- III.A.12-9 Employee Climate and Diversity Survey, 2013
- III.A.12-10 Teaching Community College Men of Color Webpage Screenshot
- III.A.12-11 Campus Pride Index Survey Report, Spring 2016
- III.A.12-12 DEqCC Mission Statement
- III.A.12-13 EEO Plan, 2015

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

MiraCosta has an institutional code of ethics as outlined in BP/AP 3050 that pertains to all employees ([I.C.8-1](#); [I.C.7-3](#)). A summary of the code is published in the College Catalog ([III.A.13-1](#)). In spring 2016, AP 3050 was amended to include a statement of consequences for violation of the code.

The Office of Risk Management maintains a hotline for anonymous reporting of fraud ([III.A.13-2](#)). In addition, BP/AP 7700 provide for protection of whistleblowers in the reporting of unethical or illegal conduct ([III.A.13-3](#); [III.A.13-4](#)).

As described in Standard IV.C.11, expectations of ethical conduct by members of the BOT are codified in multiple board policies:

- BP 2710: Conflict of Interest ([I.C.14-1](#))
- BP 2714: Gifts ([III.A.13-5](#))
- BP 2715: Code of Ethics ([I.C.8-2](#))
- BP 2716: Political Activity ([III.A.13-6](#))

Analysis and Evaluation

The District has an institutional code of ethics that covers the behavior of all College employees. In addition, the BOT has a number of policies that outline expected conduct related to conflict of interest, gifts, and political activity. Consequences of violation are addressed in the relevant administrative procedure.

The College meets Standard III.A.13.

Evidence

I.C.7-3	AP 3050: Institutional Code of Ethics
I.C.8-1	BP 3050: Institutional Code of Ethics
I.C.8-2	BP 2715: Code of Ethics-Standards of Practice
I.C.14-1	BP 2710: Conflict of Interest
III.A.13-1	Institutional Code of Ethics, College Catalog, p 339
III.A.13-2	Report Suspicion of Fraud Webpage
III.A.13-3	BP 7700: Whistleblower Protection
III.A.13-4	AP 7700: Whistleblower Protection

III.A.13-5 BP 2714: Gift Ban

III.A.13-6 BP 2716: Political Activity

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Professional development opportunities are abundant for all employees and are consistent with the institutional mission. Members of the board of trustees, the superintendent/president, and administrators regularly participate in professional development opportunities provided by the District as well as those offered by professional organizations, such as the Community College League of California, the Association of California Community College Trustees, Association of California Community College Administrators, and other organizations devoted to specific professions. Funds are specifically earmarked for both academic and classified administrators to encourage participation in professional development opportunities.

Administrators are also provided training for various topics, including prevention of sexual harassment and performance documentation and progressive discipline. Surveys of the trainings are conducted to assess and make improvements for future training ([III.A.14-1](#)).

The Professional Development Program (PDP) for full-time and associate faculty is a “comprehensive and systematic program of activities and resources designed to foster staff, student, and/or instructional improvement.” The program maintains a library of resources and equipment to help faculty maintain their pedagogical currency and improve learning outcomes.

The PDP Committee systematically evaluates workshops and other campus programs for effectiveness and makes improvements based on the feedback. If faculty attend other professional development, the PDP Committee requires they submit reflection papers. The committee also collects suggestions via survey from faculty who identify needs for new workshops ([III.A.14-2](#)). Opportunities for faculty professional development are deeply ingrained at the College. For example, in 2005, members of the Academic Senate formed a volunteer faculty professional development group who developed a program for online teaching. Full-time faculty propose, lead, and attend flex activities relating to the program’s

core objective of excellence in online education. The program for online education is open to interested faculty at any academic institution.

Recently, on March 11, 2016, more than 100 faculty (associate and full-time), staff, and administrators participated in an event entitled “Project Joy: Teaching and Learning at MiraCosta College.” This collaboration emerged as a joint effort between the Academic Senate and PDP to engage all constituencies in a conversation about what they love most about teaching and learning and to identify what the campus community can do to promote teaching and learning at MiraCosta. This collaborative, inclusive conversation enabled the College to identify priorities for promoting the love of teaching and learning and supporting student success. These priorities included the following:

- Learning communities
- Experiential, applied, and workplace learning (labs, service learning, internships, etc.)
- A center for teaching and learning (physical space with technology, particularly for online course development)
- Using technology to express ideas and collaborate
- Cross-disciplinary sharing
- Intra-disciplinary sharing (within departments)
- Honors activities
- Some smaller sized classes
- Writing Center consultants in classrooms
- Shared faculty space in San Elijo
- PDP funds for associate faculty
- Student clubs, leadership opportunities, student newspaper (*The Chariot*)
- Contextualized self-directed learning.

The College will work to carry these ideas forward through integrated efforts among the Academic Senate, PDP Committee, and Achieving the Dream core team.

The Classified Senate also coordinates professional development activities on campus and attendance is encouraged ([III.A.14-3](#); [III.A.14-4](#)). In 2014/15, the senate funded 66 employees in professional development activities. Classified employees are further encouraged in their professional development through the career incentive program, which provides financial incentives for the completion of course work, either related to a current job or to become qualified for positions requiring higher levels of education. Between 41 classified participants and a total of 57 others have completed between one and three career incentive programs during the course of their MiraCosta employment. Full-time faculty and classified employees alike may also participate in an enrollment fee reimbursement program that provides payment of fees for course work.

Professional development activities are systematically evaluated and the results are used as the basis for improvement. For faculty members, all flex workshops are evaluated by participants ([III.A.14-5](#)), and PDP Committee members review and discuss the evaluations as they plan for future offerings. Similarly, the internal Classified Professional Development Committee uses an evaluation form for each workshop it offers, and the results are shared with the presenters, discussed by the committee, and used as the basis for improvement.

Analysis and Evaluation

MiraCosta has demonstrated a consistent investment in its personnel through a myriad of professional development programs. All full-time faculty fulfilled their professional development obligations in each of the last three years. Effective July 1, 2015, associate faculty members were required to complete professional development hours for each LHE of instructional time, and 92 percent completed their required flex hours in the first semester it was required rather than optional.

The College meets Standard III.A.14.

Evidence

- III.A.14-1 FRISK Training by AALRR
- III.A.14-2 PDP Process and Program Survey, Spring 2016
- III.A.14-3 Flex Schedule, Fall 2015
- III.A.14-4 Classified Professional Development, Spring 2016
- III.A.14-5 Flex Workshop Evaluation Form

III.A.15 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.

Evidence of Meeting the Standard

All personnel records are secure in the Human Resources Office in a room that is locked and accessible only to members of the Human Resources and Payroll Departments. Personnel files that are in use by Human Resources staff are “checked out” with an out card system that is dated by the staff who remove them from the file room. Employees wishing to review their own personnel files are allowed to do so by appointment during normal business hours according to AP 7145 ([III.A.15-1](#)).

Analysis and Evaluation

Personnel records are kept secure and confidential. Human Resources staff monitor access to the file room to ensure no unauthorized personnel enter the room and no breach of security occurs. Per established administrative procedure, personnel have access to review their personnel records.

The College meets Standard III.A.15.

Evidence

III.A.15-1 AP 7145: Personnel Files

III.B Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Physical resources at all District locations are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The District currently has 73 buildings and occupies 522,085 gross square feet. The four locations that make up this combined space are the Oceanside Campus (OC) on Barnard Drive in Oceanside, the San Elijo Campus (SEC) on Manchester Avenue in Cardiff, the Community Learning Center (CLC) on Mission Avenue in Oceanside, and the Technology Center Institute (TCI) on Las Palmas Drive in Carlsbad.

All sites used, but not owned, by the District are initially inspected to ensure access, safety, security, and a healthful learning environment. Upon becoming aware of any potential facility issues, the District works in collaboration with the owner/manager of the site to resolve them. The TCI is in a rented facility recently renovated to specifically meet fee-based, not-for-credit educational needs and opened in spring 2016. The District collaborates with other organizations and agencies to offer non-credit and not-for-credit classes. These include area high schools, churches, and hospitals. Community Education Office staff work with the Facilities Department to evaluate possible locations when selecting off campus sites for programs ([III.B.1-1](#)).

The College's Educational Plan Addendum establishes the initial conditions upon which the Facilities Master Plan (FMP) update is based. The FMP was developed to assure that facilities are programmed and maintained to support current and future instructional programs and services. The plan drives new construction, renovations, modernizations, and site work. In addition to the FMP, the College has a Five-Year Construction Plan ([III.B.1-2](#)). The College financed \$12.6 million in 2015 to fund a portion of the Five-Year Construction Plan.

To ensure physical resources are sufficient, programmatic needs determine the type of environment required for optimal student learning. These needs are identified by discipline faculty and are based on academic needs, employment, and economic trends, enrollment figures, and safety standards. For example, the FMP identifies facility improvements for Veterans Center, allied health, and science, technology, engineering, and math (STEM) related classrooms and labs. The plan identifies classroom modernizations, new space for

theatre and dance courses, and a renovation of the gym. Other emerging needs are requested through the annual program review process, and higher priority requests are folded into each Five-Year Construction Plan to ensure the College provides sufficient physical resources.

The following sections provide greater detail related to access, safety and security, and the maintenance of a healthful learning and working environment.

Access

The College assures access to its facilities in accordance with Americans with Disabilities Act (ADA) Title II requirements. All newly constructed buildings are approved by the Division of the State Architect (DSA) and must meet ADA access requirements. The DSA evaluates submitted construction plans for code compliance of fire alarm systems, fire sprinklers, doorway clearances, room capacities, structural calculations for the strength of structural elements in the facility, and site accessibility ([III.B.1-3](#)). The District's Barrier Removal Plan was approved for implementation in May 1999. This access plan has been implemented over the years by ensuring that newly constructed or modernized facilities address any of the ADA corrective actions that were identified in the plan, such as converting several building entryway doors from manual to automatic door operators. The District hired an architectural firm to revise the plan, renamed the Americans with Disabilities Transition Plan, in 2015/16 ([III.B.1-4](#)).

The District's risk manager 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. The Facilities Department also works with Disabled Students Programs and Services (DSPS) to address any student accommodation or accessibility concerns on an ongoing basis.

Safety and security

In 2014 the Facilities Department enhanced classroom safety by installing intruder automatic locks in 17 classrooms. The locks allow the instructor to secure the classroom without the need to open the door or compromise the occupants' safety. In summer 2016, 18 more classrooms will be equipped with this technology. The remaining classrooms will be equipped with the locks over the next four years as part of a classroom modernization project. Classrooms at all four locations are equipped with phones whereby emergency announcements and instructions can be given in the event of an emergency. Additionally, outdoor speakers are located strategically on the buildings at the OC, SEC, and CLC. The College has installed and implemented a College-wide mass communication reverse 911

phone system. Emergency evacuation procedures and maps are posted in every classroom at all four District locations.

As part of the 2016 Facilities Master Plan Update, a security assessment was completed to identify potential security measures to be considered, prioritized, and integrated in implementing the plan.

Administrative Procedure (AP) 6520 outlines the procedures for securing District property ([III.B.1-5](#)). College police are responsible for protecting life and property on or near any property owned or controlled by the District. The College's Facilities Department also works to ensure the safety and security of its facilities at all four District sites. The College Police Department coordinates a nighttime security survey of the four District locations. These surveys examine security issues, such as landscaping, locks, alarms, lighting, and communications, as well as recommend corrective action ([III.B.1-6](#); [III.B.1-7](#)).

Emergency call boxes are strategically located on District sites. In addition, the College has adopted the use of Automatic External Defibrillators (AEDs) for medical emergencies, which are strategically located at the OC, SEC, and CLC. AED units are also available in every College Police vehicle ([III.B.1-8](#)).

The District has an online work order system so that any employee or student can submit a work request if he/she encounters a facilities issue that needs to be repaired or replaced ([III.B.1-9](#)). The College uses results from facilities evaluations and work request submittals or Help Desk calls to address safety concerns ([III.B.1-10](#)). The director of Risk Management also monitors and assesses hazardous and unsafe situations and develops measures for assuring personnel safety by inspecting physical facilities and recommending corrective action. The Facilities Department uses deferred maintenance funds or money allocated by the director of Risk Management to make repairs in facilities that have been specifically identified as having potential safety risks through discussions with the Campus Advisory Committee ([III.B.1-11](#)).

Healthful learning and working environment

All new buildings are constructed to meet the California Building Standards Code (Title 24), including Building Energy Efficiency Standards.

The operation and maintenance of the facilities are conducted so as not to interfere with the learning environment, but to assure that they are maintained with quality. Building maintenance is performed on Saturdays, holidays, and other non-class days, and the custodial

work is done mostly at night when no classes are in session. Major projects are planned, if at all possible, during semester breaks.

The College is part of the Joint Powers Authority (JPA) of San Diego County, which performs detailed inspections and industrial hygiene services of all three campus locations as needed to ensure a healthful learning and working environment.

Analysis and Evaluation

The College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. A variety of systems exist at MiraCosta to ensure accessibility, safety, security, and healthfulness of the College's learning and working environments. These efforts are coordinated by several District offices, including Facilities, Risk Management, DSPS, the College Police Department, and Community Education. All District facilities are constructed to meet or exceed DSA standards, and additional building improvements or modifications are completed using standards for accessibility and safety.

The College meets Standard III.B.1.

Evidence

- III.B.1-1 Offsite Instructional Delivery Locations
- III.B.1-2 MCCCD-Five Year Capital Construction Plan
- III.B.1-3 DSA Project Certification List
- III.B.1-4 ADA Self Evaluation Report
- III.B.1-5 AP 6520: Security for District Property
- III.B.1-6 AP 3501: Campus Security and Access
- III.B.1-7 Nighttime Security Survey for the Oceanside Campus
- III.B.1-8 MiraCosta College Safety and Security Report 2015
- III.B.1-9 Service Request Help Desk
- III.B.1-10 Service Pro Line Item Summary Work Order Report
- III.B.1-11 MiraCosta College - Campus Advisory Committee screenshot

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College has a number of practices and policies in place to ensure that it plans, acquires or builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and high quality support of its programs and services. These practices include the participation of governance committees, department program review, and annual planning ([III.B.2-1](#)), equipment planning, five-year construction planning ([III.B.1-2](#)), facilities master planning ([III.B.2-2](#)) and FMP updates ([I.B.8-2](#)), state scheduled maintenance ([III.B.2-3](#)), and MiraCosta College local deferred maintenance work ([III.B.2-4](#)).

2011 Facilities Master Plan

The District board of trustees (BOT) approved the *2011 Comprehensive Master Plan* (CMP) at its November 15, 2011 board meeting ([III.B.2-5](#)). The District began the collaborative, two-year comprehensive master plan project by hiring consultants for the Educational Plan and Facilities Master Plan components. The consultants worked with the MiraCosta Master Plan Team to prepare, produce, and recommend for board approval a CMP to guide the education of students, service to communities, and planning for facilities to support these endeavors. Two major projects resulting from this effort included the construction of a biology lab at the OC and a physical sciences/chemistry lab at the SEC.

2014/15–2018/19 5–Year Facilities Implementation Plan

In spring 2014, the BOT charged the District to reconsider the 2011 Facilities Plan and develop a plan that the District could pursue to meet the projected facility needs without the financial support of a general obligation bond. The vice president of Business and Administrative Services, the director of Facilities, and a facilities subcommittee created by the College’s shared governance Budget and Planning Committee (BPC) began developing a facilities and implementation plan, one that draws on the vision and strengths of the 2011 plan and one that could be completed in five years given the current and projected fiscal position of the District ([III.B.2-6](#)). This term-specific plan complements the rolling 5-Year Construction Plan.

The resulting implementation plan conveyed the facilities master planning context, capital outlay needs and objectives, and the list of proposed projects. This plan included the following:

- Planning priorities
- A discussion of the state's criteria for funding space needs
- Proposed projects
- Projects, costs, and schedules.

The Campus Advisory Committee met to provide input into facilities projects, both new construction and remodels ([III.B.1-11](#)).

The District's planning priorities promote the development and renovation of facilities that support the highest standards in instructional methodology, equity, the protection of the environment, and public health and safety. The following criteria were used in prioritizing the District's facility needs:

- Facilities alignment with the District's mission, institutional goals, the strategic plan, and College program reviews
- The impact of facilities on the student learning experience
- Health, safety, and security considerations
- Facilities that have exceeded their useful life are most likely to require replacement.

In summer 2015, 17 classrooms were modernized on the OC to assure a better quality of instruction and equipped with new smart-room technology and new furniture. In summer 2016, 18 more OC classrooms will be modernized and a portion of the Student Center will be renovated as part of the five-year plan. All classrooms throughout the District will be modernized by 2019/20.

2016 Facilities Master Plan Update

In spring 2015, the BOT directed District staff to revise the CMP. The Office of Instruction created a task force to review and update the Educational Plan component of the CMP. In June 2015, the BOT approved the hiring of an architectural consultant to lead in the development of a revised FMP. The FMP will be informed by revisions made to the Educational Plan and the two combined will result in a revised CMP. The revision of the CMP will be completed by June 2016.

Program Review and Planning

Program review requests are submitted annually by individual programs or departments and include the identification of equipment and facility needs. Programs submit resource requests during the planning phase of the program review process to fund unanticipated instructional and noninstructional equipment and materials. This process requires that all requests follow pre-established guidelines, be based on data evidence, support program growth/improvements, and provide an analysis of alignment with the institutional goals and Strategic Plan priorities. During the planning and budgeting process, these needs are evaluated and prioritized by the divisions and then submitted to the BPC for prioritizing and forwarding as recommendations to the superintendent/president ([III.B.2-7](#)).

Deferred Maintenance

MiraCosta made a commitment to fund the ongoing physical plant needs at all three sites. To help extend the life and quality of College-owned assets, the Physical Plant Department uses a District-deployed Computerized Maintenance Management System (CMMS) to receive, assign, and track work requests received for repairs to buildings, grounds, and equipment. As a result of a District-wide baseline evaluation of the operating budget, the facilities operating maintenance budget for District-funded local deferred maintenance has been \$600,000 annually.

Equipment and Technology

The Facilities Department and the Office of Instruction maintain an annual equipment replacement inventory, and the District has committed ongoing funding to replace obsolete and old equipment ([III.B.2-8](#)).

Technology needs are outlined in both the Online Education Plan ([III.B.2-9](#)) and the College's Technology Plan ([III.B.2-10](#)). For several years, MiraCosta made incremental progress toward retrofitting all appropriate classrooms with technology enhancements, adapting a baseline that included a computer, ceiling-mounted data projector, switcher, powered ceiling speakers, screen, VCR/DVD, wireless keyboard/mouse, three data drops, wireless access point, telephone, and a storage rack. Before classrooms were upgraded, the Academic Information Systems (AIS) consulted with the faculty members to ensure the new and enhanced technology met their pedagogical needs within budgetary guidelines. In addition, the Online Education Program completes an annual program review that includes ample opportunity to review data and consider emerging needs for equipment and facilities in support of distance education across the District.

As the *Technology Plan 2015–2018* explains, AIS coordinates the evaluation of technology growth, upgrade, and replacement. As part of the equipment replacement cycle and program review process, and in conjunction with the classroom modernization project, the College systematically plans, acquires, maintains, upgrades, and replaces technology infrastructure to meet the needs of students and employees. As a result of these processes and plans, MiraCosta typically spends \$1.5 million annually on technology.

Effective Utilization

The College annually evaluates the effectiveness of its physical resources by reviewing the facility reports in the Facilities Utilization, Space Inventory Options Net (FUSION) database. FUSION provides the College with a report showing the efficiency percentage for each building. The Space and Capacity/Load Ratio Report identifies current classroom, laboratory, and office space, and it projects future instructional space based on enrollment growth trends ([III.B.2-11](#)).

Analysis and Evaluation

Through the development of long-term Facilities Master and Five-Year Construction and Implementation Plans, as well as shorter-term Online Education and Technology Plans, the College has clear guiding documents related to the building, maintenance, and upgrading of its physical resources. An annual equipment replacement inventory is used to identify and prioritize the replacement of obsolete equipment. In addition, an annual program review process allows for needs to be identified at the departmental level in direct support of the College's programs and services.

The College's administrative procedure for equipment replacement ensured funds were established in the base annual budget of \$1.5 million for general, instructional, and technological equipment. In addition, the Online Education Program's budget supplemented the College's equipment replacement budget by allocating money for various operational costs, such as to support the physical needs of the Teaching/Technology Innovation Center.

The College meets Standard III.B.2.

Evidence

- I.B.8-2 Facilities Master Plan update, 2016
- III.B.1-2 MCCD-Five Year Capital Construction Plan
- III.B.1-11 MiraCosta College - Campus Advisory Committee screenshot
- III.B.2-1 Program Review Handbook, 2015-16

- III.B.2-2 Facilities Master Plan, 2011
- III.B.2-3 Fusion Scheduled Maintenance Plan 2015
- III.B.2-4 On Going Completion ListR1-4-5-16
- III.B.2-5 Comprehensive Master Plan Approval, BOT Agenda, 11-15-11
- III.B.2-6 5-Year Facilities Implementation Plan 2016
- III.B.2-7 Program Review BPC Evaluation, 2016-17, Master_v1
- III.B.2-8 2015-16 Facilities Equipment Replacement Inventory List
- III.B.2-9 Online Education Plan, 2015-18
- III.B.2-10 Technology Plan, 2015-18
- III.B.2-11 Capload Ratio Report, 5-Year Construction Plan, pp. 7-11

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

As touched upon in Standard III.B.2 above, the College has a number of processes in place to evaluate its facilities and equipment on a regular basis. These include the following:

- The annual program review process allows for program, department, division, and area equipment evaluation that is ongoing and done at the appropriate organizational level. Prioritization of requests is completed as part of the annual budget and planning process ([III.B.2-7](#)).
- The District completes the Five-Year Construction Plan ([III.B.1-2](#)), Five-Year Scheduled Maintenance and Special Repairs Plan ([III.B.2-3](#)), and Space Inventory Report ([III.B.3-1](#)) on an annual basis. These plans and reports require pertinent utilization and planning data.
- A facilities assessment is completed every three to four years by a team from the Foundation for California Community Colleges on behalf of the Chancellor's Office ([III.B.3-2](#)). This detailed assessment provides the District and the state with data to support additional funding for scheduled maintenance and building system replacement; a Facilities Condition Index Report ([III.B.3-3](#)) provides data for each building with total repair costs and replacement value.
- AIS maintains a complete list of all computers and servers in the District and has developed a replacement plan that includes annual assessment of existing uses and needs ([III.B.3-4](#)).

Space utilization has been evaluated to analyze current space and to project future space needs. Using both time utilization percentage (the amount of time during the course of a day that a space has a scheduled event) and station use rate (the average amount of students in a scheduled event divided by the capacity of the space), a conclusion is made as to whether a space is over or underutilized. Classrooms and labs have different targets for both utilization percentages and station use rates due to differing needs and teaching practices. In addition to the analytical data, empirical observations help to better understand existing conditions and the context in which they exist.

Corresponding with the state standard analysis, the College has a significant lack of library and study space, which makes it difficult for students to stay on campus outside of scheduled class times. Additional student “owned” space would allow for on-campus studying and student interaction, improving the overall student experience at MiraCosta.

An element not documented through standards or utilization formulas is the non-scheduled/informal spaces. Many buildings lack useful non-scheduled spaces often referred to as “in-between” space. These spaces, such as corridors and breakout niches, provide valuable informal spaces for students to utilize as needed. Currently, many classrooms and office suites contain dark, narrow, and underutilized spaces. Larger circulation environments with natural lighting and access to adequate seating and study areas would provide students with environments conducive to studying and socializing informally.

The lack of office space on the OC is partially a result of the recent Student Success and Support Program (SSSP) and Student Equity Program hires. The poor layout and organization of many office suites also contribute to this issue by creating spaces that are overwhelming and unwelcoming to students. Additionally, associate faculty have an observed lack of support space; faculty consistently report a lack of space for meeting with students and other faculty members. Increased faculty space would encourage interdepartmental collaboration and provide a “home base” for associate faculty as well as a suitable environment for meeting with students.

Many similar functions, departments, and services have become fragmented throughout the College—a function, partially, of the original building designs and “making do” while accommodating growth. For example, department and faculty offices are removed from their instructional environments; media arts instruction is located in the science area of campus rather than next to the other arts programs; the art gallery, an instructional space, is located in the Student Center; and student services are spread out across the campus.

As a result of the implementation of the 5-Year Capital Construction Plan, a number of facilities improvements are being made or are in the planning stages, such as the following:

- Modernizing 80 classrooms at the OC and SEC (in progress/Phase 1 completed)

- Acquiring portable facilities to augment office space needs
- Renovating offices resulting from the Community Services move to Carlsbad (in progress)
- Adding new SSSP space at the OC (in progress)
- Providing storage for the Art and Music Departments at the OC (in progress)
- Adding new space for the Dramatic Arts and Dance Departments at the OC (in progress).

In fall 2017, the College will begin offering a bachelor's degree in biomanufacturing. Program instructional activities for the baccalaureate will be conducted primarily in a 3,500 square foot dedicated teaching laboratory space, which features a traditional laboratory classroom, reagent weigh room, bioprocessing suite, and bioprocess support area. The lab is well equipped for fundamental and advanced instruction in biomanufacturing. Additional equipment will be identified through the curriculum development process and discussions with the Industry Advisory Board.

Analysis and Evaluation

The College has a number of plans and processes in place to ensure that its facilities and equipment needs are systematically and regularly reviewed. These plans include the Facilities Master Plan (and updates), the Five-Year Construction Plan, the Technology Plan, and the Scheduled Maintenance and Repairs Plan. Regular reports and inventories are prepared in order to assess the changing needs of the College and plans are updated accordingly. Departmental and program facilities and equipment needs are outlined in annual program review documents and considered as part of the annual budget and planning cycle.

Instructional spaces at the OC have a high utilization, meaning they are at or near the targeted utilization. This correlates with a station use rate that, on average, is above the targeted number of students per classroom. The data suggest that the current stock of instructional environments may not meet the current student demand and/or have the ability to meet future growth demands ([I.B.8-2](#)).

The *2011 Comprehensive Master Plan* and the *2016 Facilities Master Plan Update* provide an evaluation and assessment of the District's facilities needs both short- and long-term. The *2016 Facilities Master Plan Update* is in the final draft stages and is expected to be completed and presented to the BOT for approval in June 2016.

The College meets Standard III.B.3.

Evidence

- I.B.8-2 Facilities Master Plan update, 2016
- III.B.1-2 MCCD-Five Year Capital Construction Plan
- III.B.2-3 Fusion Scheduled Maintenance Plan 2015
- III.B.2-7 Program Review BPC Evaluation, 2016-17, Master_v1
- III.B.3-1 MCCD Report 17 Space Inventory Report, 2015-16
- III.B.3-2 Facilities Condition Index, Survey Detail Report, 2013
- III.B.3-3 Facilities Condition Index, Facility Executive Summary Report, 2012
- III.B.3-4 MiraCosta College Technology Plan, Appendix C, 2015-2018

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Long-range capital planning occurs in the Facilities Master Plan, annual five-year plan updates, program review, and annual action plans. These plans allow for informed decision making that results in facilities and instructional equipment that meet the District’s institutional goals ([I.A.2-5](#); [I.B.8-2](#); [III.B.2-6](#); [III.B.2-7](#)). These plans include projections for the total cost of ownership components, such as additional staffing and equipment needed to complete the plans. Through the planning and budgeting process, departments are required to provide ongoing cost estimates as part of funding requests when applicable to provide a clearer representation of total cost. As funding is not available to meet all District needs, the BPC prioritizes these needs annually as part of the program review and annual planning process.

The District utilizes information published in *APPA: Leadership in Educational Facilities* to identify facilities performance indicators on building replacement value, maintenance levels in all facility trades, funding levels, and total cost of ownership ([III.B.4-1](#)). The College’s broad definition of cost of ownership includes staffing, supplies, equipment maintenance and replacement, and utilities and “consider[s] all relevant costs that are associated with the asset (including) acquisition and procurement, operations and management, and end-of-life management.”

The BPC’s total cost of ownership (TCO) subcommittee was formed to review and improve the current practices used to address TCO regarding facilities, equipment maintenance and replacement, and technology. In 2014, the TCO subcommittee developed findings and recommendations for BPC to consider for future implementation ([III.B.4-2](#)). One of the

recommendations included integrating TCO into the program review and resource allocation process. In 2016, the College hired a construction program management consultant to develop an improved TCO definition and report. Findings from the report will be used to improve the College's efforts in capital planning, to include more accurate reflections of the TCO of new facilities and equipment. The College is expecting to have the report completed, including its recommendations, by the final budget in September 2016.

The Office of Instruction uses the California Community Colleges Chancellor's Office Physical Plant and Instructional Support Guidelines to determine which instructional equipment expenditures are eligible. The areas referenced include library material, technology for classroom instruction, student instruction and demonstration, or the preparation of learning materials in an instructional program ([III.B.4-3](#)). In addition, the AIS Department maintains a detailed lifecycle list of all computers and servers, including a computer replacement plan, as part of the *Technology Plan 2015–2018* ([III.B.3-4](#)).

Equipment support for distance education is fully integrated within MiraCosta's technology infrastructure used across all instructional and administrative areas of the College. All campus equipment is accounted for in the *Technology Plan 2015–2018* ([III.B.2-10](#)).

Analysis and Evaluation

The College relies on a number of long-range plans (i.e., the Facilities Master Plan and 5-Year Construction Plan) as well as annual five-year plan updates and program review plans to make informed decisions regarding facilities and equipment. Equipment support for distance education is fully integrated within MiraCosta's technology infrastructure. Total cost of ownership is evaluated against industry-standard performance indicators and reviewed through the institution's planning processes.

As noted in Standard III.B.2, in spring 2014, the BOT charged the District to reconsider the 2011 Facilities Plan and develop a short-term, five-year Facilities Implementation Plan the District could pursue with limited funds to meet the projected facility needs without the financial support of a general obligation bond. The project list for the 2014/15 version of that plan conveyed the District's commitment to provide safe and secure facilities, improve poor functional conditions, and address inadequate physical conditions.

Available funding has been adequate to implement the computer replacement plan, which is being updated to reflect recent capital construction projects that have resulted in additional procurement of computers.

Several of the College's infrastructure projects have been specifically designed to lower total ownership costs of other projects. Energy efficiency is a priority design criterion. The newest buildings on campus as well as the current classroom modernization projects under construction include building efficiencies intended to lower the operating costs of the respective buildings.

The College meets Standard III.B.4.

Evidence

- I.A.2-5 Educational Plan Addendum, 2016-2020
- I.B.8-2 Facilities Master Plan update, 2016
- III.B.2-6 5-Year Facilities Implementation Plan 2016
- III.B.2-7 Program Review BPC Evaluation, 2016-17, Master_v1
- III.B.2-10 Technology Plan, 2015-18
- III.B.3-4 MiraCosta College Technology Plan, Appendix C, 2015-2018
- III.B.4-1 APPA Facilities Performance Indicators
- III.B.4-2 Total Cost of Ownership Recommendations, 10-2-14
- III.B.4-3 Physical Plant and Instructional Support Guidelines

III.C Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Technology services are pervasive throughout the four MiraCosta College sites. The College ensures that its various types of technology needs are identified and evaluates how well its technology meets the needs of its academic programs and support services via the Technology and Environmental Scan Survey ([III.C.1-1](#)). This same survey assists in evaluating how well MiraCosta's technology meets the need for College-wide communications, research, and operational systems.

The College outlines decisions about technology services, facilities, hardware, and software in a comprehensive Technology Plan ([III.B.2-10](#)) and by analyzing the technology requests that come from the various departments and divisions via the program review process ([III.B.2-1](#)). In addition, technology needs are addressed in the College's Online Education Plan ([III.B.2-9](#)). In fall 2017, the College will begin offering a bachelor's degree in biomanufacturing. Any technology dictated by baccalaureate curricular or programmatic needs will be requested, purchased, installed, and supported through established processes.

Professional support

Academic Information Systems (AIS) Department 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 the use of new technology; and providing ongoing technical and operational support. The AIS Department is housed within the Instructional Services Division but serves all divisions and District sites. 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 (OC) as the principal place of operation. AIS also supports all campus wired and Wi-Fi networks. All computer applications used by distance

education students are available 24 hours per day, 7 days per week except for scheduled maintenance and upgrades.

AIS is organized into five service areas or workgroups:

Infrastructure services and systems:

1. **Enterprise systems:** administrative systems, such as PeopleSoft Enterprise Resource Planning (ERP), Degree Works, Class Scheduler, Ilinx Imaging System, and web applications.
2. **Technical services:** networking infrastructure, telephony, servers and server-based software, user accounts, and security.

Instructional technology and client services:

3. **End-user and lab support:** purchasing and support of all desktop and laptop computers, and software and computer lab staffing and support.
4. **Media services:** technology-enhanced classrooms and meeting rooms, multimedia production, and equipment check-out.
5. **Help desk and training:** individual help desk for students and employees and coordination of staff training.

Facilities

AIS works collaboratively within the District governance structure to implement, sustain, and extend technologies in support of teaching and learning, including but not limited to the library, computer labs, technology-enhanced classrooms, learning-management systems, virtual applications/services, multimedia services, and user-support services.

MiraCosta has aging buildings and infrastructure, and much of the technology was retrofitted long after the buildings were constructed; therefore, the College lacks or has pronounced deficiencies in facilities infrastructure, such as dedicated communications closets, air conditioning, lighting, power, ventilation, and fiber and copper pathways. Solutions and corrections in these areas will require substantial funding. These deficiencies were considered during the development of the Facilities Master Plan Update.

Hardware

Fiber-optic cable connects buildings and campuses, while standard network protocols provide data-driven access to multiple forms of communication from multiple access points. Every building has high-speed data connections, printers, and computers for every employee who needs one. Hardware and software are on a replacement cycle to ensure the latest

versions are available in a timely manner ([III.C.1-2](#)). Data interconnectivity through the College's PeopleSoft ERP applications provides every department with current and shared information.

Software

The College deploys and supports software throughout the institution. A few examples of systems that support instruction include the following:

- **Blackboard Learn:** This course management system is integrated with the SURF online enrollment and student information management system. Each semester, course shells are automatically generated for every course section MiraCosta offers. The authentication credentials students receive as they enroll are required for access to SURF (for course registration) and Blackboard. Blackboard course rosters are updated automatically as students add and drop courses. By self-hosting the Blackboard system, the College is able to provide an excellent technical infrastructure as well as expert technical personnel. Since the replacement of systems in June 2015, uptime for Blackboard averaged 99.995 percent, or 25 minutes downtime, per semester (excluding scheduled maintenance downtimes).
- **Moodle:** This course management system is also integrated with SURF to automate course roster updates and to require student authentication using institutionally provided credentials. Moodle is offered as an alternative for faculty who find it better able to support their preferred course design and pedagogy than Blackboard. The system is hosted by a third party called Moodlerooms.
- **Turnitin:** This system for plagiarism prevention and enhanced writing assessment is integrated with both Blackboard and Moodle.
- **Blackboard Collaborate Voice Authoring:** For more than eight years, MiraCosta has supported Blackboard Collaborate Voice Authoring to provide for voice-based interactions within Blackboard and Moodle; this tool has been especially utilized by foreign language and English as a second language classes. This technology has become outdated and is being replaced with VoiceThread, which MiraCosta first made available in spring 2016.
- **Blackboard Collaborate:** This tool enables rich, synchronous web-conferencing within or apart from Blackboard and Moodle. It is run by CCC Confer, a system-wide California Community Colleges service.
- **Respondus:** This tool enables faculty to more easily manage test banks and test creation processes in Blackboard and Moodle.
- **Techsmith Relay** (formerly Camtasia Relay): This system enables simple screencasting for faculty, staff, and students. The system auto-captions all screencasts and requires authors to edit the captions prior to publishing the screencasts for others to view.

- **VMWare:** This tool enables the provision of “virtual desktops” containing specialized software that students typically would not be able to afford to purchase individually and otherwise would have to access by coming to a computer lab on campus.
- **Read & Write Gold:** This software integrates with web browsers, Microsoft Office, Google Drive, and other software to read text aloud in a natural voice, providing a useful alternative to accessing information.

Analysis and Evaluation

The College provides appropriate and adequate technology services, professional support, facilities, hardware, and software to support MiraCosta’s management and operational functions, academic programs, teaching and learning, and support services. The College ensures that its various types of technology needs are identified in appropriate planning documents and via the program review process. The College evaluates the effectiveness of its technology in meeting its range of needs through survey data and the information collected in the program review process where each department assesses its technology needs. The College makes decisions about technology services, facilities, hardware, and software based on departments’ program review requests.

The College meets Standard III.C.1.

Evidence

- III.B.2-1 Program Review Handbook, 2015-16
- III.B.2-9 Online Education Plan, 2015-18
- III.B.2-10 Technology Plan, 2015-18
- III.C.1-1 Technology and Environmental Scan Survey
- III.C.1-2 Equipment Replacement Plan

III.C.2 The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

MiraCosta received a commendation on the last site visit in 2010 for “a robust, modern information technology infrastructure and its pervasive use throughout the campuses in

support of instruction, student services, and operations.” As of 2015, the College infrastructure is operating well, yet it is facing some challenges due to the age of some facilities and retrofitting technology into older buildings that were not designed to accommodate modern technology requirements. These challenges are addressed in the Technology Plan and Facilities Master Plan ([III.B.2-10](#); [I.B.8-2](#)).

As explained in Standard III.C.1, the College systematically plans, acquires, maintains, upgrades, and replaces technology infrastructure to meet the needs of students and employees through the annual program review process ([III.B.2-1](#)). Planning and budgeting for hardware includes the cost of acquisitions, support, and replacement on a standard cycle, using requests for technology acquisitions, and reviewing respective replacement cycles. The Budget and Planning Committee (BPC) reviews the requests for funding, evaluating staff impact, maintenance, sustainability, security, and policy. To ensure that campus technological infrastructure is adequate to support the College’s mission, operations, programs, and services, the program review process also requires annual program review updates and progress reporting on those department plans that identified the need to update or replace technology. AIS coordinates the evaluation of technology growth, upgrade, and replacement.

Technology decisions are also made after evaluating the results of a College-wide technology survey ([III.C.2-1](#)). In addition, user groups such as ICECubes and ICEPics prioritize application changes and upgrades to various systems, such as the PeopleSoft ERP, Degree Works, ILINX Imaging and Content management, College Scheduler, and SAS Financials.

The Technology Plan provides for flexibility and the ability to adapt to the changes and breakthroughs in technology where providing opportunities for innovation is paramount. The plan supplements the departmental program review and annual budget review by addressing information technology software, hardware, infrastructure, and staffing. The Technology Plan uses seven guiding principles as a means to initiate analysis, justification, long-term planning, assessment, and evaluation of any technology proposal:

- accessibility
- compatibility
- innovation
- return on investment
- scalability
- security
- sustainability.

AIS meets with instructors to ensure that computer labs and classroom instructional software equipment and software are at the correct level of support for curriculum, teaching, and learning. Over time, MiraCosta has retrofitted all classrooms with technology enhancements,

adopting a baseline that includes a computer, ceiling-mounted data projector, switcher, powered ceiling speakers, screen, DVD/Blu-Ray, at least three data drops, wireless access point, telephone, and a storage rack. As part of the equipment replacement cycle and in conjunction with the classroom modernization project, the College is systematically replacing and upgrading technology in the classrooms, which now includes a document camera and replacing the data rack with a podium or desk to house the equipment. Before classrooms are upgraded, AIS consults with the faculty members who teach in them to ensure new and enhanced technology meets their pedagogical needs within budgetary guidelines. The AIS Department's technicians support classroom equipment at each site in addition to an emergency telephone number for off-hours support.

The College has provided for the management, maintenance, and operation of its technological infrastructure and equipment through the 24 hours per day, 7 days per week monitoring of the software, hardware, and network. Alerts are generated in case of malfunctions or resource unavailability. Hardware and software problems are tracked by HelpStar and Jira software to ensure problem tracking and resolution. A dedicated help desk for employees and another help desk specifically for students are available for users to obtain assistance and support. All hardware is on maintenance, and replacements are readily available, such as projectors and document cameras. All software is kept current with fixes and patches, and an annual budget of \$1.6 million ensures that equipment is replaced on a regular basis in accordance with the Equipment Replacement Plan ([III.C.1-2](#)).

Technology resources for distance education are included within the general procedures for decision making about the use and distribution of technology resources at MiraCosta. The online education program conducts its own program review, which includes an evaluation of the adequacy of facilities and technology resources and an opportunity to request new resources if needed ([III.C.2-2](#)).

In addition, the Academic Senate's MiraCosta Online Educators (MOE) Committee serves as a resource to the faculty director of Online Education, the AIS Department, the Instructional Services Division, the Student Services Division, and others on issues pertaining to online education as a separate mode of delivery with specific needs, including technology evaluation, planning, purchasing, and support ([II.A.7-4](#)). The MOE Committee regularly works with the Office of Online Education to pilot emerging technologies useful in distance education ([III.C.2-3](#)).

When developing and revising three-year plans for online education, the College forms a task force with broad faculty, staff, and administrative representation that is led by the faculty director of Online Education. The plans are routed for approval through the College's shared governance process, including the Academic Affairs Committee, the Academic Senate, the

Administrative Council, and the College Council. The Online Education Plan includes a review of the technology infrastructure and is written in concert with the three-year Technology Plan ([III.C.2-4](#)). The Online Education Plan identifies the implementation of technologies likely to support student success in online education as one action plan. This action plan includes one outcome that has an “ongoing” target date: MiraCosta online education technologies that are fully accessible and, to the greatest extent possible, mobile-friendly. It also has two outcomes with a target date of 2018: A course management system re-evaluation and a program supporting faculty in the use of open educational resources.

The course management system re-evaluation is already underway in spring 2016. The process is thoughtful and broadly inclusive of faculty, staff, administrators, and students to determine which course management system will best meet the strategic needs for online and face-to-face classes at MiraCosta for the next several years ([III.C.2-5](#)).

Analysis and Evaluation

The College continuously plans for, updates, and replaces technology to ensure a robust, current, sustainable, and secure technical infrastructure with quality and capacity that are adequate to support its mission, operations, programs, and services. The College prioritizes needs when making decisions about technology purchases through the BPC, which analyzes and prioritizes all technology requests and eventual funding.

The evidence above shows that MiraCosta College recognizes the importance and uniqueness of technology needs for distance education by integrating resource planning and allocation for distance education within the College’s standard planning processes.

The College meets Standard III.C.2.

Evidence

- I.B.8-2 Facilities Master Plan update, 2016
- II.A.7-4 MOE Charge and Composition
- III.B.2-1 Program Review Handbook, 2015-16
- III.B.2-10 Technology Plan, 2015-18
- III.C.1-2 Equipment Replacement Plan
- III.C.2-1 Technology Survey results
- III.C.2-2 Online Education Program Review example
- III.C.2-3 Online Ed Tech Pilots Webpage
- III.C.2-4 Online Education Plan, p. 15
- III.C.2-5 CMS Evaluation 2016 Webpage

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The AIS Department is entrusted to ensure that data is kept safe from corruption and that access to it is appropriately controlled and monitored, thereby ensuring privacy and protection of personal data. MiraCosta uses industry best practices, specifically the concept of defense in depth, to provide multiple layers of protection to District systems and services.

Security is the College's number one priority. All other technology standards depend on security being met first. In order to comply with state and federal legislation and regulation, as well as to protect the confidential and sensitive information of all of the College's stakeholders, AIS staff developed the Enterprise Information Security Plan, which contains a collection of policy statements and a description of the District's approach to information security ([II.B.4-4](#)). As delineated in the security plan, all users shall acknowledge that they have read, understand, and will comply with the Computer and Network Use administrative procedure (AP) ([III.C.3-1](#)). The user agrees to abide by the standards set forth in the procedure for the duration of his or her employment and/or enrollment and that violations of procedure may be subject to disciplinary action, including but not limited to loss of information-resources privileges, disciplinary suspension, termination from employment or expulsion, and civil or criminal legal action.

AP 6365 assures compliance with Section 508 of the Rehabilitation Act of 1973, as amended, that requires electronic and information technology developed, procured, used, or maintained by all agencies and departments of the federal government be accessible both to employees with disabilities and to members of the public with disabilities ([III.C.3-2](#)). In addition, AP 4105 specifically affirms the importance of each course offered via distance education, as well as all institutionally provided technology in support of distance education, meeting accessibility requirements in state and federal regulations ([IN-18](#)).

The College provides an appropriate system for reliability and emergency backup as outlined in the Disaster Recovery Plan ([III.C.3-3](#)). This plan documents a process and a set of procedures to recover and protect the information technology infrastructure in the event of a disaster and to help re-establish operations. The San Elijo Campus (SEC) data center is the backup site for the OC data center. Each data center has its own connection to the Cooperation for Education Network Initiatives in California (CENIC) for Internet access and spare server and storage capacity in addition to diesel motor generators to provide independent power. A second Internet connection at the SEC substantially improved the District's ability to quickly resume operations in the event of a disaster and the loss of the

OC data center. In addition, connections exist between District sites for additional redundancy and recoverability.

To meet disaster backup and recovery requirements, AIS backs up all District production data residing at the OC and SEC data centers with nightly differential backups and monthly full backups. Data is stored for a minimum of 30 days, and backup data is replicated between the two data centers for safe storage. Data stored in the Oracle PeopleSoft system is replicated nightly from the OC to the SEC data center.

Analysis and Evaluation

Through the implementation of BPs, Aps, and an extensive security and safety plan, the College assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. This includes maintaining appropriate backup and recovery systems. The College also provides reliable access for users who have entered into agreement in accordance with AP 3720 and ensures the security of personal information.

The College meets Standard III.C.3.

Evidence

- IN-18 AP 4105: Distance Education
- II.B.4-4 Enterprise Information Security Plan
- III.C.3-1 AP 3720: Computer and Network Use
- III.C.3-2 AP 6365: Contracts - Accessibility of Information Technology
- III.C.3-3 Disaster Recovery Plan

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College provides instruction and support in the effective use of technology in a number of ways. All classified staff are encouraged to participate in individual or group training opportunities using classified professional development funds, and on-demand customized training is provided by a full-time web developer, a full-time faculty technology specialist, and a full-time instructional assistant. Staff and faculty participate in regular trainings

afforded through the professional development “flex” week where workshops on topics such as Blackboard are offered. Additionally, faculty rely on tutorials, workshops, and individual support via email, by phone, and in person provided by the technology specialist, primarily in support of Blackboard. MiraCosta also contracts with AELearn, a third party technical support organization, to provide on-demand support for faculty using Moodle.

The Professional Development Program offers numerous workshops related to online education each year, with most occurring during the week prior to the beginning of the fall and spring semesters. Training in technologies supported or purchased by the District is available through online education workshops (offered in person as well as online), individual appointments with online education staff, and via the web from numerous sources. In addition, the Online Education Program and the Program for Online Teaching (POT) offer faculty-led workshops on effective pedagogical practice with both College-supported and emergent web technologies. Faculty attendance at the workshops offered through the Online Education Program from spring 2012 to fall 2015 totaled more than 1,460.

POT is a volunteer, faculty-led consortium composed of experienced online instructors, both full-time and associate (part-time), who focus on the development of teaching techniques appropriate to online, hybrid, and technology-enhanced environments and suitable for multiple subjects. Since 2005, POT has offered course design and online-teaching pedagogy professional-development opportunities for online instructors as flex activities through MiraCosta's Professional Development Program.

Both POT and the Office of Online Education offer a rich set of online resources for professional development. Blackboard tutorials are very popular for faculty looking to increase their facility with Blackboard for web-enhanced, hybrid, and online teaching. These include brief screencasts to help faculty solve problems quickly and learn new tools as well as extensive courses available within MiraCosta's Blackboard system. Recordings of previous onsite and online workshops are available, with details on how faculty can obtain flex credit for viewing them. The POT website is the primary source of tutorial support for faculty who choose to use Moodle. POT also offered a year-long certificate program in online teaching from 2008 to 2014 in which many full-time and associate faculty as well as faculty from other higher education institutions around the world participated ([III.C.4-1](#)). This program offered faculty an intensive experience in using online teaching tools, participating in web-based learning, and considering effective practices in online education.

The faculty director of Online Education and faculty technology specialist have offices in the Teaching/Technology Innovation Center (TIC). The TIC, housed in the Library and Information Hub on the OC, serves as an open lab and meeting space that is available to all faculty during business hours for planned and drop-in consultation and access to specialized

software and equipment, such as PC and Macintosh computers, flatbed scanners, digital video editing facilities, and offices of the faculty technology specialist and faculty director for Online Education. Additionally, the TIC includes a technology-enhanced classroom with a data projector and other media equipment. At the SEC Library and Information Hub, the Teacher Learning Center (TLC) offers PC and Macintosh computers, a flatbed scanner, and training staff available by appointment.

In addition, the MOE Committee regularly discusses training and support needs specific to online education. The annual Online Education Department program review also considers various data sources and institutional planning documents to make recommendations and set goals for the coming year related to training and support. The most recent program review documents a case for adding an instructional designer position to the Online Education Department to better support faculty in the design, development, and delivery of classes that use online education technologies. The department has run pilot programs of providing instructional design support to faculty through internships for San Diego State University graduate students in learning design and technology during 2014/15 and 2015/16, and the data being gathered is helping to build this case.

Finally, the Online Education website includes many resources to aid faculty in their use of online education technologies ([I.C.1-5](#)). These include recordings of online workshops, updated news and tutorials on College-supported technologies for teaching and learning online, and links to external support resources. The site emphasizes the most widely used online education system, Blackboard, with numerous tutorials for faculty looking to increase their facility with Blackboard for web-enhanced, hybrid, and online teaching. In January 2014, POT and MiraCosta's Online Education Program held a collaborative workshop that provided an overview of the many professional learning opportunities available to faculty interested in teaching online. In addition to the overview, participants engaged in an informal needs analysis related to offering additional training in online education technologies and pedagogies.

To assist students, every open lab is staffed with an instructional assistant as well as one to five trained student workers whose responsibilities include answering questions about using the 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 the OC and SEC.

Just-in-time training and support for students is provided for SURF, MiraCosta's online application and enrollment system. For students located on campus, SURF assistants are provided at the OC and SEC Admissions and 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 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 help desk provides support via phone, email, and web chat Mondays through Thursdays from 8 a.m. to 9 p.m., Fridays from 8 a.m. to 4:30 p.m., and Saturdays from 9 a.m. to 1 p.m.

To assess support needs for distance education, the Office of Online Education conducted a survey of MiraCosta students taking distance education classes in 2012 and coordinated the participation of MiraCosta students in a California Community Colleges Chancellor's Office survey of distance education in 2013. Based on available survey results, the College found that students highly value the opportunity to take classes online, they recognize the challenges associated with taking classes online and value support, and they affirmed the importance of adding online tutoring and a student orientation to online learning ([III.C.4-2](#); [II.A.1-8](#)). These results led to the development of the Student Orientation to Online Learning (SOOL) in fall 2013. The SOOL was developed and piloted with a small group of students in fall 2013. It is offered both online and in person and includes information on habits and discipline of successful online students, information about MiraCosta resources providing online student support, and training and experience in using Blackboard. Students attending the SOOL continue to provide feedback used to refine the training ([III.C.4-3](#)). Through spring 2016, more than 1,200 students have participated in the SOOL. The AIS Department also provides Blackboard trainings each semester for all students.

The District takes advantage of workflow capabilities built into the PeopleSoft Financials ERP system, allowing budget managers and administrators to track and approve a purchase requisition for goods and services as it navigates through the multistep approval process on its way to become a purchase order. Conversely, AIS programming staff developed a similar workflow process using Microsoft's SharePoint Portal that tracks personnel requisitions from the originating department through multipoint approvals, including directors, deans, vice president, Fiscal Services, and finally in Human Resources for recruitment. Employees are given instruction and support in how to initiate and approve personnel requisitions in the portal. Videos are available, and Human Resources staff regularly assist those submitting personnel requisitions to explain the timeline for approvals and use of the system.

Analysis and Evaluation

The College is committed to providing appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. 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 also available throughout the academic year with a concentration of offerings during flex week prior to the first day of each semester.

Students are able to access instructional aides in all computer labs to receive assistance on using specific software directly related to their course and curriculum, such as Photoshop, CAD, Final Cut Pro, SPSS, and others. In addition, online orientations have been developed and just-in-time training is available for use of the SURF online enrollment and student information management system.

The College meets Standard III.C.4

Evidence

- I.C.1-5 Online Education Webpage
- II.A.1-8 Comparison Summary of 2012 and 2013 DE Surveys
- III.C.4-1 Online Teaching Certificate Program
- III.C.4-2 DE Survey Highlights, 2012 and 2013
- III.C.4-3 Student Orientation to Online Learning (SOOL) Feedback Data

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

MiraCosta has implemented policies and procedures to ensure the reliable, equitable, safe, and appropriate use of technology in teaching and learning processes. Per AP 4041, AIS facilitates technology-enhanced learning in all learning environments, both physical and virtual ([III.C.5-1](#)). AP 4042 provides for appropriate and adequate support services with the Math Learning Center, Tutoring and Academic Support Center, and Writing Center ([III.C.5-2](#)). AP 4105 outlines the requirements for instructors involved in distance education to ensure regular effective contact with students, create an environment of academic integrity, uphold institutional procedures to authenticate students, and meet accessibility requirements ([IN-18](#)). Faculty and students will continue to look to the College to respond to innovations in technology-enhanced education, such as e-books and other publisher resources, open educational resources, digital video, rich synchronous communication tools, online collaboration tools, response systems, and social networking.

The College follows BP 3720, AP 3720, and AP 3725 to guide employees in the proper use of District-owned hardware and software, as well as access and dissemination of data with respect for data security, privacy, and Federal Family Educational Rights and Privacy Act (FERPA) requirements, thus ensuring sound decisions about the use and distribution of the District's technology resources ([III.C.5-3](#); [III.C.3-1](#); [III.C.5-4](#)).

In addition, a number of College plans provide for a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering distance education courses and programs. The Disaster Recovery Plan assures continuous operation; the Equipment Replacement Plan ensures equipment and software are under maintenance and scheduled for replacement ([III.C.3-3](#); [III.C.1-2](#)). The Online Education Plan is the product of a collaborative process involving many faculty, staff, and administrators. It addresses not only the continued growth of online course offerings but also the development of fully online degrees and certificates as well as the student services required to support student success in the online environment ([III.B.2-9](#)). The plan advocates for the integration of online education into College planning, decision making, and budgeting processes.

Analysis and Evaluation

The College's established policies and procedures, along with a number of related planning documents, guide the appropriate provision and use of technology in the teaching and learning process.

The College meets Standard III.C.5.

Evidence

- IN-18 AP 4105: Distance Education
- III.B.2-9 Online Education Plan, 2015-18
- III.C.1-2 Equipment Replacement Plan
- III.C.3-1 AP 3720: Computer and Network Use
- III.C.3-3 Disaster Recovery Plan
- III.C.5-1 AP 4041: Technology-Enhanced Learning
- III.C.5-2 AP 4042: Instructional Learning Support Services
- III.C.5-3 BP 3720: Computer and Network Use
- III.C.5-4 AP 3725: Establishing and Maintaining Web Accessibility

III.D Financial Resources

Planning

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

MiraCosta College receives an allocation from property taxes, student fees, state apportionment, and other local sources that supports student learning programs and services. The College allocates funds for administration, maintenance, and operations, and MiraCosta accomplishes its annual goals within its budget allocation each year ([III.D.1-1](#)).

The College has an established process to allocate resources and, through program review, to request additional resources. All requests for additional resources must be made as part of the program review process in order for them to be considered for funding. Resource requests from program review are made in four categories—staffing, facilities, equipment and supplies, and technology requests. The new baccalaureate program in biomanufacturing that will begin in fall 2017 has been granted an initial start-up budget that will fund faculty, equipment/facilities, and other operating expenses. Additional budget allocation for the program will be assessed through the program review process.

The College's Budget and Planning Committee (BPC) developed a process for prioritizing resource requests by each of the four categories, which includes a scoring rubric to measure the merits of each request ([III.D.1-2](#)). The components of the resource request scoring rubric are institutional goal alignment, outcomes/strategic plan objectives alignment, and implementation and assessment. Subcommittees organized by the four categories rank the resource requests. After an initial ranking, a discussion aiming to integrate the planning and resource request ensues, and a final integrated recommendation is developed and forwarded to the superintendent/president ([I.A.3-9](#); [I.A.3-8](#)).

The College has a transparent budgeting process. The board of trustees (BOT) and BPC receive budget information related to current expenditures, goals, and directions on the upcoming budget year and the tentative and final budgets throughout the year. Additionally, a five-year budget projection is presented annually to the BPC and BOT.

Analysis and Evaluation

The College has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services that improve the student outcomes for institutional effectiveness as evidenced by the annual revenues and the fund reserve balances over the last five years. The College demonstrates sound financial planning and execution annually through meeting its annual goals within the budget. MiraCosta has been making strides annually on the allocation of resources through its program review process, and improvements are incorporated annually based on an evaluation of the program review and resource allocation process. Over the past program review cycle, the College funded each category of requests—staffing, facilities, equipment and supplies, and technology.

The Legislative Analyst’s Office future projection of five to six percent property revenue growth on average in California is expected to continue to provide sufficient resources in the foreseeable future. This resource supports the development, maintenance, allocation and reallocation, and enhancement of programs and services as outlined in the Comprehensive Master Plan. The BPC process ensures that resource allocations will meet and sustain student enrollment. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability; financial statements over the last five years show stable fund reserve balances despite economic fluctuations. Fiscal matters are shared in committee, council, and BOT meetings.

The College meets Standard III.D.1 and Eligibility Requirement 18.

Evidence

- I.A.3-8 Superintendent/President’s Funding Announcement, 5-24-16
- I.A.3-9 BPC Recommendations, 2015-16
- III.D.1-1 Budget Book, 2015/16
- III.D.1-2 BPC Scoring Rubric

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. Each year when the annual fiscal planning process begins, the BOT reviews MiraCosta's mission and goals, which are posted on the College website ([III.D.2-1](#)). As departments are issued their respective developmental budget worksheets, they are instructed to review the mission and goals when developing their budgets ([III.D.2-2](#)). The BOT identifies goals/directions each year ([III.D.2-3](#)).

The institution develops priorities among competing needs so that it can predict future funding. These priorities are established at the beginning of the year and expressed in the BOT budget priorities that include enrollment, staffing, facilities, technology, retiree benefits contribution, and debt obligations ([III.D.2-4](#)).

Institutional plans, including the Strategic Plan, annual plans resulting from program reviews, Staffing Plan, Facilities Plan, Technology Plan, and Equipment and Supplies Plan, are clearly linked to financial plans, both short-term and long-range. Also, the financial planning process relies primarily on these institutional plans for content and timelines. Institutional plans are integrated through discussions of the executive management team (the superintendent/president and three vice presidents) and in BPC meetings.

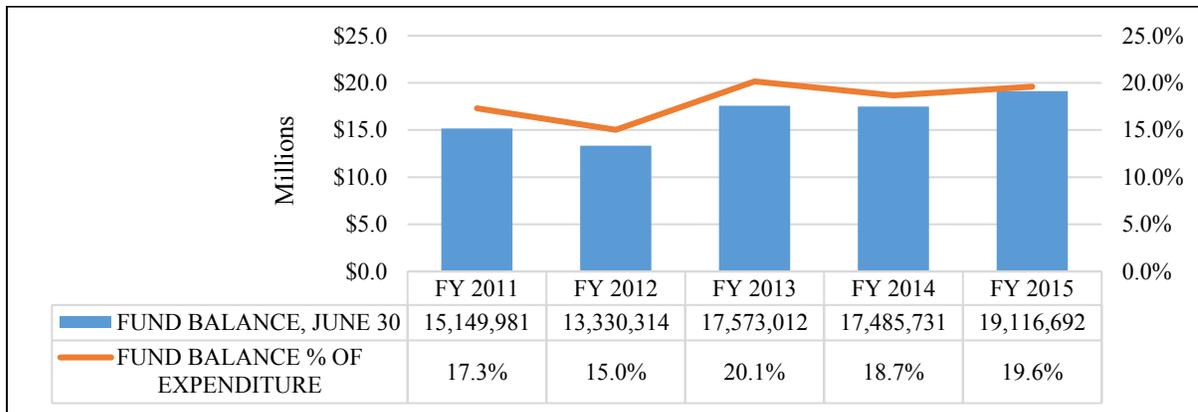
Past fiscal expenditures that have supported achievement of institutional plans include the following:

1. **Staffing:** Increase full-time faculty staffing to achieve objectives in enrollment, programs and services in support of student success.
2. **Facilities:** Invest in capital improvement projects to enhance learning experience for students that include environmentally sustainable initiatives.
3. **Technology:** Maintain and augment services.
4. **Retiree's Health Plan GASB 45:** Make progress on fully funding retiree's health benefits liability obligations by 2020. The District invested an additional \$1.5 million in fiscal year 2014/15, which resulted in an 86 percent funded ratio in the Retiree's Trust fund ([III.D.2-5](#)).

The College has policies and procedures to ensure sound financial practices and financial stability. Board policies (BPs) and administrative procedures (APs) on financial practices and financial stability are posted on the BOT webpage on the College website. These include the budget preparation, budget management, and fiscal management policies and procedures ([I.A.3-13](#); [III.D.2-6](#); [III.D.2-7](#); [I.A.3-14](#); [III.D.2-8](#); [III.D.2-9](#)).

The institution receives a majority of its revenues from property taxes. The District received in 2014/15, \$99.2 million in unrestricted general funds revenue, where the majority, \$83.1 million (84 percent), was from property taxes ([III.D.2-10](#), see section 1). According to the November 2015 Legislative Analyst’s Office Fiscal Outlook, the statewide average for assessed property values is projected to increase 6.3 percent in 2016/17 and will grow approximately 5 percent each year through 2019/20. This will result in property tax revenue growth of 7.8 percent in 2016/17, 5.9 percent (2017/18), 4.3 percent (2018/19), and 4.4 percent (2019/20) ([III.D.2-11](#), see section 1).

In analyzing and evaluating the College’s financial practices, the ending balance of unrestricted funds for MiraCosta’s immediate past three years is \$17.6 million, \$17.5 million, and \$19.1 million, ranging from 18.7 to 20.1 percent of unrestricted general fund expenditures ([III.D.2-12](#)). These amounts are sufficient to maintain reserves needed for emergencies.



Source: PeopleSoft ERP.

Figure 47. MCCD General Fund Balance - Unrestricted

For its insurance needs, the College has sufficient reserves in Fund 61 to handle financial emergencies; the reserve balance was \$227,000 in fiscal year 2015 ([III.D.2-13](#)). The College expects the fund reserves along with the contingent budget to be higher than \$175 thousand each subsequent year through fund transfers from the general fund. The District has sufficient insurance to covers its needs.

The College provides insurance coverage, with standard exclusions, for the loss or damage to all real and personal property. MiraCosta also

- insures the College and employees for commercial general liability;
- provides directors and officers liability on behalf of all board members;
- covers damages to persons or property due to the College's sole or active negligence; and
- insures the District against losses due to crime, injury, or death.

Insurance becomes operative when the loss and damage exceed an amount stipulated in the policies ([III.D.2-14](#)). The College is self-funded to cover insurance policy deductibles and claims outside of existing insurance policies; annual expenditures range between \$15,000 and \$40,000.

Appropriate financial information is disseminated throughout the institution in a timely manner. The BOT receives information about fiscal planning that demonstrates its links to institutional planning during general business sessions and in workshops. Other institutional leaders receive information through various electronic communications. "nVision" reports also provide instant access to appropriate budget information for institutional leaders and other constituencies with budget responsibility.

Analysis and Evaluation

MiraCosta's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The College has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. The evidence described above illustrates that the College follows the directions and priorities set by the BOT during the budget cycle. The goals and directions set in the 2015/16 budget, such as staffing, GASB 45 obligations, facilities' improvements, were executed as planned and communicated throughout the institution at committee and BOT meetings. Additionally, the College has sufficient insurance to meet its needs of ensuring sound financial practices and financial stability.

As the College develops priorities among competing needs so that it can predict future funding, College plans are linked clearly to financial plans, both short-term and long-range. Examples of integration include financial implications of the short- and long-term staffing plans that are reflected in the short-term and long-range financial plans ([III.D.2-15](#)).

The College has consistently disseminated financial information throughout the College in a timely manner through BOT updates, BPC updates, and various electronic communications.

The College meets Standard III.D.2.

Evidence

- I.A.3-13 BP 6200: Budget Preparation
- I.A.3-14 AP 6250: Budget Management
- III.D.2-1 Mission and Institutional Goals
- III.D.2-2 Budget Development Instructions
- III.D.2-3 Budget Book 2015/16, p. 7
- III.D.2-4 Budget Book 2015/16, p. 8
- III.D.2-5 Actuarial Report, 2015, page 5
- III.D.2-6 AP 6200: Budget Preparation
- III.D.2-7 BP 6250: Budget Management
- III.D.2-8 BP 6300: Fiscal Management
- III.D.2-9 AP 6300: Fiscal Management
- III.D.2-10 Budget Book, 2015/16, p. 41
- III.D.2-11 Legislative Analyst's Office Fiscal Outlook, pp. 25-26, Section 1
- III.D.2-12 Budget Book, 2015/16, p. 35
- III.D.2-13 Budget Book, 2015/16, p. 47
- III.D.2-14 AP 6540: Insurance
- III.D.2-15 5-Year Financial Plan, Budget Book, 2015/16, pp. 57-59

III.D.3 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.

Evidence of Meeting the Standard

The processes for financial planning and budget development are specified in BP/AP6200-Budget Preparation ([I.A.3-13](#); [III.D.2-6](#)) and the annual budget calendar ([III.D.3-1](#)). The College's mission and goals, the state's budget assumptions, local property tax revenue assumptions, and BOT directives are used to guide the development of the annual budget. Budgets are recorded in the District's Enterprise Resource Planning (ERP) system, which is accessible to all employees. Standard departmental budget reports (downloaded nightly in excel format) are available to budget managers to enable College constituents to manage their budget on an on-going basis ([III.D.3-2](#)). The following mechanisms or processes are used to ensure that there is constituent participation in financial planning and budget development.

- **Budget and Planning Committee:** BPC has developed the resource allocation process that is the mechanism to ensure there is participation in financial planning and budget development. A BPC subcommittee reviews assumptions, plans, and makes recommendations on planning and budget to the BPC. The BPC, in return, makes a recommendation to the vice president of Business and Administrative Services (BAS) and then to the superintendent/president for consideration ([III.D.3-3](#)).
- **Program Review Process:** BPC reviews, analyzes, and prioritizes program review action plans that are prepared by programs and makes recommendations that are presented to College constituents in council and governance meetings before being incorporated into the budget ([III.D.3-4](#)).
- **Departmental Budget Development:** As the College begins to develop the budget, Fiscal Services distributes worksheets throughout the College. Budget development instructions provided to budget managers incorporate planning principles ([III.D.2-2](#)). The department budget managers complete their department budget worksheets and submit them to the Office of Fiscal Services. Fiscal Services then updates the budget planning system to consolidate all budget inputs and presents the final version to the BPC for its review and feedback. The proposed budget is then routed to other governance committees as information.

The process also includes conducting workshops with the BOT ([III.D.3-5](#)) and BPC ([III.D.3-6](#)), as well as the development of tentative and final budgets. The final budget, once developed, is published and shared with the College community ([I.A.3-8](#)).

Analysis and Evaluation

The institution has clearly defined processes and guidelines for financial planning and budget development. These processes are communicated to College constituents through board meetings, council meetings, and governance meetings.

The annual program review process allows departments on campus an opportunity to develop action plans and request resources. Department managers are included in the preparation of budget worksheets. Constituent groups on campus also have the opportunity to participate in the development of institutional plans and budgets through participation in committees.

The College budgeting process has earned the prestigious Government Finance Officers Association of the United States and Canada Distinguished Budget Presentation Award for 2015 and 2016, which is the highest award in governmental budgeting. The award reflects the commitment of the BOT and staff to meeting the highest principles of governmental budgeting.

The College meets Standard III.D.3.

Evidence

- I.A.3-8 Superintendent/President's Funding Announcement, 5-24-16
- I.A.3-13 BP 6200: Budget Preparation
- III.D.2-2 Budget Development Instructions
- III.D.2-6 AP 6200: Budget Preparation
- III.D.3-1 Annual Calendar, Budget Book, 2015
- III.D.3-2 nVision report sample
- III.D.3-3 Resource Allocation Process, BPC agenda and minutes, 8-21-15
- III.D.3-4 Program Review Prioritization Flow and Minutes
- III.D.3-5 Preliminary Budget Presentation, BOT minutes, 2-20-16
- III.D.3-6 BPC Agenda and Presentation, 8-21-15

Fiscal responsibility and stability

III.D.4 Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Individuals involved in institutional planning include, but are not limited to, the BOT, the executive management team (EMT), the BPC, and other College members. In planning for an upcoming budget year, the BOT and BPC participate in a budget workshop that includes a review of the year-to-date performance including estimated fund balance amounts, and a discussion of the Governor's January Proposal and BOT budget directions ([III.D.3-5](#)).

In addition, the EMT compiles, integrates, and further prioritizes College-wide needs as identified through the program review process for each division. These priorities are all considered through the lens of the annual budget, an assessment of financial resource availability, the development of financial resources, partnerships, and ongoing and anticipated expenditure requirements as identified in the Five-Year Financial Plan ([III.D.2-15](#)). These College-wide integrated priorities are submitted to the BPC for its consideration, and the committee in turn forwards integrated planning recommendations to the vice president of BAS. These recommendations are of two types: (1) those to fund plans beginning July 1 of the upcoming budget year; and (2) those to fund plans later in the fall semester after an assessment of the final budget resource availability has been identified in

August/September. These integrated planning recommendations are then presented to the superintendent/president.

The College assesses resource availability through grants and partnerships in order to maximize service to students. Moreover, before applying for grants or entering partnerships, the institution's "intent to apply" process realistically assesses the matching requirements, staffing/facility needs, and other commitments. Grants are routed through appropriate levels of administration, including the BPC ([III.D.4-1](#)). In this way, the College is aware of its expenditure requirements and engages in responsible and stable fiscal practices.

Analysis and Evaluation

The EMT and BPC review program review requests ranked by divisional councils and develop priorities that are consistent with institutional plans (annual, long-range staffing, facilities, equipment and supplies, and technology plans). The plans themselves are developed based on a realistic assessment of financial resources, partnerships, and expenditure requirements. Decisions are made on available resources in the general fund as well as anticipated restricted funds. For example, in assessing financial resource availability for the upcoming year, the 5-Year Financial Plan includes current and estimated fund balance amounts based on (1) the development of financial resources, such as local property taxes and the reduction of Prop 30 revenues; and (2) expenditure requirements, such as increased STRS/PERS retirement contributions, and plans to fully fund GASB 45 retirement benefits. The College finalizes its institutional planning in August/September after the revenues and expenditures have been determined for the final budget.

The College meets Standard III.D.4.

Evidence

- III.D.2-15 5-Year Financial Plan, Budget Book, 2015/16, pp. 57-59
- III.D.3-5 Preliminary Budget Presentation, BOT minutes, 2-20-16
- III.D.4-1 Grant-Contract Summary Form

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College's internal control system components include separation of duties, accountability, security of assets, and reconciliation. For separation of duties, the College has different people and departments assigned to approve purchases (originating department and Purchasing Department), receive materials ordered (Receiving Department), approve invoices for payment (Accounts Payable), and review and reconcile financial records (Accounting Department). For accountability, the College authorizes, reviews, and approves invoices for payment based on signed agreements, contract terms, and purchase orders. For reconciliation, the College confirms approved purchases are being billed correctly.

The institution undergoes annual audits that begin in late spring and are completed in the fall. The summary of the Auditor's Result for Financial Statements and Federal Awards show that MiraCosta met internal controls over financial reporting, and no deficiencies were reported ([III.D.5-1](#); [III.D.5-2](#); [III.D.5-3](#)). The final audit is presented to the BOT in January each year ([III.D.5-4](#)). Audit findings are communicated to appropriate institutional leadership and constituents at the BOT meetings and are posted online ([III.D.5-5](#)).

In addition to the required annual audits, the College completed two audit projects in fiscal year 2015/16 as part of MiraCosta's institutional goal to "[m]aintain a system of internal controls that results in unqualified audits" (Institutional Goal IV.2). The first project was to establish procedures to internally evaluate internal controls within a department ([III.D.5-6](#)). A third party consultant performed the audit in the Financial Aid Office; the consultant's evaluation recommended audit procedural steps whereby the department would use the "audit checklist" to perform future regular internal audits ([III.D.5-7](#)). Phase II of the internal audit project was to review the Admissions and Records (A&R) Office in fiscal year 2015/16 and recommend any internal audit procedures for the office.

The second audit performed was a cash-handling audit to review and audit cash-handling locations at all three campuses ([III.D.5-8](#)). That audit included recommendations that would strengthen internal controls in the cash collection process. The District will review the findings and develop plans to address areas of improvements in fiscal year 2016/17 and beyond.

Reviews of the College's fiscal planning processes are discussed at BOT and BPC meetings. In addition to the required annual audits, the College conducts other internal control audits to evaluate the College's financial management practices and uses the results to improve internal control.

Analysis and Evaluation

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms with different people and departments approving purchases, receiving order materials, approving invoices for payment, and reviewing and reconciling financial records. The College verifies receipt of goods and services to contracts/purchase orders and invoice information. The College reviews vendor invoices for accuracy by comparing charges to purchase orders. The College widely disseminates dependable and timely information for sound financial decision making. The annual audits for the past five years found no deficiencies or material weaknesses; the District met all audit compliances. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

As mentioned in Standard III.D.3, for two years running, the College has been awarded the Government Finance Officers Association Distinguished Budget Presentation Award. The award is the highest form of recognition in governmental budgeting. The award reflects the commitment of the BOT and staff to meeting the highest principles in governmental budgeting. In order to receive the budget award, the College had to satisfy nationally recognized guidelines for effective budget presentation. These guidelines are designed to assess how well the College's budget serves as a policy document, a financial plan, an operations guide, and a communication device ([III.D.5-9](#)).

The College meets Standard III.D.5.

Evidence

- III.D.5-1 Audit Report, 2013, p. 58
- III.D.5-2 Audit Report, 2014, p. 73
- III.D.5-3 Audit Report, 2015, P. 86
- III.D.5-4 Audit Presentation, BOT Minutes, 1-20-16
- III.D.5-5 Audit Report, 2014
- III.D.5-6 Engagement Letter for Financial Aid Office
- III.D.5-7 Internal Audit Memo
- III.D.5-8 Cash Handling Audit memo
- III.D.5-9 GFOA Distinguished Budget Presentation Award, 2-17-16

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College's financial documents are presented in the annual Budget Book ([III.D.1-1](#)), the annual Financial Audit ([III.D.5-5](#)), and regularly to the BOT and BPC. Financial audits include an opinion of the financial statements and whether they fairly represent, in all material respects, the financial position of the College. The summary of the auditor's result for Financial Statements and Federal Awards shows that the College met internal controls over financial reporting, and no deficiencies were reported ([III.D.6-1](#)). Audit results are communicated to appropriate institutional leadership and constituents in writing and at BOT meetings, and they are posted on the College website.

College funding allocations are expected to realistically achieve the institution's stated goals in support of student learning programs and services. To help address this, the budget development process includes department budget managers, deans, vice presidents, and their support staff. The Fiscal Department presents the summary budget schedules to BPC members and the Administrative Council prior to discussion at BOT meeting workshops. The BPC is also informed of any updates that occur in the budget throughout the year ([III.D.6-2](#)).

Analysis and Evaluation

The College's financial documents are the reflection of a budget development process that includes the institution's departments, governance groups, and the BOT. By involving the constituents in the program review and resource allocation process, the final budget ensures appropriate use of financial resources to support student learning programs and services.

A high degree of credibility and accuracy is reflected in each auditor's opinion, which indicates that the financial statements present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate remaining fund information of the District, and there have been no findings in the past five years (beginning June 30, 2010).

The College meets Standard III.D.6.

Evidence

- III.D.1-1 Budget Book, 2015/16
- III.D.5-5 Audit Report, 2014
- III.D.6-1 Audit report, 2010, pp. 66-72

III.D.6-2 311Q, BPC agenda, 5-20-16

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The College regularly evaluates its financial and internal control systems for validity and effectiveness, and the results of this assessment are used for improvement. There have been no findings in the last five years of audits, and one minor finding in 2010, which was corrected the following year. Audit reports are available on the College website ([III.D.7-1](#)). The College moved quickly to address audit exceptions and management advice from the 2010 external audit by updating the load banking practices to comply with IRS regulations and the California Budget and Accounting Manual; the College has not had an audit exception since ([III.D.6-1](#)). The results of audits are shared College wide and with the BOT.

Analysis and Evaluation

The College undergoes an external audit annually. If the audit lists any findings, the College will take corrective action. However, the College has not had any findings in the last five years of audits, and one minor finding in 2010 was addressed in a timely fashion the following year. Results of audits are shared with the BOT and in College-wide communications and press releases.

The College meets Standard III.D.7.

Evidence

III.D.6-1 Audit report, 2010, pp. 66-72

III.D.7-1 Audit Reports, Business and Administrative Services Webpage

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

MiraCosta reviews its internal control systems on a regular basis according to Board Policy 6400 ([III.D.8-1](#)) and Administrative Procedure 6400 ([III.D.8-2](#)). The College's external

auditing firm tests internal control processes and procedures as part of its annual audit ([III.D.8-3](#); [III.D.8-4](#)). Prior year findings and/or recommendations, along with the College's response(s), are included in the firm's audits. The institution responds to internal control deficiencies identified in the annual audit in a timely manner. As mentioned in section III.D.7, the last time MiraCosta had an audit exception was in 2010; the audit exception was corrected the following year. The institution has not received any audit findings or negative reviews during the last five years.

Expenditures were made for various funds, such as the Student Equity fund ([IN-1](#)) and the 2015 Lease Revenue Bond fund ([III.D.8-5](#)). The 2015 Lease Revenue Bond was issued in February 2015 for capital project improvements to be used within three years. The budget manager reviews and approves all expenses in accordance with expenditure guidelines. The Fiscal Services Department monitors all expenses and revenues.

Special fund expenditures are made according to strict guidelines of the project, which includes written preapproval by the funding agency. The budget manager reviews and approves all expenses in accordance with project guidelines. The Fiscal Services Department effectively monitors all expenses and revenues. In February 2015, the College obtained a lease revenue bond for capital project improvements. The College's spending plan for the use of these funds abides by the terms of the lease revenue bond contract and is consistent with regulatory and legal restrictions.

The College's special funds are audited or reviewed by funding agencies regularly. These audits are done in accordance with each agency's guidelines and policies. Examples of audits that have been conducted and reviewed on various special funds to help provide oversight of financial aid, grants, and externally funded programs in accordance with each agency's guidelines and policies include the following:

North San Diego SBDC, October 1, 2014
Marquise Jackson, Associate Director
San Diego & Imperial SBDC Network

The results: There were no findings after review of the North San Diego SBDC. Trade Adjustment Assistance Community College and Career Training
May 12–13, 2015, Tarah Holt, Federal Project Officer
U.S. Department of Labor, Employment and Training Administration

The results: An Implementation Plan and a modification to the Project Work Plan were completed, submitted, and approved. Fiscal staff received additional training or the submittal of quarterly financial reports.

Perkins IV, Title I, Part C
October 15, 2014
Carol Jong, Career Education Practices Specialist
California Community Colleges Chancellor's Office

The results: Forms Section I, Part F were not available at the time of the visit. These forms were emailed to the auditor within a few days of the visit. Although inventory tags were found to be consistent and rigorous, it was suggested, but not required, to use permanently affixed inventory tags when identifying grant purchased items. MiraCosta has incorporated the practice of utilizing permanent inventory tags.

The College conducts operational audits of different departments to further reduce risk associated with internal control, processes, and procedures. These include Fiscal Services Internal Control, Financial Aid, and Admissions and Records ([III.D.8-6](#)).

Analysis and Evaluation

The College regularly evaluates its financial and internal control systems for validity and effectiveness. Evaluation occurs through audits by external agencies and internal operational audits. The results of these assessments are used for improvement.

The College meets Standard III.D.8.

Evidence

- IN-1 Student Equity Plan, 2015-2018
- III.D.8-1 BP 6400: Financial Audits
- III.D.8-2 AP 6400: Financial Audits
- III.D.8-3 TAA Audit Report
- III.D.8-4 SBDC Audit Report
- III.D.8-5 LRB Contract
- III.D.8-6 VLS audits

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District has a strong financial position. The BOT reviews and adopts the District's Final Budget every September ([III.D.1-1](#)). Strong fiscal controls, coupled with an improved state

economy and prudent budgeting and fiscal management, have left the District in a healthy financial condition. The District’s financial position and its planning activities to maintain financial stability are described in the annual budget. The District issued \$7 million in tax and revenue anticipation notes in 2011, \$10 million in 2012, \$8 million in 2013, and \$5 million in 2014 to provide operating cash for working capital expenditures prior to receipt of anticipated tax payments and other revenue. From 2011 to 2014, the College paid \$30 million in principal and \$278,661 in interest payments. The College has not issued a tax and revenue anticipation note since 2014. Current cash flow projections indicate the College will not need to issue a tax and revenue anticipation note in the near future.

The College’s reserve levels have been stable in recent years. Each year, the BOT, the BPC, and the EMT review reserve levels as part of the planning process to ensure financial stability for the College.

Table 38. MiraCosta College Reserves

General Fund Unrestricted	2015/16 Budget	2014/15 Actual
Revenues	\$109,395,263	\$99,186,068
Expenditures	\$110,932,892	\$97,572,563
Ending Balance	\$17,589,063	\$19,116,692
General Fund Restricted		
Restricted Revenues	\$14,783,338	\$12,511,060
Restricted Expenditures	\$15,985,661	\$12,383,346
Ending Balance, June 30	467,806	\$1,670,128

Source: PeopleSoft Financials Data as of December 21, 2015.

The final budget includes a general reserve to ensure that the District will be in a positive cash position at the end of the fiscal year. The budget also includes a contingency reserve for economic uncertainties to cover (1) unanticipated emergencies; (2) unanticipated declines in property tax revenues or other sources of funds; and (3) additional program development activities not considered prior to budget adoption.

Prior to 2016, the College maintained a general reserve of 5 percent and a contingency reserve of 3 percent for a total of 8 percent of the unrestricted general fund expenditure. In fiscal year 2015/16, the College increased the contingency reserve to 5 percent for a total of 10 percent of the unrestricted general fund expenditures ([III.D.9-1](#)). For 2015/16, the College’s total reserve fund balance is projected to be \$17,589,063, or 15.9 percent of the expenditure budget. Based upon all of this, AP 6305 set a minimum reserve that exceeds the California State minimum requirement of 5 percent, and the 2014/15 ending reserve

exceeded the minimum amount specified in AP 6305, indicating the College is prepared for financial emergencies.

Adequate property and liability insurance protects the District from unexpected costs due to property loss or legal action. The District has property and liability insurance, per occurrence, up to \$500 million and \$55 million, respectively. The District's property deductible is \$10,000 per occurrence, and the San Diego County Office of Education Joint Powers Authority (JPA) liability self-insurance retention is \$500,000 per occurrence. Trustees are covered by the District's liability insurance as noted on the insurance schedule under Commercial General Liability ([III.D.9-2](#)).

The District is self-insured for up to the statutory limits for each workers' compensation claim, \$55 million per employment practices claim, and \$55 million for each general liability claim. The District maintains Workers' Compensation insurance coverage through Am Trust/WESCO, with an excess workers' compensation policy underwritten by Safety National. For the year ending June 30, 2015, the District made total premium payments of approximately \$355,452 for general liability and property claims. The director of Risk Management reports all claims against the District for damages or injuries to the vice president of Business and Administrative Services and administered by the District's legal counsel or with the JPA.

When necessary, the College has demonstrated the ability to implement contingency plans to meet financial emergencies and unforeseen occurrences. As evidence of being prepared for financial challenges caused by the recession, reserves were strategically spent to keep course offerings and continue to serve students. Thus, since 2010/11, the lowest recorded ending balance reserve has been \$13.3 million, or 15 percent of expenditures for 2011/12.

Analysis and Evaluation

The College has sufficient cash flow and reserves to maintain stability as evidenced by the reserve amounts for the past six years. The College has also implemented a combination of effective risk management strategies by transferring, accepting, and mitigating risk as appropriate. The College has been effective at implementing contingency plans to meet financial emergencies and unforeseen occurrences as evidenced by the College keeping course offerings and continuing to serve students while maintaining sufficient reserves. The five-year financial plan takes into account short-term and long-range plans and provides projections of having adequate reserves.

The College meets Standard III.D.9.

Evidence

- III.D.1-1 Budget Book, 2015/16
- III.D.9-1 AP 6305: Reserves
- III.D.9-2 Schedule of Insurance Coverage

III.D.10 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.

Evidence of Meeting the Standard

The District provides effective oversight of finances by monitoring and providing financial reports to the budget managers who manage their respective funding sources. The institution ensures that it assesses its use of financial resources systematically and effectively through the segregation of funding sources and bank accounts and via quarterly reports to the BOT ([III.D.10-1](#)). Systematic controls are in place in the ERP system to allow commitment of expenses up to the budget level by object codes.

The District also provides oversight in compliance with asset management policies and procedures, regulations, and any contractual and funding requirements. The Purchasing Department procures goods and services. All contracts are reviewed to ensure they are in the District's best interest in accordance with College policies and procedures related to procurement.

MiraCosta ensures compliance with federal Title IV rules and regulations by reviewing and updating relevant policies, procedures, and business practices. Recent annual audits for OMB Circular A-133 for the past several years demonstrates this by showing "no findings" ([III.D.10-2](#); [III.D.5-3](#)). The institution maintains a contract and relationship with Higher One, a third party service for financial aid disbursement, and makes changes as needed based on students' best interest or changes in regulation, as required by Accreditation Standards.

The College is in the process of changing the current contract to comply with new federal law that will go into effect on July 1, 2016. In addition, MiraCosta recently developed an internal audit process to further promote effective oversight of financial aid programs ([III.D.5-7](#)). The U.S. Department of Education has raised no issues related to financial responsibility requirements, program record keeping, or other administrative requirements. Annual independent auditor's reports have likewise indicated that each major federal

program has complied and there were no material weaknesses, deficiencies, or audit findings ([III.D.7-1](#)).

The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs and ensure compliance with all applicable rules and regulations. All grant and externally funded programs also have a dedicated SFP accountant assigned to fiscal monitoring and oversight. The budget manager reviews and approves all expenses in accordance with project guidelines. The Fiscal Services Department records and monitors all expenses and revenues. As an example, in February 2015, the College obtained a lease revenue bond for capital project improvements. The College's spending plan for the use of these funds abides per the terms of the lease revenue bond contract and is consistent with regulatory and legal restrictions.

The MiraCosta College Foundation is a separate 501(c)(3) whose purpose is to support the College and its students. The District provides financial oversight of the Foundation in the following manner:

- The executive director of the Foundation is a District employee responsible for its fiscal oversight.
- Accounting services are provided to the Foundation to allow for an appropriate separation of duties regarding the processing of gifts and cash. (At this stage in the Foundation's development, the staff is too small to accomplish this.)

The MiraCosta College Development and Foundation Office, under the direction of the executive director, is responsible for coordinating all of the College's private grant submissions, stewarding the funds, and reporting on grant outcomes. The work involves identifying potential funders for the College's highest priority needs. This effort also requires substantial involvement and ownership from the faculty or staff member who would be responsible for running a program and expending the funds. Efforts are made to ensure that the faculty or staff member has the support of his or her dean, vice president, or the superintendent/president before committing time and resources to develop a grant. Funding sources may be identified by the Foundation and shared with the appropriate constituents, or faculty and staff may identify a potential funder and seek assistance from the Foundation.

Potential grant opportunities of several hundred thousand dollars that would impact multiple College departments are developed collaboratively with the impacted departments and with the EMT's consent. Foundation staff assist the faculty or staff member in preparing the grant application to ensure that the application is compelling, answers the questions asked, and is written to the highest professional standards. The MiraCosta College Development and Foundation Office also monitors grant reporting and assists with writing reports.

The MiraCosta College Foundation's annual audit ([III.D.10-3](#)) and 990 tax returns are posted on the MiraCosta College Foundation website, together with all of the Foundation's policies. The Foundation's financial health is reported annually in the College's annual report.

Analysis and Evaluation

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. Each source of funds is segregated by funds and funding sources, which are available to all constituents on a daily basis. Systematic and management controls have resulted in no audit finding for several years in all areas.

The Financial Aid Office regularly reviews and updates policies, procedures, and business practices to ensure compliance with federal Title IV rules and regulations. The office provides oversight of the financial aid program by determining student eligibility and reconciling student accounts with appropriate federal websites and the College Accounting Office. Operationally, the Financial Aid Office also administers several budgets, including federal administrative cost allowance funds, state categorical funds, and local District budget accounts.

Fiscal Services provides the oversight of auxiliary organizations through accounting controls, reconciliations, and reporting of each fund. The Foundation has an operating agreement with the College, which requires the Foundation to provide regular financial reports, reimburse the College for services, and operate in accordance with state law and College and nonprofit regulations. The Foundation receives annual external audits as required by law. Any identified deficiencies result in a Corrective Action Plan, which is implemented in a timely fashion.

For grants and other categorical funds, Fiscal Services validates and certifies the expenditures' periodic progress-to-date as specified by the grant's reporting requirements. Annual external audits are performed on all special or external funds and appropriate categorical program funding. Special funds are regularly audited and demonstrate the integrity of financial management practices.

The College meets Standard III.D.10.

Evidence

III.D.5-3 Audit Report, 2015, P. 86

- III.D.5-7 Internal Audit Memo
- III.D.7-1 Audit Reports, Business and Administrative Services Webpage
- III.D.10-1 Investment Report
- III.D.10-2 Audit Report, 2015, p. 81
- III.D.10-3 Foundation Audit, 2013-14

Liabilities

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The Five-Year Financial Plan ([III.D.2-15](#)), the Staffing Plan ([III.A.9-2](#)), the Five-Year Construction Plan ([III.B.1-2](#)), and the Technology Plan ([III.B.2-10](#)) provide the College the information necessary to develop reasonable expectations of both short- and long-term financial solvency. The plans and their respective assumptions are updated annually. The Five-Year Financial Plan projects revenues, expenditures, and ending fund balances. Long-range considerations in the Five-Year Financial Plan include changes in enrollment, salary increases, changes in staffing and benefits, and inflation for supplies and other operating expenses. Other financial priorities are allocated funds in the annual budget including health benefits, insurance costs, building maintenance, debt associated with the College's lease revenue bonds, expected huge increases in CalSTRS/CalPERS contributions, the retirement of Unfunded Actuarial Accrued Liability (UAAL) for Other Post-Employment Benefits (OPEB), and other costs. According to the most recent analysis, the College expects the UAAL for OPEB to be 96.7 percent funded by June 2016 ([III.D.11-1](#)). These plans are developed with an integrated approach by subcommittees of the BPC.

Analysis and Evaluation

When making short-range financial plans, the College considers its long-range financial plans and priorities to assure financial stability. MiraCosta clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Long-range financial priorities, including expected benefit increases, large STRS/PERS increases through 2020, and debt payments for the lease revenue bond, are included in the Five-Year Financial Plan. Also, the College planned on almost fully funding the GASB 45

UAAL in 2015/16 and reducing contributions for this payment in future years beyond 2015/16. Financial stability is demonstrated through 2019 by a projected ending fund balance of 10.6 percent given conservative revenues. As mentioned in Standard III.D.9, AP 6305 requires a minimum of 10 percent total reserve. An ending fund balance of 7.6 percent is projected in 2020 given conservative revenue assumptions. Consequently, the College will develop short-term and long-range plans in 2016/17 to assure financial stability in 2020 and 2021.

The College meets Standard III.D.11.

Evidence

- III.A.9-2 Staffing Plan 2015-16 to 2017-18
- III.B.1-2 MCCD-Five Year Capital Construction Plan
- III.B.2-10 Technology Plan, 2015-18
- III.D.2-15 5-Year Financial Plan, Budget Book, 2015/16, pp. 57-59
- III.D.11-1 OPEB Fund Balance

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

As of June 30, 2015, the District's noncurrent long-term liabilities other than pensions was \$27.4 million. The majority of this amount was due to lease revenue bonds, but it also included accounts payable and accrued liabilities, unearned revenue, and current long-term obligations other than pensions ([III.D.12-1](#)). Actuarial studies are performed every two years to assess the retiree's health benefits obligation to ensure the District's annual required contribution obligations. The most recent report was produced for July 1, 2015, at which time the UAAL was \$2,868,895. As a budget directive specified in the 2015/16 budget and 5-Year Financial Plan, the BOT directed the College to fund \$2.8 million toward the UAAL for the budget year 2015/16, with the intent to closely retire the UAAL. Annual financial audits are performed by external auditors and reported to the BOT with their assessment of all the financial statements. The District has an irrevocable trust investment managed by the Community College League of California's Retiree Health Benefits JPA with the Meketa Investment Group, Inc. in Carlsbad, California.

The OPEB trust balance at the end of June 30, 2016 is expected to represent a funded ratio of approximately 96.7 percent ([III.D.11-1](#); [III.D.12-2](#)). The compensated absence obligation was \$3.1 million at the end of June 30, 2015 ([III.D.12-3](#)); this obligation is covered in the unrestricted reserve balance with a BOT directive to maintain a minimum of 15 percent of reserves ([III.D.2-3](#)). The BOT is considering a potential general obligation bond measure in fall 2016 and directed staff to maintain the 15 percent minimum total reserve to position the College for a favorable bond rating from bond rating agencies should the College be in a situation to implement a general obligation bond.

Analysis and Evaluation

The District carefully plans for, and appropriately allocates resources for, all liabilities and future obligations. MiraCosta has a plan and now is close to fully funding the UAAL for OPEB. The District-contributed \$2.8 million went to the irrevocable trust for the Retiree Health Benefit Program in 2015/16.

The College meets Standard III.D.12.

Evidence

- III.D.2-3 Budget Book 2015/16, p. 7
- III.D.11-1 OPEB Fund Balance
- III.D.12-1 Audit Report, 2015
- III.D.12-2 Actuarial Study, 2015
- III.D.12-3 Audit report, 2015, pp. 16-17

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Every year during the budget development process, the director of Fiscal Services assesses and allocates resources for the repayment of locally incurred debt. The level of locally incurred debt is \$14.8 million as of June 30, 2015 ([III.D.12-3](#)). The percentage of the budget used to repay this debt is 1.5 percent of unrestricted general fund budget (\$1.7 million annual debt expenses/\$111 million unrestricted expense budget) ([III.D.13-1](#)).

As described in Standard III.D.1, local property taxes are expected to grow approximately 5 percent or \$5 million per year for the next four years. With the 15 percent general fund reserve balances, the repayment schedule will not have an adverse impact on meeting all current fiscal obligations. Further, evidence on the annual assessments of debt obligations is detailed in Standard III.D.14.

Analysis and Evaluation

The College regularly assesses locally incurred debt and appropriately allocates resources to address that debt. At this time, the College has debt for three debt instruments described more fully in Standard III.D.14. In addition to annual allocations for repayment, allocations for repayment amounts are assumed in the Five-Year Financial Plan to ensure short- and long-term financial solvency.

The College meets Standard III.D.13.

Evidence

III.D.12-3 Audit report, 2015, pp. 16-17

III.D.13-1 Budget Book, 2015/16, p. 43

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The College conducts an annual assessment of debt repayment obligations and allocates resources in a manner that ensures stable finances. During the annual budgeting process, debt repayments are budgeted and reviewed by the BOT. At the end of June 30, 2015, the College had three debt repayment obligations:

1. Lease revenue refunding bond 2010B, balance of \$1.7 million, maturity date 2019.
2. Lease revenue bond, issued February 2015, balance of \$12.6 million, maturity date 2030.
3. A capital lease agreement with Sun Trust, December 2006, balance of \$385,000, maturity date of 2017.

The annual debt repayment for the three debt obligations is \$1.7 million for 2016 and will be reduced to \$1.1 million per year from 2021 to 2030 ([III.D.14-1](#); [III.D.14-2](#)). Debt service fees are managed in Fund 29, and annual transfers are made from the general fund for the debt repayment expenses ([III.D.13-1](#)). Long-term debt has been used to finance much needed facilities projects, all of which relate directly to the District goals of supporting learning, protecting the environment, and ensuring public health and safety. ([III.D.14-3](#)).

All financial resources are managed and tracked in the ERP system by their respective budget codes (fund, account, department, project, program, and funding source); thus, they are used with integrity in a manner consistent with the intended purpose of the funding source. For restricted funding sources (federal, state, and local), revenue and expenses use the same funding source number for each type of funding source; they are also used with the intended purpose of the fund ([III.D.14-4](#)).

The annual audit, revisions to the chart of accounts ([III.D.14-5](#)), and management reviews provide the assessments needed to be sure expenditures match the intended purpose of the funding source. Any corrections are made through adjustments to the resource allocation and revisions to the budget.

Analysis and Evaluation

The District issued a 15-year bond in February 2015 for capital improvement projects, and the use of these funds are tracked and monitored by a funding source number. The planning, allocation, and tracking of funds demonstrate the proper use and management of the funds. In addition, the annual audit reports of the District's long-term liabilities and financial statements demonstrate a high level of integrity on the uses and repayment of these funds. There are no audit findings on financial integrity or misuse of funds. The College uses audits, reviews and revisions to the chart of accounts, and management reviews to ensure expenditures are consistent with the intended purpose of the funding source.

The College meets Standard III.D.14.

Evidence

- III.D.13-1 Budget Book, 2015/16, p. 43
- III.D.14-1 Budget Book, 2015/16, pp. 55-56
- III.D.14-2 Audit Report, 2015, p. 45-46
- III.D.14-3 Budget Book, 2015/16, p. 51-55
- III.D.14-4 PS Funding Source List
- III.D.14-5 PeopleSoft Report on Changes to Chart of Accounts

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The Financial Aid Office monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act ([III.D.15-1](#)). The office regularly monitors revenues through the Federal Awards website and processes disbursements based on actual receipts of revenues. In order to help students understand their obligations related to student loans, the College provides financial literacy workshops ([III.D.15-2](#)). The Financial Aid Office increased its efforts from 84 workshops in 2014/15 to 101 workshops in 2015/16.

Student loan default rates were 23.6 percent in fiscal year 2010, 11.2 percent in fiscal year 2011, and 9.4 percent in fiscal year 2012. These are the most current default rates available. Federal regulations require the rate to be under 30 percent ([III.D.15-3](#)). Should the College fall out of compliance, the Financial Aid Student Services coordinator would work with the California Community Colleges Chancellor's Office (CCCCO) and Parker & Pierson, a CCCCCO consultant, to create and implement a default management plan ([III.D.15-4](#)).

Analysis and Evaluation

The College works diligently to monitor and manage student loan default rates and assets, thus ensuring that the institution remains in compliance with all federal requirements. This effort includes educating students through outreach and financial literacy workshops. The College's most current default rate is 9.4 percent, well below the federal requirement of 30 percent, and a continuation of a downward trend over the last three years. Processes are in place to create and implement a default management plan in the event that the College falls out of compliance.

The College meets Standard III.D.15.

Evidence

- III.D.15-1 Default Management Webpage
- III.D.15-2 Outreach and Literacy Workshops
- III.D.15-3 U.S. Education Code, Title 20, Section 1084
- III.D.15-4 Default Management Letter

Contractual agreements

III.D.16 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 and the quality of its programs, services and operations.

Evidence of Meeting the Standard

External contracts are managed in a manner to ensure that federal guidelines are met as specified by Board Policy 6330 ([III.D.16-1](#); [III.D.16-2](#)). Contractual agreements are developed with external organizations in order to support the mission and goals of the College. The following are examples of such agreements:

- Agreement with Highstreet IT Solutions: Development of custom PeopleSoft components and processes in support of the District's student success initiatives ([III.D.16-3](#)).
- Agreement with Calvin One Deer Gavin: Grant consulting services in support of the District's Gear Up Program ([III.D.16-4](#)).
- Public works agreement with Tim Botsford Construction: Remodeling of lab space ([III.D.16-5](#)).
- Agreement with the Kanda Institute for Foreign Languages in Japan to continue until 2021.
- Memorandum of Understanding signed with local high schools.

Prior to execution, each contract is reviewed and approved by the director of Purchasing and Material Management for (1) appropriate content and function, (2) comprehensive specifications or scope of work, (3) applicable terms and conditions, (4) proper procurement compliance, and (5) maximum cost and/or value potential for the District. At its discretion, the District may amend, alter or terminate any agreement that does not meet its needs or standards for quality and performance. These agreements cover a broad spectrum of goods and services in support of the District's mission and goals. District legal counsel periodically reviews standard contract formats and specialized contracts as necessary to ensure compliance.

The District's contracts and agreements have met and exceeded the standards established by a broad spectrum of audit and review functions, including (1) internal review at the purchasing administrative level, (2) formal approval or ratification by the District's BOT

([III.D.16-6](#)), (3) external review by the San Diego County Office of Education Finance Administration, (4) external review by a third-party private-sector audit firm ([III.D.16-7](#)), (5) various grant and funding agencies as applicable, and (6) various state and federal agencies as applicable. The District has consistently passed all audit reviews, with no findings or identification of any material defects. Additionally, the District has never incurred any form of legal challenge or litigation with respect to any of its contracts or agreements.

Analysis and Evaluation

All contractual agreements between the District and external organizations are developed in support of the College mission and institutional goals. District contractual agreements are executed and administered to ensure compliance with all applicable laws, codes, and regulations. Contracts are constructed and administered in such a way as to maximize value and minimize risk to the institution. Each month, the BOT ratifies all procurements, including contractual agreements and purchase orders.

The College meets Standard III.D.16.

Evidence

- III.D.16-1 BP 6330: Purchasing and Contracts
- III.D.16-2 AP 6330: Purchasing and Contracts
- III.D.16-3 Highstreet IT Solutions Contract
- III.D.16-4 Calvin One Deer Gavin Contract
- III.D.16-5 Tim Botsford Construction Contract
- III.D.16-6 Example Board Agenda - Ratify Contracts
- III.D.16-7 Audit Report, 2015, pp. 78-90

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the Colleges.

IV.A Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation, leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

In order to achieve its mission of providing superior educational opportunities and student support services, MiraCosta College has established an institutional goal to become a vanguard educational institution through use of innovation and researched best practices ([IV.A.1-1](#)). Several important systems at MiraCosta encourage innovation toward institutional excellence. The first is the governance organization, which provides the framework for all constituencies to make recommendations on improvements regarding issues related to governance, operations, or working conditions ([I.B.1-3](#)). Briefly, identified issues are routed by the College Council to governance, operational, or working conditions committees for their consideration. For governance issues specifically, which generally have College-wide implications, the governance structure provides for broad inclusion of students, staff, faculty, and administrative voices, as appropriate, through established committees and councils.

The broad and inclusive decision making on governance issues, specifically, is detailed in Figure 48. Any individual within the College can bring recommendations for change to any

of the governance committees for their consideration. If it is uncertain where to take an issue, the College Council can appropriately direct the recommendation.

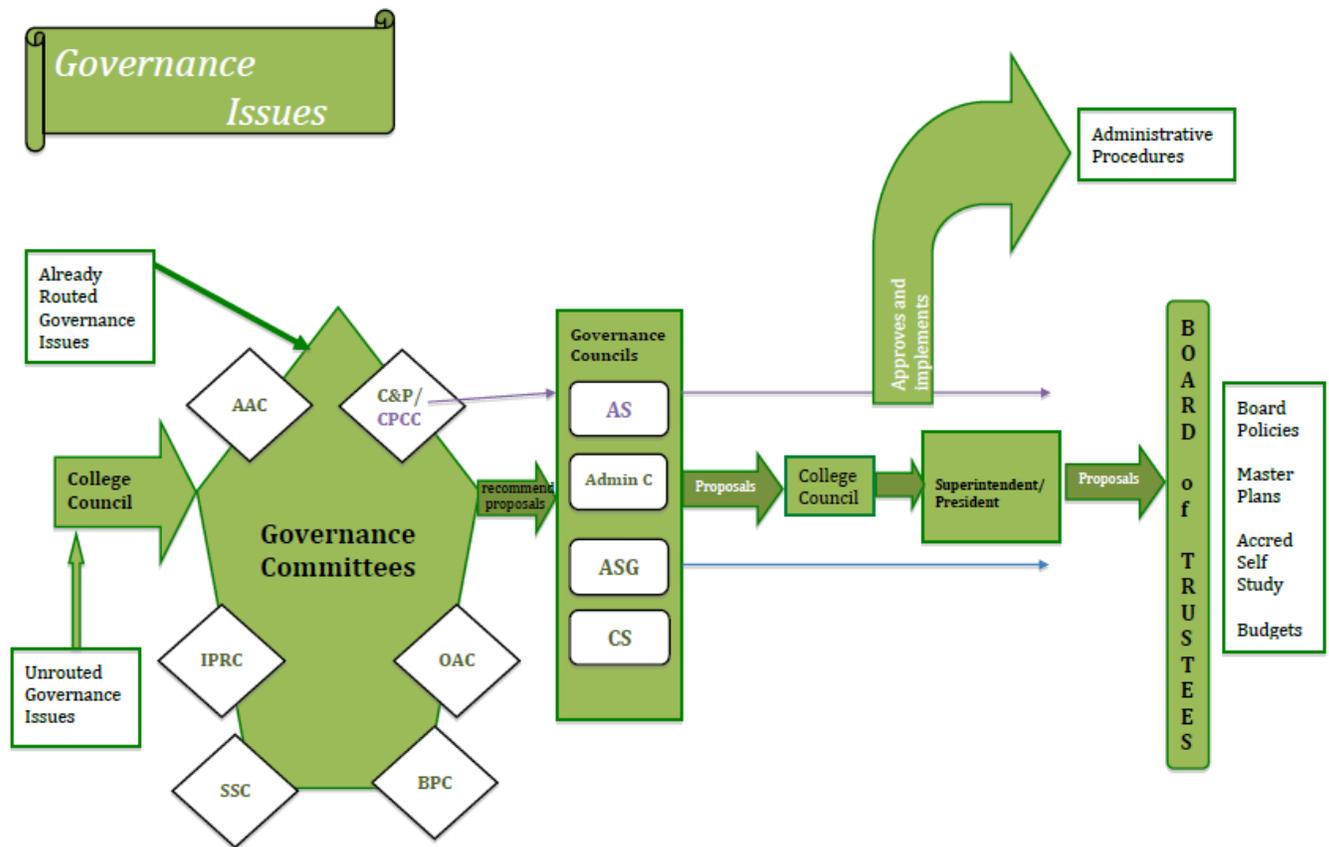


Figure 48. MiraCosta College Routing of Governance Issues

Following committee deliberation, recommendations are made to one or more of the councils (Academic Senate, Classified Senate, Administrative Council, or Associated Student Government) and then to the College Council for consideration and recommendation to the superintendent/president and board of trustees.

The College's integrated planning process provides a second method for illustrating how specific programs also contribute to innovative practices toward institutional effectiveness. Programs are reviewed annually across the institution. The process involves departmental reflection on strengths, what is working well, outcomes, and areas for improvement. Analyses of progress toward established goals and objectives in the Strategic Plan also serve as discussion points for innovations ([I.A.2-2](#); [III.B.2-1](#)). Examples of innovations that resulted from such program review and analysis of student outcomes and achievement include the following:

- Math's Bridge to Success Program assists students through an intensive math review following their initial math assessment. Upon completion, participants typically place into higher-level basic skills math courses, thus streamlining their ascent to college-level math and increasing their chances of success.
- Learning communities have been developed and expanded to provide contextualized learning in support of student success and the retention benefits of student cohorts. The initial course pairings were based on outcomes results and faculty discussions across disciplines directed toward improved student success. Subsequently, through program review and resource allocation, the program is expanding with support for a coordinator.
- A number of student support and engagement initiatives have been developed or expanded, including a Safe Space Program for LGBTQIA students ([IV.A.1-2](#)), the Resources and Assistance for Former Foster Youth (RAFFY) Program ([II.C.3-10](#)), and a number of student equity events ([IV.A.1-3](#)).
- Another joint effort since 2012 has been the collaboration between the Public Information Office and Admissions and Records to increase student achievement by increasing degree and certificate completion through intensive communication with students nearing graduation.

A third mechanism by which the College ensures innovative ideas can be discussed and brought forward is through the work of committees, such as the Student Success Committee, which is tasked with the development, implementation, and oversight functions of plans (i.e., Student Success and Support Program [SSSP] and Student Equity) designed to improve student outcomes, success, and achievement. In 2015, in an effort to coalesce MiraCosta's various student success efforts into a single document, the College developed a broader Student Success Plan ([IV.A.1-4](#)). The Student Success Plan was presented to the board of trustees in a student success workshop ([IV.A.1-5](#); [IV.A.1-6](#)). The plan identified the following themes that reflect key areas where interventions can improve student success:

- **SSSP core services:** Students who complete more SSSP core services demonstrate higher grade point averages, rates of unit completion, and number of degree-applicable units completed.
- **Basic skills sequence:** Students placing into basic skills benefit from targeted interventions at critical milestones to complete the basic skills sequence and successfully transition to transfer-level course work.
- **Student equity in completion:** Key populations (including adult re-entry, male, African American, Latino, Pacific Islander, and economically disadvantaged) are at risk of not completing courses, degrees, and certificates and/or transferring.
- **Student probation:** Students on probation at least one time have a significantly higher chance of dropping out with no intervention.

Since the development of the Student Success Plan, the College has become an Achieving the Dream institution. Discussions on student success continued throughout 2015/16 as part of an initial year of inquiry that included data review and focus groups. Results from those discussions affirmed the themes above and, in addition, recognized the importance of providing strong, integrated support within a student's first year. These findings led to further conversation focused on the integration of interventions that are outlined within the varied student success plans of the College. That integration will begin with the development of an implementation plan for Achieving the Dream. Components of the plan will be incorporated into the College's next strategic plan, which will be developed during 2016/17 for deployment in fall 2017.

A fourth mechanism for innovation is at the operational level. Departments or divisions, if no additional funds are necessary, are encouraged to implement innovative ideas using existing funds. For example, the Business and Administrative Services Division holds weekly meetings of the directors and a standing agenda item is innovation ([IV.A.1-7](#)). In spring 2016, the director of Fiscal Services began exploring an automated system to use for travel reimbursement processing that, when implemented, will streamline the process, reduce processing time by staff in the department, and speed reimbursement to District employees who travel on College business.

Analysis and Evaluation

The combination of a well-defined governance system and integrated planning process provides a capable platform to handle policy improvements or issues that have institution-wide implications. MiraCosta has established a robust system of governance structures, policies, and practices that promote and champion innovation. All members of constituent groups are encouraged to participate and raise ideas through these established structures.

Additionally, reflection on outcomes and dialog at the program and College level have built a culture of continuous improvement that enhances institutional effectiveness and supports innovations that increase student outcomes and achievement. Integrated and extensive planning combined with the governance processes ensures that innovations promoting student learning, student success, and institutional excellence are identified and implemented at the program or College level.

In order to assist constituents in understanding the governance structure and processes, the Governance Manual was updated in 2014 and again in spring 2016. Similar modifications are planned for an older integrated planning manual. In order to increase institutional effectiveness, the College plans to improve communication about and understanding of the

governance system, integrated planning, and performance, including annual calendars and reports related to institutional effectiveness.

The College meets Standard IV.A.1.

Evidence

- I.A.2-2 Strategic Plan, 2014–2017
- I.B.1-3 Governance Manual
- II.C.3-10 RAFFY Webpage
- III.B.2-1 Program Review Handbook, 2015-16
- IV.A.1-1 Comprehensive Master Plan, 2011, p. 3.1
- IV.A.1-2 Safe Space Webpage
- IV.A.1-3 Student Equity Past Events Webpage
- IV.A.1-4 Student Success Plan
- IV.A.1-5 Student Success Workshop, BOT Minutes, 7-15-15
- IV.A.1-6 BOT Student Success Plan Presentation
- IV.A.1-7 Business and Administrative Services, Meeting Agenda, 5-16-16

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College depends upon leadership contributions from all of its constituencies for continuous improvement. MiraCosta defines collegial governance as the collaborative participation of appropriate members of the College in planning for the future and in developing policies and recommendations under which the College is governed and administered ([I.B.9-2](#)). Board policies (BPs) and administrative procedures (APs) related to the Collegial Governance and Participation in Local Decision Making policy outline the governance process and clearly define responsibilities for making collegial governance recommendations to the superintendent/president through four governance councils via committees.

The District's standing governance and divisional advisory committees include appropriate representation by students, classified staff, faculty, and administrators. As detailed in the Governance Manual, issues are routed to governance committees or operational divisions and any individual can bring any ideas related to those issues directly to those bodies. If an idea is new or not clearly connected to an issue, any individual can bring that idea to the College Council for consideration and appropriate routing to individuals or groups for discussion, understanding, and action. This makes the governance and decision-making processes highly inclusive and participatory.

Students are represented in the governance structure through the Associated Student Government (ASG), which is one of the four major governance councils of the College. The ASG consists of executive officers and representative senators and is supported by administrative leadership through the Student Activities Office. This student governance council appoints students to all six of the governance committees to share their perspective in decision making. Additionally, a student trustee elected by the student body sits on the District board of trustees (BOT) and provides a student perspective at the board level.

In a recent example of the role that ASG plays in recommending policies and procedures that directly affect student life, the group initiated the ban of smoking and tobacco products in 2011; in 2016, the ASG led the campaign to ban vapor-producing products through a policy amendment.

The College comes to consensus when addressing issues and ideas primarily due to the fact that the distributed governance system allows the voice of all constituencies to influence decisions, as appropriate. These decisions are further resolved as the governance recommendations make their way through council review and approval and ultimately to the superintendent/president and the BOT.

Due to its collaborative and collegial culture, the College has established processes in place to resolve any possible disputes and disagreements related to governance or policymaking. Administrative Procedure 2410: Board Policies/Administrative Procedures details how the College reconciles those disagreements ([I.B.7-2](#)).

Finally, all governance and operational matters ultimately pass through the College Council, the key advisory body to the superintendent/president. The College Council includes representatives of all major constituent groups (faculty, staff, administrators, students, and a co-chair from each of the six governance committees and councils) and is a final venue to ensure any issue making its way to the superintendent/president or BOT is given due consideration.

A recent change in the structure of faculty representation illustrates the process by which governance and decision making is accomplished. As detailed in Standard IV.A.4, the Faculty Assembly (union) separated from the Academic Senate and became the exclusive bargaining unit representative for faculty. This action coincided with the effort to revise Board Policy 2510: Collegial Governance and Participation in Local Decision Making. The proposed revisions were drafted by the Institutional Effectiveness Committee (IEC) and then routed to the four governance councils. Since one of the councils had concerns about aspects of the revision, the council expressed its concerns and sent the board policy revision back to the originating group (IEC). With the help and support of legal counsel, the Academic Senate president, College superintendent/president, and originating group (IEC) deliberated on the aspects and worked to reconcile and adequately capture the role of the Academic Senate in Ten Plus One matters without infringing upon contractual obligations. The final, revised document was routed to the four governance councils for approval and then to the President's Cabinet for recommendation to the BOT in 2015.

Analysis and Evaluation

The College has clearly established policies, procedures, and a governance manual that ensure a culture of inclusive decision making involving the voices of students, staff, faculty, and administrators. The College extensively reviewed and updated the Governance Manual as well as AP 2410 and BP/AP 2510 in 2014/15 to refine and more clearly document the processes.

The College meets Standard IV.A.2.

Evidence

- I.B.7-2 AP 2410: Board Policies-Administrative Procedures
- I.B.9-2 BP 2510: Collegial Governance

IV.A.3 *Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

Evidence of Meeting the Standard

Institutional governance is clearly defined in BP 2510 ([I.B.9-2](#)) and in the Governance Manual ([I.B.1-3](#)). The following table identifies the leadership roles and numbers of College constituents on governance committees.

Table 39. Governance Committee Membership

Governance Committee	Chairs	Membership			
		Administrators	Staff	Faculty	Students
Academic Affairs	Faculty Chair	3	2	15	1
Budget and Planning	Co-Chairs	7	7	12	1
Courses and Programs	Faculty Chair	3	2	14	1
Institutional Program Review	Co-Chairs	9	5	9	1
Outcomes Assessment	Co-Chairs	5	3	12	1
Student Success	Co-Chairs	3	5	10	2

The College Council, which serves as the penultimate governance group and is chaired by the superintendent/president, is composed of the chairs of governance committees and representatives from each of the representative councils. The College Council routes governance issues to the appropriate committees for consideration. The routing of issues, many expressed as BPs and APs, helps to minimize the encroachment and overlap of decision making. Planning and budgeting, specifically, have been co-routed to the Budget and Planning and Institutional Program Review Committees, and their work is largely codified in AP 3250: Institutional Planning ([IV.A.3-1](#)). As illustrated in the table above, the involvement of administrators and faculty is significant in these committees, both from a leadership perspective (i.e., use of co-chairs) and from the membership numbers of each constituency.

Through the use of these policies and procedures, the College has accomplished the following:

- Closure of the *Strategic Plan 2011–2014*
- Development of the new three-year strategic plan ([I.A.2-2](#))
- Implementation and improvement of a new resource allocation model
- Annual process improvement updates to the program review process
- Development of the SSSP Plan
- Revision of the Student Equity Plan
- Update of the Educational Plan
- Update of the Facilities Master Plan.

Analysis and Evaluation

MiraCosta College has a well-defined and well-functioning governance structure that involves administrators and faculty as well as the voices and perspectives of classified staff and students. As outlined in Standard IV.A.1, the College has a clear process for the consideration of governance issues, including the development or modification of institutional policies, as well as recommendations related to planning and budget development.

The College meets Standard IV.A.3.

Evidence

- I.A.2-2 Strategic Plan, 2014–2017
- I.B.1-3 Governance Manual
- I.B.9-2 BP 2510: Collegial Governance
- IV.A.3-1 AP 3250: Institutional Planning

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

MiraCosta College has clearly delineated roles within the collegial governance processes for faculty and administrators. These roles are codified in BP/AP 2510 ([I.B.9-2](#); [I.B.9-3](#)) as well as in the Governance Manual ([I.B.1-3](#)). Both were recently updated to reflect and document effective practices. The College's four representative governance councils are the Academic

Senate, Classified Senate Council, Administrative Council, and Associated Student Government.

During spring 2014, MiraCosta faculty made two separate and significant changes: (1) a transition from a senate of the whole to a representative senate; and (2) formation of the Faculty Assembly as the exclusive collective bargaining agent for full-time faculty in issues related to working conditions. While handled separately, these two changes are related. The changes and their impact are discussed below.

- **Senate of the whole to representative senate:** MiraCosta College has historically been a senate of the whole. That means every faculty member is a member of the senate and significant issues facing the senate would necessitate an all-faculty meeting and vote. Routine business was assigned to the Academic Senate Council. The Academic Senate Council was a body of 13 to 14 individuals, including a president, vice president, immediate past president (if appropriate), the superintendent/president (non-voting), and a mix of full-time and associate (part-time) faculty elected at-large.

In the spring 2014 vote, the senate of the whole approved becoming a representative senate and, in doing so, named what was formerly the Academic Senate Council to the full Academic Senate on an interim basis. An added charge to the interim Academic Senate was to research and propose an ongoing (permanent) representative structure. The Academic Senate ultimately voted to remain a representative senate in spring 2015 and, notably, expanded the membership of associate faculty and moved from an immediate past president model to a president-elect.

- **Formation of the Faculty Assembly:** In a separate spring 2014 issue, the full-time faculty voted to approve the formation of the Faculty Assembly and assign all working conditions issues to this body. Until this vote, the Academic Senate still handled working conditions issues for full-time faculty. Working conditions issues have been handled for associate faculty by their union. Working conditions issues are, briefly, those related to wages, benefits, and workload. Though unrelated, it is worth noting that, despite this split, the Academic Senate and Faculty Assembly still have shared purview over certain issues.
- **Academic and professional matters:** These separate changes are related because they impact the work of MiraCosta's Academic Senate. Prior to spring 2014, the Academic Senate handled both working conditions and academic and professional matters. Academic and professional matters are those items identified in the landmark AB1725 that give faculty primacy. Commonly referred to as the Ten Plus One, these

matters are codified in Board Policy 2510: Collegial Governance and Participation in Local Decision Making. Therefore, the work of the Academic Senate, going forward, is focused primarily on those academic and professional matters, which includes curriculum and also a selection of other (plus one) matters.

While the BOT relies primarily on the recommendation of the Academic Senate in these matters, the senate does not develop those recommendations exclusively. In fact, many of these issues, including curriculum, are initially handled by governance committees, which include both faculty and academic administrators, before coming to the Academic Senate. Processes for program review, institutional planning, and budget development are also matters upon which the board looks to the Academic Senate for recommendation, and those are handled by the Institutional Program Review Committee and Budget and Planning Committee, respectively. Therefore, great care has been taken to ensure systematic collaboration and consultation are happening between faculty and academic administrators.

The Courses and Programs (C&P) Committee, identified within the College's governance structure as one of the six governance committees, reviews and approves local policies, procedures, and guidelines related to the College's curriculum. This committee is composed of fourteen faculty members, three administrators, two classified staff members, and one student, all of whom were selected to participate by their appropriate constituent council. The C&P Committee submits its recommendations on curriculum-related policies and procedures to the Academic Senate; the senate forwards its recommendations to the superintendent/president to review and forward to the BOT. The Courses and Programs Curriculum Committee, a subset of the larger C&P Committee, forwards approved curriculum to the Academic Senate; once ratified by the senate, curriculum is forwarded directly to the board of trustees.

An example of this came as a result of Senate Bill (SB) 850, authorizing the California Community Colleges Board of Governors, in consultation with California State University and University of California representatives, to establish a statewide baccalaureate pilot program at no more than 15 California community colleges. Upon learning California would permit a limited cohort of institutions to offer a bachelor's degree, College leaders began dialog on whether to apply as a pilot institution, and if so, which discipline made the most sense given the needs of the region and the already existing course and program offerings at the institution.

When the Chancellor's Office issued the request for applications to participate in the pilot baccalaureate program on November 19, 2014, MiraCosta reflected on the College's institutional goal to be a vanguard institution, committed to experimentation and innovation, and decided to apply as a pilot institution. In turn, faculty leaders reviewed the current

offerings at MiraCosta as well as the local California State Universities and the University of California to identify gaps.

The College created a bachelor's degree planning team and a Courses and Programs Curriculum Committee work group to review applications of interest from departments. These applications included regional labor market and career technical education data, local industry demand, and student interest. All disciplines were given the opportunity to submit interest in offering the baccalaureate with supporting evidence to substantiate the need.

Over the past decade, the College has built well-recognized degree and certificate programs in biotechnology, capitalizing on the region's reputation in this industry and the attendant need for entry-level trained professionals to support regional industry. When reviewing the baccalaureate option, MiraCosta identified a niche discipline opportunity, biomanufacturing, which complemented the degree offerings at the local universities. In this way, MiraCosta could add to the full spectrum of postsecondary degree options in the region for students in biotechnology. Additionally, the advisory board for MiraCosta's Biotechnology Program supported a baccalaureate in biomanufacturing ([IV.A.4-1](#)).

The Courses and Programs Curriculum Committee work group reviewed two applications of interest and recommended to the Academic Senate biomanufacturing as the program that satisfied the criteria and addressed an unmet regional need ([IV.A.4-2](#)). The Academic Senate voted, unanimously, in support of the biomanufacturing baccalaureate and forwarded its recommendation to the superintendent/president ([IV.A.4-3](#)). The BOT then unanimously passed a resolution in support of the baccalaureate in biomanufacturing ([IV.A.4-4](#)), the baccalaureate planning committee prepared the application, and MiraCosta submitted the application to the Chancellor's Office on December 18, 2014 ([IV.A.4-5](#)).

On March 16, 2015, the California Community Colleges Board of Governors approved MiraCosta College's proposal for a bachelor's degree in biomanufacturing as one of the initial 12 pilot programs ([IV.A.4-6](#)).

Other governance and advisory committees responsible for addressing issues related to student learning in all programs and services include the following:

- Outcomes Assessment Committee
- Student Success Committee
- Academic Affairs Committee
- Technology Advisory Committee
- Perkins Planning Team
- MiraCosta Online Educators Committee
- Honors Advisory Committee

- Institutional Program Review Committee
- Disabled Students Programs and Services (DSPS) Advisory Committee
- Extended Opportunity Programs and Services/ Cooperative Agencies Resources for Education (EOPS/CARE) Advisory Committee
- Service Learning Advisory Committee
- Student Services Council
- Transfer Center Advisory Committee
- Bookstore Advisory Committee

The annual program review process also features the directed, intentional responsibility of both faculty and academic administrators (deans, specifically) to review the performance of student learning programs and services ([III.B.2-1](#)). The early stages of program review within instructional departments focus on the dialog of faculty within a program and their performance against stated standards. This phase of program review also includes faculty discussion on student learning outcomes and assessments as well as disaggregated student data on success. The subsequent stage of the process provides for faculty and dean discussion of the program performance and the identification of any planning for program growth, revitalization, or maintenance. Prioritization and decisions related to recommendations on student learning programs and services, based on the program review process, originate from the faculty and administrators closest to it.

Analysis and Evaluation

Through clearly delineated roles, processes, committees, structures, and policies, MiraCosta faculty and academic administrators have responsibility for recommendations regarding curriculum and student learning programs and services. The roles, structures, and processes are codified in BP/AP 2510 and the Governance Manual. The C&P Committee is charged with reviewing and making recommendations about all matters related to the College's curriculum; the Outcomes Assessment Committee is charged with reviewing and commenting on student learning outcomes for courses. These two committees and several other governance and advisory committees made up of faculty and administrators are also charged with specific aspects of curriculum and student learning programs and services.

The College meets Standard IV.A.4.

Evidence

- I.B.1-3 Governance Manual
- I.B.9-2 BP 2510: Collegial Governance
- I.B.9-3 AP 2510: Collegial Governance

- III.B.2-1 Program Review Handbook, 2015-16
- IV.A.4-1 Appendix I: Baccalaureate Substantive Change Report, 2016
- IV.A.4-2 Appendix J: Baccalaureate Substantive Change Report, 2016
- IV.A.4-3 Appendix K: Baccalaureate Substantive Change Report, 2016
- IV.A.4-4 Appendix L: Baccalaureate Substantive Change Report, 2016
- IV.A.4-5 Appendix A: Baccalaureate Substantive Change Report, 2016
- IV.A.4-6 Appendix M: Baccalaureate Substantive Change Report, 2016

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change and other key considerations.

Evidence of Meeting the Standard

MiraCosta College has a long and rich history and culture of collegial governance. Its documented policies, procedures, and practices promote the inclusion of stakeholders, experts, and diverse perspectives in planning, institutional effectiveness, policy changes, and other decision making. BP 2510 details explicitly the consideration of perspectives from all institutional constituencies: students, staff, faculty, and administrators ([I.B.9-2](#)). The policy further details the specific academic and professional matters that are handled by the MiraCosta College Academic Senate. In practice, the appropriate expertise and responsibility are handled through the routing of governance, operational, and working conditions issues by the College Council.

Timely action on institutional plans is ensured through the integrated planning process. An update of progress on the Strategic Plan objectives is prepared each year ([I.A.2-2](#)). Further, annual planning is done through the program review process, and the program review planning forms include sections for reflection, dialog, and updates on progress ([III.B.2-1](#)). In addition, the College follows a calendar that guides budget development ([IV.A.5-1](#)).

To prepare the College for improving economic times, MiraCosta has updated its Educational Plan to better anticipate and respond to the changing

- demographics within the community;
- demand for educational services;
- needs of regional business and industry; and
- facility needs as a result of the factors above.

Based upon the needs established for educational programs and student support services as a result of the updated Educational Plan, the College will determine the impact to its aging facilities. This inclusive facilities planning began in fall 2015 and should be completed in 2016 ([IV.A.5-2](#); [IV.A.5-3](#)).

To assist with the timely tracking and updating of BPs and APs through the governance system, a document change management system was developed in spring 2015. This system can track the progress of policy and procedure changes within the governance approval process from start to finish through the College Council and BOT approval ([IV.A.5-4](#)).

Curriculum, including degree and certificate additions or modifications, are approved at least twice per year. These approvals are guided by the Courses & Programs Handbook and the demands of publishing the annual catalog.

Analysis and Evaluation

MiraCosta has systems, policies, structures, procedures, and practices in place along with established timelines and plans that result in informed, timely actions on planning, policies, and curricular changes.

The College meets Standard IV.A.5.

Evidence

- I.A.2-2 Strategic Plan, 2014–2017
- I.B.9-2 BP 2510: Collegial Governance
- III.B.2-1 Program Review Handbook, 2015-16
- IV.A.5-1 BPC Calendar, Planning Year 2015-16
- IV.A.5-2 Facilities Master Plan Presentation, BOT Agenda, 3-16-16
- IV.A.5-3 Steinberg Presentation, 3-16-16
- IV.A.5-4 BP/AP Change Management Portal Site

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

Evidence of Meeting the Standard

Collegial governance is at the essence of the MiraCosta culture and is comprehensively documented in board policies and administrative procedures ([I.B.9-2](#); [I.B.9-3](#); [I.B.7-1](#);

[I.B.7-2](#)) and in the Governance Manual ([I.B.1-3](#)). The four-council structure, one for each of the constituent groups, and the inclusive committee compositions ensure that the voices of all constituent groups are included in the College's decision making.

The resulting decisions are communicated in a myriad of ways. The first is when these decisions have to do with the BP and AP documents. These decisions are captured with the document change management system. Any governance member can access the system within the MiraCosta SharePoint Portal. From there, the current status of any document can be found. If a document is being considered for a change, any individual can further access the change request form and understand specifically what is being changed and why. Once a policy is approved by the BOT, it is captured in board minutes and made public on the College's website. Additionally, periodically each semester, an update on all policy revisions approved by the board is provided to all employees through email from the superintendent/president's office ([IV.A.6-1](#)).

The agendas for committee and council meetings are distributed to all College employees. The deliberations of each of the four governance councils are open to the public, and the councils will frequently make these available in their entirety to all MiraCosta employees through streaming technology. All regular BOT meetings are also streamed to employees to encourage participation.

The decisions of governance committees and councils are captured in minutes, which are published on the College's website and/or portal. These updates are also communicated to employees within divisions through division council updates and to governance councils through regular updates by the council president or superintendent/president. Additionally, near the end of the semester when integrated planning and resource allocation decisions are finalized in budget preparation, the College is reminded of the process and decisions made through an email from the superintendent/president ([I.A.3-8](#)).

Finally, the Public Information Office (PIO) disseminates decisions of interest to the community served by the College and students. The office uses a variety of means to distribute this information from traditional print media, television, radio, social media, and the College's public website ([IV.A.6-2](#)). Recent examples of this kind of information include the movement of a short-term, not-for-credit training site into the Technology Career Institute in Carlsbad and also the newly approved baccalaureate in biomanufacturing. Because of the importance of these two recent changes to potential students, business, and industry within the community, and also the community at-large, the College invested a great deal of effort in making sure the messages were distributed as broadly as possible.

Analysis and Evaluation

In keeping with the collegial nature of MiraCosta College, a myriad of techniques are used to ensure that decisions are effectively documented and widely communicated across the institution. These include broad distribution of committee and council agendas, posting of governance minutes, use of a document tracking system as changes in policies and procedures are made, giving all employees access to council and trustee regular meetings through streaming technology, and regular communication to divisions and councils through standing reports. Additionally, messages to students and community members about important decisions impacting them are distributed through traditional and social media as well as the College website.

The College meets Standard IV.A.6

Evidence

- I.A.3-8 Superintendent/President's Funding Announcement, 5-24-16
- I.B.1-3 Governance Manual
- I.B.7-1 BP 2410: Board Policies-Administrative Procedures
- I.B.7-2 AP 2410: Board Policies-Administrative Procedures
- I.B.9-2 BP 2510: Collegial Governance
- I.B.9-3 AP 2510: Collegial Governance
- IV.A.6-1 Sample Email on Board Policy Update
- IV.A.6-2 PIO News Webpage

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

MiraCosta has benefitted from having formalized governance structures, policies, and processes since 2009. Improvements have been made since that time based upon constituent feedback, reflection, and dialog.

The BOT participates in an annual evaluation of its performance by measuring progress toward established board goals, a self-assessment, and also College constituent feedback through a survey tool ([IV.A.7-1](#)). The constituent feedback provides input about perceptions

of the board's respect for the role of faculty, staff, and students in governance, creating a climate of trust and respect as well as board leadership and meetings. The BOT dedicates a special workshop each year to reflect on all components of its annual evaluation as it sets goals for the coming year ([IV.A.7-2](#)). Additionally, the superintendent/president, vice presidents, and deans have regular evaluations that include self-reflection and constituent feedback. One of the areas included is the role and respect for collegial governance and various perspectives. As described in more detail in Standard IV.C.9, the BOT also participates in training activities on topics including the Brown Act and board member roles.

The effectiveness of the governance structure and processes are evaluated each year as specified in the final section of the Governance Manual and the analysis of that feedback serves as the foundation for proposed changes.

The annual evaluations take place to assess (1) the governance organization, including leadership roles; and (2) the six governance committees, including their leadership roles. The governance organization evaluation goes to the College Council for discussion and evaluation. This previously went to the temporary body called the Governance Organization (GO) Committee. The work of that committee has now been subsumed by the College Council. The results of the most recent survey in 2014/15 highlighted the need to simplify the College's Governance Manual and better communicate the collegial governance structures and processes at MiraCosta.

The Governance Manual also describes the evaluation of the six governance committees, the work of each of the constituency members, and the leadership roles. These surveys have proven invaluable in the six years since the development of the College's current governance organizations. These surveys have led to the following changes:

- After years of completing program reviews and based upon evaluation, the College created an Institutional Program Review Committee in 2011. The creation of the committee was based on survey results to make the program review process even more robust, meaningful, connected, scalable, and evidence-based.
- Improvements to the Courses and Programs Committee, including composition and curriculum development workflow.
- Elimination of the Student Interests Committee. Based on the committee's 2014 end-of-year evaluation, in conjunction with the College's overall assessment of committee responsibilities, it was determined that duties and responsibilities were better served in other committees, such as the Student Success Committee.
- Creation of the IEC in 2014 based on the survey of BPC to improve the coordination of planning activities and plans.
- In fall 2015, based upon evaluation of the IEC and Steering Council, changes were made to the governance structure. These included replacing the IEC, Steering

Council, and President's Cabinet with a College Council and the replacement of the Student Learning Outcomes and Assessment Committee (SLOAC) with an Outcomes Assessment Committee, with expansion to include members from all divisions at the College for more robust oversight of both learning and service outcomes assessment.

Analysis and Evaluation

The College has a robust governance structure in place and a regular evaluation system that involves feedback, reflection, and discussion that results in improvement. The annual evaluations include leadership, effectiveness, and communication. Examples of changes made as a result of governance evaluations include the creation of an institutional program review committee in 2011, improvements to the Courses and Programs Committee and Budget and Planning Committee as well as streamlining of the committee structure in 2016.

In order to increase institutional effectiveness, the College plans to improve communication about an understanding of the governance system, integrated planning, and performance, including annual calendars and reports related to institutional effectiveness.

The College meets Standard IV.A.7.

Evidence

- IV.A.7-1 BOT Self Evaluation and Constituent Feedback Template
- IV.A.7-2 BOT Goals Workshop Agenda

IV.B Chief Executive Officer

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

Evidence of Meeting the Standard

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

As the chief executive officer of the District, the superintendent/president has the authority and responsibility for the quality of the College's instructional programs, student support services, and administrative services. The Governance Manual ([I.B.1-3](#)) and Board Policy 3250 ([IV.B.1-2](#)) ensure that the superintendent/president has the primary role of implementing a comprehensive, systematic, and integrated system of planning that involves the College community and is supported by the Office of Research, Planning, and Institutional Effectiveness (RPIE).

As mentioned throughout Standard I.B, the superintendent/president is responsible for creating and maintaining an effective and transparent college planning process that ensures constituent input into College decision making with a focus on student success and completion. This process is accomplished through a strong and collegial governance structure that supports decision making. The role of each constituency group and governance committee in decision making is outlined in board policy (BP) and administrative procedure (AP) 2510 ([I.B.9-2](#); [I.B.9-3](#)). The superintendent/president chairs the College Council, which establishes routing of governance issues to governance committee(s) for deliberation and governance council (s) for the development of recommendations to the superintendent/president.

The superintendent/president has a strong, positive relationship with the governance committees and regularly attends Academic Senate, Classified Senate Council, and Administrative Council meetings to ensure decision making is inclusive and collaborative. The superintendent/president schedules regular meetings with student leadership. The superintendent/president also attends presentations and meetings in planning committees, such as the Student Success Committee (SSC) and the Budget and Planning Committee

(BPC), when critical topics such as accreditation, budget, program review, and strategic plans are being discussed and brought to committees for recommendations.

Under BP 6300 ([III.D.2-8](#)), the superintendent/president establishes legally compliant procedures that ensure the District's fiscal management and stability. The superintendent/president is responsible for bringing a tentative and final budget each year to the BOT. The BOT receives a preliminary budget workshop in spring each year after the governor releases the January state budget preview. In this workshop ([III.D.3-5](#)), the board is updated on the current budget and projections for the following year. The workshop allows the board to discuss its priorities and goals for the upcoming year. Subsequent to this preliminary budget workshop, workshops in June and September provide increasingly more finalized information about the budget for the upcoming year and a five-year projected budget to ensure annual and long-term fiscal stewardship.

The College's budget process is tied directly to planning through the College planning and review process. As outlined in Standards III.D.1 through III.D.3, the BPC makes budget recommendations to the superintendent/president who then makes recommendations to the BOT for the tentative and adopted budgets. Because of the transparent and highly effective presentation of the 2014 and 2015 budgets, MiraCosta won the prestigious Government Finance Officers Association of the United States and Canada Distinguished Budget Presentation Award, which is the highest award in governmental budgeting. The award reflects the commitment of the governing board and staff to meeting the highest principles of governmental budgeting.

Selecting and developing personnel

MiraCosta has established policies and procedures for recruiting, developing, and retaining talented faculty, staff, and administrators ([IV.B.1-3](#); [IV.B.1-4](#); [III.A.11-3](#)). The superintendent/president ensures that the College follows established policies and laws by delegating responsibility for the selection and development of personnel to the Human Resources Department. The superintendent/president conducts the final interviews for all full-time faculty and administrators.

The superintendent/president ensures funds are available to provide professional development opportunities for all employees (full-time and associate faculty, staff, and administrators). The Professional Development Program (PDP) Committee oversees the offerings and flex credit for faculty professional development while the Classified Senate Council is central to planning and offering professional development to meet the needs of staff. Administrators attend professional conferences related to their responsibilities within the organization, region, or state.

Assessing institutional effectiveness

With the establishment of an Institutional Effectiveness Office in 2013, an institutional effectiveness advisory to the superintendent/president, and subsequently an Institutional Effectiveness Committee (IEC) in 2014, the College has evolved significantly in its commitment to its institutional effectiveness efforts. The Office of RPIE reports directly to the superintendent/president and is charged with producing high quality assessment data to allow the institution to make data-informed decisions and to encourage conversations about continuous improvement.

In 2015, as a result of discussions on streamlining committees to make them more effective, the IEC, Steering Council, President's Cabinet, and Student Learning Outcomes and Assessment Committee (SLOAC) were eliminated and replaced by the College Council and an expanded Outcomes Assessment Committee (OAC). The responsibilities that fell within the charge of those eliminated committees were disbursed among the College Council, OAC, and SSC. The Office of RPIE works closely with the College Council, OAC, and SSC as well as the Institutional Program Review Committee (IPRC) to facilitate discussions about data and outcomes results with an eye toward improving institutional effectiveness.

Analysis and Evaluation

The College has a superintendent/president with primary responsibility for the quality of the institution, including planning, organizing, budgeting, personnel, and institutional effectiveness. This primary responsibility is delegated by the BOT in BP 2430. Additionally, BPs 2510 and 6300, 7100 and 7110, and 7120 tie to the superintendent's role in governance, fiscal stewardship/compliance, and hiring, respectively. The superintendent/president is assisted by the Office of RPIE in the roles of planning, reporting, and institutional effectiveness.

The College meets Standard IV.B.1.

Evidence

- I.B.1-3 Governance Manual
- I.B.9-2 BP 2510: Collegial Governance
- I.B.9-3 AP 2510: Collegial Governance
- III.A.11-3 BP 7120: Recruitment and Hiring
- III.D.2-8 BP 6300: Fiscal Management
- III.D.3-5 Preliminary Budget Presentation, BOT minutes, 2-20-16
- IV.B.1-1 AP 2430: Delegation of Authority to Superintendent/President

- IV.B.1-2 BP 3250: Institutional Planning
- IV.B.1-3 BP 7110: Delegation of Authority - Human Resources
- IV.B.1-4 AP 7110: Delegation of Authority - Human Resources

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

Evidence of Meeting the Standard

The College serves its students and community with the support of excellent faculty, staff, and administrators at all four sites. As of fall 2015, the District employed a total of 1,146 employees, including 190 full-time faculty, 573 associate faculty, 356 classified staff, 15 academic administrators, and 12 classified administrators.

The superintendent/president establishes functional charts that delineate the lines of responsibility and fix the general duties of employees within the District. The College is organized into four divisions: President's Division, Instructional Services Division, Student Services Division, and Business and Administrative Services Division. This structure serves to organize the College in traditional categories based on teaching and learning, student support, and operations. The superintendent/president has oversight of all divisions through direct reports in the President's Division and the three vice presidents. The President's Division includes public information/governmental relations, the MiraCosta College Foundation, and the Office of RPIE.

BP 7110 ([IV.B.1-3](#)) specifies the delegation of authority to the superintendent/president on employment authorization, job responsibilities, and performance evaluation of staff, faculty, and administrators. BP 3100 ([IV.B.2-1](#)) establishes the organizational structure of the institution, and AP 3100 ([IV.B.2-2](#)) lists the structure and key responsibilities of each position.

Based on the organizational structure, vice presidents have been delegated authority to oversee functions of their appropriate divisions, and deans or directors have responsibilities for each program or department. The responsibilities and functions are delineated in the functional charts ([IV.B.2-3](#)). In addition to department responsibilities, functional charts are also separated by campus and site location. The San Elijo Campus and the Community Learning Center each have a site administrator who reports directly to the vice president of

Instructional Services. The director of the Technology and Career Institute (TCI) reports to the dean of Career Technical Education and Workforce Development.

Information to the superintendent/president flows through regularly scheduled executive management team (EMT) and College Council meetings. The superintendent/president and the three vice presidents comprise the EMT. The College Council includes the three vice presidents, appropriate senate council presidents, an administrative council representative, the Associated Student Government president, and a chair from each of the six governance committees.

Staffing needs are determined through program review, which is guided by the goals and objectives of the Comprehensive Master Plan, Strategic Plan, and Staffing Plan. Each year, the superintendent/president, in consultation with the Academic Senate and the guidance of the Staffing Plan, determines how many new faculty will be hired for the following academic year. The superintendent/president conducts all final interviews for faculty and administrator hiring and is charged with making final hiring recommendations to the BOT for ratification. Through program review, faculty hiring requests are prioritized by the Academic Affairs Committee and recommendations are brought to the Academic Senate. The Academic Senate approves or proposes changes to the list of faculty hiring and provides a recommendation to the superintendent/president, who has the ultimate authority to act upon the Academic Senate's recommendations for faculty hiring.

New staff hiring is also established through the program review process. The BPC prioritizes staffing positions based on the allocated budget and recommends those positions to the superintendent/president. Replacement positions for staff and administrators, such as vacancies from resignations, retirements, or transfers that fall outside of the program review process, are analyzed and considered for replacement by the superintendent/president in consultation with the EMT.

BP 2510 ([I.B.9-2](#)) and the Governance Manual ([I.B.1-3](#)) clearly define responsibilities for making collegial governance recommendations to the president through four governance councils and six governance committees. The governance 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. The superintendent/president makes a recommendation to the BOT, if necessary, or implements if BOT approval is not required.

Analysis and Evaluation

Per BP/AP 3100, the superintendent/president plans, oversees, and evaluates the organization's administrative structure to reflect the College's purpose, size, and complexity. This supports the four major divisions of the College as well as the sites where educational programs are offered. The superintendent/president has oversight of all divisions through direct reports, which include the three vice presidents, public information/governmental relations, foundation, and Office of RPIE. The administrative structure is reviewed annually, and new administrative, faculty, and staffing needs are prioritized annually through the program review process.

The College meets Standard IV.B.2.

Evidence

- I.B.1-3 Governance Manual
- I.B.9-2 BP 2510: Collegial Governance
- IV.B.1-3 BP 7110: Delegation of Authority - Human Resources
- IV.B.2-1 BP 3100: Organizational Structure
- IV.B.2-2 AP 3100: Organizational Structure
- IV.B.2-3 Functional Charts

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves achievement and learning; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The superintendent/president oversaw the collaborative development of the *2011 Comprehensive Master Plan (II.C.1-5)* that established the College's goals and priorities. A team with representation from all constituencies was formed to create the CMP, and collegial discussions took place at all levels of the College. Each senate and council had a role in the

development and approval process of the CMP; upon their approval, the superintendent/president brought the plan to the BOT for approval.

The superintendent/president assures that the goals established in the plan are followed, reviewed, and assessed. Based on the CMP goals, a series of three-year strategic plans were developed that included measurable objectives and performance targets ([I.A.2-2](#)). The objectives focus on student success and learning, and they guide annual planning and program review at the division and department levels.

Ensuring the College sets institutional performance standards for student achievement

Because of the superintendent/president's extremely active role in accreditation requirements and processes and oversight of the accreditation liaison position, the superintendent/president was aware of the requirement for the institution to set standards for student achievement when first established in 2014. Additionally, as chair of the College Council, the superintendent/president participated in the discussion of routing the institutional standards to the appropriate groups, including the SSC. The superintendent/president also directed the Office of RPIE to run the data and evaluation needed for analysis and discussion prior to setting the standards.

As outlined in Standard I.B.3, required institution-set standards were developed in 2014, and those standards are included in the data dashboards prepared for the BOT and College. In addition to the required metrics, one other standard—persistence, which assists the College in tracking success based on retention—was set as a pilot measure. The superintendent/president and BOT receive regular updates on the institutional standards from the SSC as well as from the Office of RPIE.

The College also set standards and benchmarks under a new effort within California enacted by the California Community Colleges Chancellor's Office (CCCCO). The Institutional Effectiveness Partnership Initiative (IEPI) established a set of standards for student success, accreditation status, and fiscal stability that involved goal setting by the CCCCCO. These goals are intended to foster improvement for all institutions, and the College community had robust conversations in April and May 2015 through the SSC, BPC, and appropriate councils to establish the IEPI benchmarks.

In spring 2015, the College was invited to be an Achieving the Dream Institution. The focus of Achieving the Dream is to increase dialog and improve student success based on research and evaluation of data. The College spent the 2015/16 academic year in the process of inquiry and data discovery and the development of a plan that will address improving student success.

In April 2016, the board held a workshop to receive updates on the Achieving the Dream Year of Inquiry and what had been learned relative to student learning and achievement through analysis of quantitative and qualitative data ([IV.B.3-1](#)). The College anticipates the BOT will receive an update on the Student Success Scorecard, IEPI goals, and ACCJC institution-set standards in July 2016.

In addition to meeting the accreditation requirement of setting institutional standards for student achievement, the College is benchmarking its performance in two other initiatives: National Community College Benchmarking Project and Maximizing Student Success. Participation in these national benchmarking projects will further allow the College to identify relevant benchmarks and targets against which the College can assess its own performance, thus allowing for richer dialog and focus on student success.

Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions

The College's research agenda and quality of the data have significantly improved over the last six years. The superintendent/president has provided leadership in the development and expansion of the research and analysis functions that assures the College's effective planning. At the direction of the superintendent/president, and to meet a goal of the CMP to be a data-driven institution, a dean of research and planning (later converted to dean of Research, Planning & Institutional Effectiveness) position was created and hired in 2012. The position reports directly to the superintendent/president and also serves as the accreditation liaison officer (ALO).

In order to make data more available and help divisions and departments make data-informed decisions, the Office of RPIE created a data dashboard to provide the College community and the BOT with information on student performance and success, institutional effectiveness, institutional set standards, and fiscal and compliance matters ([IV.B.3-2](#)). In addition, through program review prioritization, a data warehouse programmer position was approved and hired in spring 2015. The position's focus is the development of a data warehouse to ensure easier access to internal and external data. The College also hired a research analyst in January 2015 for student success and equity. This position has allowed the College to more closely focus on student behaviors and College practices that serve as a barrier to student equity and their success. The positions and increased funding allocations for research in the past few years have allowed the institution to replicate state studies that focus on student access and success (e.g., Laser Study and STEPS) and increase capacity for access to qualitative and quantitative studies.

In a major example of the College's efforts to improve upon student achievement, and prompted by statewide conversations on student success and importance of appropriate placement, the College initiated an evaluation and dialog about assessment practices and the impact those practices have on underrepresented students. In November 2015, MiraCosta changed the English assessment and placement practices to reflect the emerging trend and copious research that points to the use of high school transcript information as a better predictor of course performance than standardized test scores.

Based on local research data and the recommendations from the Research and Planning Group (RP Group) of the CCCCO's Multiple Measures Assessment Project (MMAP), decision rules were developed for both math and English placement. As a result, the College is phasing out the use of COMPASS for English assessment and placement and utilizing a high school grade point average (GPA) threshold of 3.0 or higher for placement into transfer-level English and exemption from taking the COMPASS exam. Students with a 2.5–2.9 GPA who earned a B or better in their last English class are also assessed into transfer-level English and exempt from taking the exam. Those who do not meet this standard or do not have high school transcript information are currently required to take the COMPASS for placement; however, the College will be moving to the Common Assessment, when it is available, and phasing out COMPASS completely by November 30, 2016. A similar process was developed for math. MMAP recommendations were mapped to MiraCosta courses from pre-transfer math through the gateway courses in both math and non-math statistics courses. As a result of these changes, the College expects to see a significant increase in direct placement into transfer-level course work in both math and English as well as increased success in basic skills progression.

Externally, the College submits an annual high school report to the local feeder high schools on the academic performance of their students ([IV.B.3-3](#)). The report provides opportunities for conversations with the College and high school staff for better transition programs and services. Discussions of reports such as these and other data (such as CalPass) have led to the development of the Oceanside Promise initiative, a collaborative alignment between MiraCosta College, the Oceanside Unified High School District (OUHSD), and California State University, San Marcos designed to (1) provide supplemental educational, social, and emotional support services to OUHSD students and families, and (2) ensure that all students graduate from high school college and career ready. In addition, in 2014 the College purchased access to the Economic Modeling Specialists International (EMSI), which has helped MiraCosta evaluate and analyze external workforce needs for the region.

Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning

The CMP and three-year Strategic Plan drive planning and resource allocation at the College. Within the CMP is a long-term educational plan ([I.A.2-5](#)) with established goals that guide the College's efforts. This plan was based upon data from an environmental scan and other projections about demographics, population, and changes within the community to ensure that the College is continuing to anticipate and meet the needs of its community and to anticipate and prepare resources for the purpose of supporting the needs of students.

The program review process ties back to the College's strategic goals as established in the CMP and contained within Strategic Plan objectives. Planning forms submitted through program review make connections to the College mission, strategic goals and objectives, and student learning outcomes ([III.B.2-1](#)). Plans are prioritized by the BPC and then recommended to the superintendent/president for consideration and funding.

Ensuring that the allocation of resources supports and improves learning and achievement

Improvement of student learning is at the heart of all resource allocations. The superintendent/president is intimately involved in the resource allocation process. As detailed in Standards I and II, the allocation of resources is driven primarily by program review, with its three-step process of reviewing data, reflecting on and analyzing student learning (student achievement and services and processes), and developing plans that are driven by the reflection.

Based on data, program review plans that call for resource allocation are forwarded to the BPC. Plans are evaluated based on a rubric that includes connections to mission, institutional objectives, and student learning. Plans are prioritized by how well they meet the rubric criteria.

Establishing procedures to evaluate overall institutional planning and implementation efforts

The integrated planning model includes a component for evaluating institutional planning and its implementation ([IV.B.3-4](#)). Committees directly involved in the planning process (i.e., IPRC and BPC) annually review the process and recommend any changes for improvement. In addition, a yearly annual governance survey is distributed to all faculty, staff, and administrators to solicit their input on the overall governance structure and its effectiveness ([IV.B.3-5](#)).

In recent years, changes to the governance structure intended to improve institutional planning have occurred. Results of the evaluation of the institutional planning done in 2013 brought forward the recommendation of creating a new governance committee, the IEC, which was charged with ensuring academic quality by systematically reviewing, evaluating, and refining the District's governance organization and integrated planning model. The IEC also coordinated the integration of the functions and processes for planning and decision making, promoted continual, District-wide dialog about institutional effectiveness, and documented the improvement process.

In 2015, another review of the College's governance structure resulted in the transition of these responsibilities to a newly created College Council (with representation from planning-related entities across the institution); the IEC, Steering Council, and President's Cabinet were then removed from the governance framework.

Analysis and Evaluation

The 2010/20 CMP was collegially developed and establishes goals and priorities of the institution in accordance with the mission. The superintendent/president guides institutional improvement of the teaching and learning environment through goals, priorities, and institutional set standards. The College has a rich culture of evidence-informed planning, evaluation, and decision making using high quality research. Additionally, through the CMP, three-year Strategic Plan, annual program review, and the work of the related committees, resource planning and allocation support student learning, student achievement, and institutional effectiveness in a mission-driven manner.

The College meets Standard IV.B.3.

Evidence

- I.A.2-2 Strategic Plan, 2014–2017
- I.A.2-5 Educational Plan Addendum, 2016-2020
- II.C.1-5 Comprehensive Master Plan, 2011
- III.B.2-1 Program Review Handbook, 2015-16
- IV.B.3-1 Achieving the Dream Update, BOT Agenda, 4-6-16
- IV.B.3-2 BOT Dashboard Screenshot
- IV.B.3-3 Example High School Academic Performance Report
- IV.B.3-4 Integrated Planning Model
- IV.B.3-5 Annual Governance Organization Survey, 2014

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

Evidence of Meeting the Standard

Per BP 3200 ([I.C.12-1](#)), the purpose of accreditation is to assure MiraCosta College continues to provide the community it serves with a high quality education. The College embraces accreditation as an opportunity to sustain a process of continuous quality improvement. The superintendent/president ensures that accreditation eligibility and Standards are at the forefront of the institution's planning and processes.

When the College received a sanction from the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2011, the superintendent/president made accreditation even more of a priority to assure that the College was off sanction in a timely manner. Accreditation experts were brought on board to help guide change, and accreditation was centralized through the creation of the President's Advisory Committee on Accreditation and Institutional Effectiveness (PACAIE). The IEC later assumed the responsibilities of PACAIE and was primarily responsible for overseeing the accreditation reports and processes. The IEC was composed of four faculty, four classified staff, four academic administrators, and one student. The committee was chaired by the dean of Institutional Effectiveness, who was also the accreditation liaison officer, and had a faculty member and a classified staff member as vice chairs. Since January 2016, the College Council, chaired by the superintendent/president, has taken on this role.

Through all these efforts, the College came off sanction, and accreditation is currently embedded into all appropriate College planning and processes. Accreditation is a standing agenda item in all College Council meetings as well as in other council and governance committee meetings ([IV.B.4-1](#); [IV.B.4-2](#)). The superintendent/president is regularly informed about Commission actions, policies, and expectations through ACCJC communications and newsletters, communication from the College's accreditation liaison officer, and regular attendance at meetings, workshops, and conferences conducted by the ACCJC and other professional organizations. The College community is informed about Accreditation Standards and Eligibility Requirements through the College website, All College Day events, and other professional development activities.

The superintendent/president regularly participates on visiting teams as a chair and team member and encourages faculty, staff, and administrators to participate in teams to allow for a better understanding of the accreditation process. In 2015/16, seven College representatives

participated in ACCJC site visits. The superintendent/president presents regular accreditation updates to the BOT and has conducted, through the help of a consultant, educational sessions on the role of the board in accreditation. Most recently, Dr. George Boggs presented a board workshop on January 14, 2015 on the Accreditation Standards and the board's role in accreditation ([IV.B.4-3](#)).

Analysis and Evaluation

The College embraces accreditation as part of its commitment to institutional effectiveness and continuous improvement. The accreditation liaison officer reports to the superintendent/president and together they ensure compliance with all Standards, Eligibility Requirements, and Commission policies. They also ensure that all reports are submitted accurately and in a timely manner. All matters related to accreditation are now reviewed by the College Council, composed of faculty, staff, and administrative representatives and chaired by the superintendent/president. Previously, accreditation efforts were overseen by the IEC.

The College meets Standard IV.B.4.

Evidence

- I.C.12-1 BP 3200: Accreditation
- IV.B.4-1 College Council Agenda, 4-8-16
- IV.B.4-2 Academic Senate Agenda, 2-4-16
- IV.B.4-3 Board's Role in Accreditation Workshop, BOT Minutes, 1-14-15

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

Evidence of Meeting the Standard

The superintendent/president ensures that all pertinent statutes, regulations, and board policies are updated regularly and are available on the College's website. College Council, which is chaired by the superintendent/president, determines the routing process of each policy and procedure and ensures that BPs and APs are updated regularly. AP 2410 ([I.B.7-2](#))

clearly identifies the process for regular review and proposed changes to any board policies and procedures.

The College subscribes to the Community College League of California (CCLC) policy and procedure update service. As such, regular updates to policies and procedures are sent to the College based upon case law or changes in legislation. In spring 2015, the College hired a consultant from the CCLC to review that the College has established all policies and procedures as required by statutes and regulations and that procedures and practices reflect the College's mission. Dr. Jane Wright began her work with the District in January 2015 and proceeded to help facilitate the timely review and updating of board policies. Additionally, under the guidance of the President's Cabinet and Steering Committee leadership, a document change process was developed to more effectively track updates to policies and procedures through various councils and committees.

Any changes to board policies that are recommended by the appropriate council(s) are brought to College Council for review, recommended to the superintendent/president, and brought to the BOT for approval.

The superintendent/president assures policies and procedures provide effective oversight of budgeting and expenditures ([III.D.2-8](#)). The vice president of Business and Administrative Services reports regularly to the superintendent/president and discusses the financial statements and current projections. The superintendent/president stays abreast of the budget proposed at the state level and is informed on how the state budget and local economy would affect the institution. The superintendent/president confirms that the BOT stays informed of the current and projected financial statements through written quarterly budget updates and expenditures, presented to the board by the vice president of Business and Administrative Services ([III.D.3-5](#)).

The superintendent/president is responsible for compliance with federal and state regulations, such as Title 5 and Title IX. The director of Human Resources, who is the Title IX officer, provides updates on complaints and investigations so that the superintendent/president can keep the BOT apprised of issues and potential liability. All complaints made to federal or state agencies have been resolved in favor of the District and no sanctions have been imposed.

Analysis and Evaluation

BP/AP 2410 states that the superintendent/president is responsible for implementing all relevant laws, regulations, and policies and for keeping board policies up to date. The BOT also delegates to the superintendent/president fiscal management and stewardship through BP

6300, which ensures that quarterly financial reports are shared with the board as information items. Through evaluation, the board holds the superintendent/president responsible for these matters as stated in board policy.

The College meets Standard IV.B.5.

Evidence

I.B.7-2 AP 2410: Board Policies-Administrative Procedures

III.D.2-8 BP 6300: Fiscal Management

III.D.3-5 Preliminary Budget Presentation, BOT minutes, 2-20-16

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

Evidence of Meeting the Standard

The superintendent/president communicates and engages with the community regularly. The superintendent/president holds an Annual State of the College breakfast, which is attended by elected officials, members of community organizations and businesses, educational organizations, and other community leaders. Additionally, the College Foundation hosts several events throughout the year, such as the President's Circle and Business Roundtable, with the superintendent/president as a key speaker to talk about the direction of the College and to invite input from businesses, educational organizations, and community members.

In spring 2015, the superintendent/president presented a brief State of the College at the following City Council Meetings: Oceanside, Solana Beach, Carlsbad, Encinitas, and Del Mar. Additional opportunities to represent the work of the College occurred during Chamber of Commerce events and meetings, such as those in Oceanside and Carlsbad, and in town hall meetings with business and industry representatives from throughout the county. In fall 2015, a President's Business Roundtable was established to allow business leaders and community employers to receive updates and provide input about employer and workforce needs. Approximately 80 business leaders attended the inaugural event held on September 29, 2015.

Regular media interviews with local print, radio, and television outlets also provide ample opportunity to get word out about the College and the services it provides for its community. In spring and summer 2016, the superintendent/president, BOT members, and the EMT

undertook a strategic outreach effort to discuss the College's impact on approximately 60 businesses and community organizations.

One of the strategic goals of the institution is to be a conscientious community partner. To accomplish this goal, objectives are established in the Strategic Plan that strive to engage organizations and members of the community to collaborate and contribute to the mission of the College. Some of these strategic partnerships include a national GEAR-UP grant to promote a college-going culture within the College's service area in collaboration with the feeder high school districts. Additionally, as the high school districts have needed the College to provide services or as the College has required temporary facilities while campus renovations were completed, strong relationships existed to leverage mutually beneficial collaborations.

The superintendent/president also represents the College in leadership roles at the state and local level. At the state level, the superintendent/president serves on the board of the Workforce and Economic Development Advisory Committee to the Chancellor's Office and also as the chair of the Board of Governor's Taskforce on a Strong Workforce. Locally, the superintendent/president is a member of the Carlsbad Chamber of Commerce board, San Diego Regional Economic Development Council board, the San Diego County Workforce Investment board, and the BioCom board. The superintendent/ president is president of the San Diego Imperial Counties Community Colleges Association (SDICCCA) and represents SDICCCA in all regional and state efforts in workforce development. Additionally, designees from the President's Division participate on the Oceanside Chamber board and the San Diego North Economic Development Council. The College is also a member of the North County Higher Education Association (NCHEA) and the NCHEA Professional Development Organization through the Office of the President.

Analysis and Evaluation

The superintendent/president regularly communicates with the community served by the College through a number of channels. An annual report to the community event is held where published annual reports are disseminated in addition to public reports made at regularly scheduled city council meetings. Additionally, the President's Business Roundtable and regular media releases and interviews with local print media, television, and radio stations serve as opportunities to communicate with business leaders and community members. Numerous scheduled discussions with business leaders and civic organizations also assist information to flow between the College and the community it serves. Finally, the superintendent/president or her designate sits on local and regional chamber boards, economic development corporations, and workforce boards.

The College meets Standard IV.B.6.

IV.C Governing Board

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

Evidence of Meeting the Standard

The MiraCosta Community College District Board of Trustees has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the institution's student learning programs and services as well as its financial stability. This begins with the mission of the College, which is approved by the board of trustees (BOT) and makes clear the expectation that the College provides "superior educational opportunities and support services," thereby establishing the standard for academic quality. The mission drives long- and short-term planning and the goals of the institution as well as budget development.

The BOT makes a compilation of policies available to the public on the College's website. These policies are divided into seven chapters focusing on (1) the District, (2) the BOT, (3) the institution in general, (4) academic affairs, (5) student services, (6) business and fiscal affairs, and (7) human resources. It is through these policies and procedures that the BOT also establishes standards of academic quality, integrity, and effectiveness for all of the programs and services as well as financial stability. These policies and procedures are reviewed on a regular basis through the College's established governance and operational structure ([I.B.7-1](#)). MiraCosta subscribes to the Community College League of California (CCLC) policy and procedure service that sends draft revisions twice annually to be made to policies and procedures based upon required legal changes or suggested best practices. A committee or council can also trigger a review based upon a need to change.

The role of the MiraCosta College BOT is highlighted in board policy (BP) 2200: Board Duties and Responsibilities ([IV.C.1-1](#)). This BP clarifies the authority of the board to govern a college district in accordance with the laws and constitutions of California and the U.S. It defines 20 specific fiduciary responsibilities of the board, including the following:

- Representing the public interest
- Hiring, evaluating, and delegating responsibility to a superintendent/president
- Approval of long-term plans
- Approval of courses, programs, and academic standards
- Employment of personnel
- Control of expenses to ensure public funds are spent prudently and control of District property

- Participatory governance
- Student conduct and fees
- Setting policy direction.

Specifically, BP 2200 establishes the board's role in the academic quality, integrity, and effectiveness of the student learning programs and services, including establishing policies and approving educational courses and programs as well as establishing academic standards, probation, dismissal and readmission policies, and graduation requirements. The board's role is also to award degrees, certificates, and diplomas to students upon completion of the prescribed courses or curriculum. Additionally, through its regular review of student success outcomes and plans to improve these outcomes, the BOT translates its policy and the College mission into actions. The board has attended training at the Governance Institute for Student Success (GISS), established a goal to support student success and completion rates, and has deployed a dashboard so that it can regularly review student success, student achievement measures, fiscal benchmarks, and institution-set standards and engage in conversations regarding the planned improvements.

The fiduciary role of the board is also clearly stated in BP 2200 in areas such as representing the public's interest, controlling the District's operational and capital outlay budget, assuring that public funds are spent prudently, levying taxes, if necessary, in bond elections, managing and controlling District property, and contracting for goods and services. Additionally, the board is authorized to receive gifts, grants, and scholarships for the benefit of the College or its students.

As established in BP 2200 and also defined in BP 3250 ([IV.B.1-2](#)), the BOT is also responsible for creating policies, reviewing long-term planning, and reviewing and approving the District's deferred maintenance plan and five-year capital outlay plan. Board policies in Chapter 6 include specific guidance regarding the board's role in ratifying contracts ([IV.C.1-2](#); [III.D.16-1](#)), budget preparation ([I.A.3-13](#)), financial reserve ([III.D.9-1](#)), budget management ([III.D.2-7](#)), and fiscal management, including the board's review of the quarterly financial report as well as the annual independent financial audits ([III.D.8-1](#)). Thus, the BOT is very much involved through policy in ensuring the financial stability of the institution. Additionally, by approving board goals and long- and short-term plans, the BOT ensures that financial planning and allocations support the mission and priorities of the institution.

Analysis and Evaluation

The BOT, through the College mission, policies, plans, and budget, sets expectations about the institution's academic quality, integrity, and effectiveness of student learning programs

and services as well as its financial stability. Specifically, BP 2200 clearly defines the authority and role of the MiraCosta BOT to set these standards. While BP 2200 generally lays out the role of the board's fiduciary responsibility, several other policies and procedures specifically state the board's expectations and roles. Chapter 2 of the published board policies establish the requirements for curricular changes, degree requirements, and academic standards. Chapters 5 and 6 establish expectations and standards for student support services and business and fiscal affairs, respectively. Similarly, while the board's role in ensuring the quality of instructional programs and services is addressed in BP 2200, the role of collegial governance is also recognized.

The College meets Standard IV.C.1 and Eligibility Requirement 7.

Evidence

- I.A.3-13 BP 6200: Budget Preparation
- I.B.7-1 BP 2410: Board Policies-Administrative Procedures
- III.D.2-7 BP 6250: Budget Management
- III.D.2-8 BP 6300: Fiscal Management
- III.D.8-1 BP 6400: Financial Audits
- III.D.9-1 AP 6305: Reserves
- III.D.16-1 BP 6330: Purchasing and Contracts
- IV.B.1-2 BP 3250: Institutional Planning
- IV.C.1-1 BP 2200: Board Duties and Responsibilities
- IV.C.1-2 BP 6100: Delegation of Authority - Business Administrative Services

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

Evidence of Meeting the Standard

The College BOT acts as a collective entity; once the board reaches a decision, all board members act in support of the decision. BP 2715: Code of Ethics/Standards of Practice states that the seven-member board is an independent policy-making board and that once a vote is taken, all board members abide by and uphold the final majority decision ([I.C.8-2](#)).

BP 2330 outlines the specifics of board voting ([IV.C.2-1](#)). For most situations, a simple majority of the BOT is required for action to be taken. Actions such as purchase of property, deeds, exemption from planning commissions, or appropriations from the reserve require two-thirds majority of the full board. Finally, for actions such as sale or lease of property to

the state, county, or city or involving the production of gas, the unanimous decision of the BOT is required.

Analysis and Evaluation

The BOT acts as a collective entity and all board members act in support of a final decision made by a majority of the board as stated in BP 2715: Code of Ethics/Standards of Practice. Board members review this code of ethics each year and indicate their agreement through individual signatures.

The College meets Standard IV.C.2.

Evidence

- I.C.8-2 BP 2715: Code of Ethics-Standards of Practice
- IV.C.2-1 BP 2330: Quorum and Voting

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

Evidence of Meeting the Standard

The MiraCosta College BOT has established policies defining selection and evaluation of the superintendent/president. BP 2431 states that the board shall establish a procedure for selection of the superintendent/president that is fair, open, and compliant with relevant regulations ([III.A.1-2](#)). The board utilized this policy in the most recent hire of its superintendent/president in fall 2014. The board utilized an executive recruitment firm and a committee of 13 members made up of faculty, staff, classified and academic administrators, representatives of labor, a student, and community members. The 13-member screening and interviewing committee was co-chaired by the interim superintendent/president and the board president. Final interviews were conducted by the board, and the four-year contract was mutually agreed upon.

BP 2435 and its corresponding administrative procedure (AP) guide the process of evaluating the superintendent/president ([III.A.5-8](#); [III.A.5-9](#)). AP 2435 defines the components of the superintendent/president's evaluation, including board evaluation, superintendent/president self-evaluation, and constituent feedback, and clarifies the timeline for the annual evaluation. The criteria for evaluation are based upon the policy as well as the job description and mutually agreed upon goals and objectives. The process begins in April each year and

concludes in July. The most recent evaluations were completed in December 2015 for the interim superintendent/president and then again in July 2015 and March 2016 for the permanent superintendent/president ([IV.A.7-1](#); [IV.C.3-1](#)). Once goals based on the president's evaluation have been established, the board receives periodic updates related to progress on those goals via annual reports, regular presentations in board meetings, and an annual review of metrics on the board's data dashboard.

Analysis and Evaluation

Established policies and procedures (BP 2431 and BP/AP 2435) define the process for superintendent/president selection and evaluation, and the process has been utilized recently for identifying a permanent superintendent/president and evaluating the superintendent/president.

The College meets Standard IV.C.3.

Evidence

- III.A.1-2 BP 2431: Superintendent/President Selection
- III.A.5-8 BP 2435: Evaluation of Superintendent-President
- III.A.5-9 AP 2435: Evaluation of Superintendent-President
- IV.A.7-1 BOT Self Evaluation and Constituent Feedback Template
- IV.C.3-1 Superintendent/President Evaluation Template

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

Evidence of Meeting the Standard

The MiraCosta College BOT is an independent, policy-making body, with seven members each representing specific regions within the north San Diego coastal district. To comply with the California Voting Records Act, the District undertook a re-districting study and took action to reorganize into seven voting districts ([IV.C.4-1](#)). Beginning in 2014, trustees were elected by specific voting district to help ensure that board members are familiar with and advocate for the needs of their electorate as well as the needs of all residents within the District.

BP 2715: Board Ethics and Standards of Practice indicates this independent policy-making role and the commitment to serving the educational needs of all residents of the entire District ([I.C.8-2](#)). Additionally, board members are expected to act according to the highest standards of ethical behavior and have attended ethics training provided by the California Fair Political Practices Commission ([I.C.8-3](#)).

The MiraCosta BOT duties and responsibilities are enumerated in BP 2200 ([IV.C.1-1](#)). The BOT is authorized by California statutes to govern in accordance with all applicable laws and the constitutions of California and the U.S. The policy also states that the board may initiate and carry on any program or activity, or may otherwise act in any manner that is not in conflict with, inconsistent with, or preempted by any law that does not conflict with the purposes for which community college districts are established. A primary duty of the BOT is to represent the public interest and all those within the area served by the trustee, not solely those constituencies who elected the trustee. Additionally, BP/AP 2710: Conflict of Interest indicates the conditions that represent a conflict of interest and specific actions to be taken in the case that a conflict may exist ([I.C.14-1](#); [IV.C.4-2](#)). None of the board members is employed by nor has family, ownership, or other personal financial interest in the District.

Finally, BP 2714: Prohibition of Gifts prohibits the receipt of gifts by public officials from persons who do business with the District or those who want to do business with the District, as the receipt of gifts erodes public confidence in the impartiality of decisions made by those officials ([III.A.13-5](#)). This prohibition of gifts is intended to indicate the impartiality of board actions and further indicates that the BOT acts as an independent entity serving the public interest at the policy level.

A student trustee is elected each spring to serve as a member of the BOT for the following academic year. The student trustee represents the student voice on matters that most directly impact students ([IV.C.4-3](#)). The student trustee also signs the conflict of interest and abides by BP/AP 2710.

All board meetings are posted and agendas are made available to the public at least 72 hours before the meeting. Each regular BOT meeting begins with an open public session during which members of the public can address the board about matters on the agenda as well as those not on the agenda. BOT meeting agendas and minutes are published on the MiraCosta College website along with all board policies and administrative procedures.

Analysis and Evaluation

The BOT acts to represent the public interest and represents all constituents and residents within the District, not simply those who elected the trustee. The student member of the board is elected annually to represent the MiraCosta College student voice.

Policies and procedures on conflict of interest, prohibition of gifts, and ethics and standards of practice guide the board's work. Taken together, these board policies define expectations of trustees in acting as an independent policy-making body free from undue influence or pressures in ensuring the quality of educational programming to meet the needs of the community served by the institution.

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

Evidence

- I.C.8-2 BP 2715: Code of Ethics-Standards of Practice
- I.C.8-3 Fair Political Practices Commission Ethics Training Webpage
- I.C.14-1 BP 2710: Conflict of Interest
- III.A.13-5 BP 2714: Gift Ban
- IV.C.1-1 BP 2200: Board Duties and Responsibilities
- IV.C.4-1 Voting Districts, BOT Minutes, 6-25-13
- IV.C.4-2 AP 2710: Conflict of Interest
- IV.C.4-3 BP 2015: Student Trustee

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

Evidence of Meeting the Standard

The College BOT has established governance policies and procedures ([I.B.9-2](#); [I.B.9-3](#)) that identify how the College seeks broad input into plans and decision-making through established governance bodies. The College mission is established through these existing channels and is reviewed every three years. BP 1200 identifies the mission of the College, and the board's policies and actions are consistent with this mission and ensure the quality and integrity of student learning programs and services ([I.A.4-1](#)). The BOT acts in a manner

that is consistent with its policies. BP 2200 defines board duties, including approving courses and educational programs, establishing academic standards, and awarding degrees and certificates in keeping with the College's mission. An additional function includes controlling expenses to ensure that public funds are spent prudently and in support of the College's mission.

BPs and APs in Chapter 4: Academic Affairs and Chapter 5: Student Services establish the quality and integrity of student learning programs and services ([I.C.8-6](#)). MiraCosta College subscribes to the CCLC's Policy and Procedure service, which ensures that policies and procedures are up to date with current laws, regulations, and standards of educational quality, integrity, and student support and service standards in California. BOT-adopted policies are developed with appropriate local constituent group input, model policy from CCLC, and College staff to ensure alignment with the MiraCosta College mission.

The BOT established a goal to implement a data dashboard by October 2014 to focus on student success and achievement as well as fiscal, physical, and compliance issues. At least annually, the board reviews progress on meeting institution-set standards. These student success and achievement metrics, including California Student Success Scorecard data on student completion, persistence, those completing 30 units, and the success of transfer students, were most recently reviewed in a board workshop on July 15, 2015 ([IV.A.1-5](#)) and again in August 2016. Additionally, other metrics about institutional effectiveness, including institution-set standards and Institutional Effectiveness Program Initiative (IEPI) measures, are also included in the board's data dashboard and were reviewed in this workshop.

As the budget is being prepared, board directives and budget priorities support the mission of the College, student success, and fiscal prudence ([III.D.1-1](#); [IV.C.5-1](#)). Additionally, the District's institutional goals establish focus for budget allocations as well as the institution. These goals include MiraCosta College becoming an institution where all students have a high probability of academic success. Objectives within this goal include optimizing student success and producing equity in student outcomes.

During the great recession, the BOT provided leadership for the College to reallocate resources to the core mission of the institution. While all California community colleges were experiencing significant budget reductions (including MiraCosta College), colleges were forced to make a variety of choices regarding educational programs and services as a result of the budget cuts and state-mandated workload reductions. MiraCosta continued to provide an open door to education for students within San Diego County by continuing to offer as many courses as fiscally prudent; in fact, due to increases in efficiencies as well as reallocations, the College was able to grow in student headcount and full-time equivalent

student (FTES) during this period. This growth was primarily due to a focus on the core mission of the College and to those residents the College serves.

The BOT is advised regarding all legal, financial, and educational issues by the superintendent/president through staff reports and via review of related metrics on the data dashboard ([IV.B.3-2](#)). Board minutes and closed session reports indicate that the BOT makes the final decisions in each of these areas and that it allocates sufficient resources to ensure the quality, integrity, and improvement of student learning programs and services.

Analysis and Evaluation

Board policy establishes that the BOT ultimately has responsibility for educational integrity, programs, degrees, certificates, legal matters, and financial integrity and stability. Through the development of relevant board policies and administrative procedures, as well as budget directives and priorities, the board defines the quality, integrity, and improvement expected of the College's student learning programs and services. These expectations are in keeping with the District's mission, which is defined in board policy as well as in all long- and short-term plans.

The College meets Standard IV.C.5.

Evidence

- I.A.4-1 BP 1200: District Mission
- I.B.9-2 BP 2510: Collegial Governance
- I.B.9-3 AP 2510: Collegial Governance
- I.C.8-6 BOT Policies and Procedures Webpage
- III.D.1-1 Budget Book, 2015/16
- IV.A.1-5 Student Success Workshop, BOT Minutes, 7-15-15
- IV.B.3-2 BOT Dashboard Screenshot
- IV.C.5-1 Budget Workshop, BOT Minutes, 8-26-15

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

Evidence of Meeting the Standard

The MiraCosta BOT policies and procedures are made public on the College's website ([I.C.8-6](#)). BP 2010 ([IV.C.6-1](#)) establishes the size of the seven-member board, and BP 2015 ([IV.C.4-3](#)) calls for a student trustee elected by the student body. BP 2200 ([IV.C.1-1](#)) clearly establishes the board duties and responsibilities and BP 2210 ([IV.C.6-2](#)) establishes the role of the board president, vice president and secretary. BP 2220 ([IV.C.6-3](#)) establishes the ability for the board to form ad hoc committees. Board policies in Chapter 2 describe and define operational matters of the board, including voting procedures, decorum, public participation, governance, board vacancies, special and emergency meetings, agendas, minutes, as well as selection, evaluation, and delegation of authority to the superintendent/president. Other policies within Chapter 2 also specify bans on gifts, conflicts of interest, logistics of travel, and reimbursement for trustees in addition to other operational matters.

Analysis and Evaluation

The MiraCosta College BOT has an extensive set of policies and procedures informed by the CCLC policy and procedure services, collegial governance, superintendent/president recommendations, and legal advice, as needed. These are made public on the College's website and direct the behavior of the trustees as well as employees, students, and the public. The policies and procedures also specify the BOT size, duties, responsibilities, structure, and operational procedures.

The College meets Standard IV.C.6.

Evidence

- I.C.8-6 BOT Policies and Procedures Webpage
- IV.C.1-1 BP 2200: Board Duties and Responsibilities
- IV.C.4-3 BP 2015: Student Trustee
- IV.C.6-1 BP 2010: Board Membership
- IV.C.6-2 BP 2210: Officers of the Board
- IV.C.6-3 BP 2220: Committees of the Board

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

Evidence of Meeting the Standard

The MiraCosta BOT acts in a manner that is consistent with its policies and procedures, and it engages in a regular assessment of its policies and procedures in fulfillment of the District's mission. The mission is central to long- and short-term planning as well as to the establishment of policies, procedures, and goals. The District mission is reviewed every three years as indicated in BP 1200 ([I.A.4-1](#)). The most recent review was undertaken in 2015 as a result of the addition of a new bachelor's degree in biomanufacturing. While the existing mission statement included this new degree within the career technical education and economic development aspects, a minor modification was recommended to more clearly include the new degree. The board approved this change unanimously in September 2015.

The role of the board is highlighted in BP 2200: Board Duties and Responsibilities. These duties include representing the public; evaluating and delegating responsibility to a superintendent/president; approving long-term plans; approving courses, programs, and academic standards; employing personnel; controlling expenses to ensure public funds are spent prudently and controlling district property; engaging in participatory governance; establishing standards of student conduct and fees; providing policy direction; and evaluating the board itself.

Board policies are intended to be statements of intent by the board about specific matters within its jurisdiction. The administrative procedures are issued by the superintendent/president as methods of implementing board policy. MiraCosta subscribes to the CCLC policy and procedure service that provides bi-annual updates to the College regarding legal or policy updates required. This triggers the College to update relevant policies and procedures to reflect current law and statute. Additionally, the College engages in regular updating of policies and procedures through its collegial governance processes. The BOT delegates its review functions to the superintendent/ president, who is informed by regular CCLC updates and the collegial governance processes at the College. BP/AP 2410 states the process for updating policies and procedures, and the College Council routes matters to the appropriate committee, council, group, or individual for review and update ([I.B.7-1](#); [I.B.7-2](#)).

Nearly all of the policies regarding the District (Chapter 1) and the BOT (Chapter 2) are routed operationally to the superintendent/president. Required changes are made by bringing modifications to the College Council for discussion and subsequent action on the recommendation made by a committee, council, or the appropriate administrator. Board

policies, once approved by the College Council and recommended by the superintendent/ president, are reviewed by the board in two separate sessions. The initial review is accompanied by an opportunity for questions or comments; at the second reading, the BOT takes action on the recommended BP. Administrative procedures are routinely approved at the College Council level in keeping with the approved BP.

Analysis and Evaluation

The BOT abides by its policies and procedures and ensures that they are in keeping with current law and statute. The board reviews and approves policies, procedures, and plans to ensure that they are consistent with the District's mission. By subscribing to the CCLC policy and procedure service, and by routinely triggering the ongoing review of policies and procedures through committees and councils, the College ensures that its policies and procedures provide guidance and the parameters within which the Colleges strives to meet its mission. Policies clearly establish the board's fiduciary and policy role as well its role in academic quality, standards, and plans.

The College meets Standard IV.C.7.

Evidence

- I.A.4-1 BP 1200: District Mission
- I.B.7-1 BP 2410: Board Policies-Administrative Procedures
- I.B.7-2 AP 2410: Board Policies-Administrative Procedures

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

Evidence of Meeting the Standard

As one of its goals, the BOT supports efforts to increase student success and completion rates. At their request, the board has access to a data dashboard and reviews it at least annually. The trustee dashboard (established in fall 2014) contains student success metrics established in the California Student Success Scorecard, the institution-set standards, and also the recently established IEPI standards. Additionally, the trustees are also readily able to see annual institutional effectiveness measures such as cost indicators, facilities condition index, classroom fill rates, room utilization, and the status of the 50 percent law.

Student success measures included in the trustee dashboard include course success, retention, and persistence of overall completion (degrees, certificates, or transfer). The institution-set standards were first established in spring 2014 through College-wide review of five-year trends and county and statewide averages. Based upon this, the College set standards through its collegial governance process, and the standards were included in the trustee dashboard. Institution-set standards and five-year performance trends are detailed in the introduction section of this report and have been set for the following:

- Course success
- Fall-to-fall persistence
- Degree completion
- Certificate completion
- Transfer volume
- Nursing pass rates
- Vocational nursing pass rates
- Certified nursing assistant pass rates
- Surgical technology pass rates.

The trustees mostly recently reviewed this information as part of a board workshop focused on student success outcomes in July 2015 and as part of the annual report that was submitted to ACCJC in spring 2015. The trustees also reviewed the IEPI measures at the July 2015 workshop. Similarly, the BOT will again review student success data, along with IEPI target goals and ACCJC institution-set standards in August 2016.

The BOT regularly reviews the College's plans for improving student success and achievement. This occurs through the periodic review of the College's basic skills plan, the Student Success and Support Program (SSSP) Plan, and the Student Equity Plan. The progress on these plans and future actions were reported to the board in July 2015 in a workshop focused on student success. At that time, the board received updates on the current plans, future priorities, and actions as well as success and outcome metrics. In addition, monthly divisional updates are submitted to the BOT that include student achievements and departmental efforts toward student success ([IV.C.8-1](#)).

Additionally, the BOT has been very supportive of the College's efforts to join Achieving the Dream, a national community college network focused on ensuring that more students achieve successful outcomes. The College sees this as a way to unite the multiple success efforts at the MiraCosta, and the BOT has appointed Dr. David Broad as its liaison to this effort. In summer 2015, the board reflected on its self-assessment, constituent feedback, and progress toward goals. The resulting goals for 2015/16 included support for the College in its efforts to scale up student learning and success efforts to effectively reach more students.

The BOT committed to the GISS, a one-and-a-half-day conference sponsored by the Association of Community College Trustees (ACCT) and held September 24–25, 2015, in San Diego. The conference was attended by six of the seven publicly elected trustees as well as the student trustee. At GISS, the board engaged in focused discussions about the its role in student success and equity. The trustees reviewed the SSSP, Student Equity, and Basic Skills Plans and considered methods for keeping an intense focus on student success and equity and creating an environment that supports the College in this work. In March 2016, they again participated at GISS where the specific goals for the institute included engagement of trustees in the use of data to achieve better understanding of student needs and the design of a case study to serve as a framework for how the superintendent/president and trustees can facilitate student success, equity, and completion.

The BOT also reviews curricular and programmatic changes to improve institutional quality at least twice per year as recommended by the College’s governance process and has been extremely supportive of the College’s efforts to offer a baccalaureate in biomanufacturing. This degree builds on the established strengths of the existing associate degree and certification in biotechnology and helps to meet a demonstrated community need.

Finally, the BOT annually receives a distance education update whereby the Online Education Plan is reviewed along with goals and student outcomes. Crucial information regarding distance education students, distance education offerings, and student outcomes and achievement are reviewed and discussed during an open board meeting ([IV.C.8-2](#); [IV.C.8-3](#); [III.B.2-9](#)).

Analysis and Evaluation

The BOT has regular access to student outcome and achievement data as well as institutional effectiveness metrics to support their role in ensuring academic quality. The board reviews key indicators of student outcomes and success through the data dashboard as well as through scheduled workshops. Trustees also review the institution-set standards as well as IEPI metrics via the dashboard.

The BOT is kept up-to-date and reviews plans for improvement, including the Basic Skills, SSSP, and Student Equity Plans and the more recent unifying efforts of Achieving the Dream. Additionally, the board reviews and approves curricular and programmatic changes as well as reviews the Online Education Plan regularly. Taken together, this indicates the BOT’s strong interest in, and responsibility for, student success and achievement as well as the academic quality of programs and offerings at the College.

The College meets Standard IV.C.8.

Evidence

- III.B.2-9 Online Education Plan, 2015-18
- IV.C.8-1 Monthly Divisional Report to the BOT
- IV.C.8-2 DE Plan, BOT Minutes, 11-18-15
- IV.C.8-3 DE Plan Presentation

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

Evidence of Meeting the Standard

The BOT has established policies and procedures for ongoing training for board development including new member orientation. This commitment to ongoing board development, including new trustee orientation and board study sessions, is established in BP/AP 2740 ([IV.C.9-1](#); [IV.C.9-2](#)). AP 2740 clearly lays out the process by which board candidates (prior to election) may be oriented to the District, and it addresses the education of the student trustee. Each August, the student trustee attends the statewide student trustee orientation sponsored by the CCLC.

An ongoing part of trustee education has been CCLC and Association of Community College Trustees (ACCT) conferences. In 2014/15, two trustees attended the January 23–25 CCLC conference, which offered new trustee training as well as board chair training. Also in spring 2015, one trustee attended the ACCT meeting. New trustee orientation activities attended by the newly elected trustees included the CCLC new trustee conference in January 2015 as well as the ACCT New and Experienced Trustees Governance Leadership Institute in August 2015. Additionally, nearly all trustees as well as the student trustee attended the Governance Institute for Student Success (2013 in Long Beach and 2015 in El Cajon, California). This intensive, ACCT-sponsored training is designed to help trustees set an environment and tone for enhancing student outcomes and achievement. Finally, six trustees also attended the ACCT Conference in San Diego in October 2015, and the newly elected board president and student trustee attended the CCLC conference in January 2016. Most recently, a trustee attended the CCLC transfer conference in spring 2016, and the student trustee attended the statewide student trustee meeting. In addition, the board president attended a board chair training session and met with state legislators as part of the San Diego-Imperial County Community College Association (SDICCCA) delegation in January of 2015 and 2016.

The MiraCosta College superintendent/president's office provides each new trustee with a Student Services Division Primer, census and enrollment data, and a notebook of information consisting of the following:

- MiraCosta College at a Glance information sheet
- San Diego and Imperial Counties Community Colleges Association At a Glance information sheet
- Community College League of California Fast Facts information sheet
- Board of trustees annual goals
- Superintendent/president annual goals
- Board policies/administrative procedures 1000 and 2000 chapters
- District organizational charts
- MiraCosta College Foundation newsletter, The *MiraCostan* (latest edition)
- MiraCosta College Foundation annual report.

In addition to regularly scheduled conference attendance, the BOT has had periodic study sessions conducted by national experts or by staff. These included a legal training conducted by Laura Schulkind (2013) of Liebert Cassidy Whitmore and training conducted by Dr. George Boggs, President Emeritus of the American Association of Community Colleges (January 14, 2015), on understanding the board's role in accreditation as well as the roles and responsibilities of board members in leading the institution. Additionally, Dr. Cindra Smith has conducted a work session on board-superintendent/president relations ([IV.C.9-3](#)) and also on visioning for the future ([IV.C.9-4](#)).

The BOT has a mechanism for providing continuity of board membership and staggered terms of office. BP 2100: Board Elections clarifies that elections for trustees should occur every two years on even numbered years. Approximately half of the trustees are elected every two years for a term of four years with terms starting on the first Friday in December following the November election. The terms of trustees are staggered so that approximately one half of the trustee are elected at each trustee election to ensure continuity in leadership of the District. Trustees are elected by specified areas of the District and only by registered voters of the same area. If a vacancy should occur, Board Policy 2110 ([IV.C.9-5](#)) specifies the actions that may be taken to call for a special election or provisional appointment. This procedure was recently used to provisionally appoint a trustee in Area 4 in April 2015.

Analysis and Evaluation

MiraCosta has an effective means of ensuring BOT continuity and for providing new trustee and ongoing trustee professional development and growth opportunities. Trustee training may begin with candidates and continues for newly elected trustees through established conferences and specified discussions about roles, responsibilities, organizational structure,

and campus tours. Finally, trustees are encouraged to attend local, state, and national conferences, and ongoing board workshops are held to keep board members informed and engaged in discussions on specific topics pertinent to the College.

The College has established policies and procedures to ensure continuity of board leadership through staggering of board elections and ongoing trustee training. Approximately one-half of the seven-member board is scheduled to be elected at each trustee election, which occurs every two years on even numbered years.

The College meets Standard IV.C.9.

Evidence

- IV.C.9-1 BP 2740: Board Education
- IV.C.9-2 AP 2740: Board Education
- IV.C.9-3 BOT/CEO Roles, BOT Workshop, 2-28-15
- IV.C.9-4 Board Visioning, BOT Agenda, 8-26-15
- IV.C.9-5 BP 2110: Vacancies on the Board

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

Evidence of Meeting the Standard

BP/AP 2745 clearly establish a process for annual board evaluation and goal setting ([IV.C.10-1](#)). The annual evaluation consists of each board member's assessment and a compilation of the assessment that is discussed by the trustees. The BOT may also choose to solicit feedback from College constituents in an anonymous survey.

In addition to its annual assessment of its effectiveness in promoting academic quality and institutional effectiveness, the BOT assesses progress toward established board goals. The results of this evaluation are discussed in a scheduled retreat, and the results of the evaluation are used to set future goals and board priorities to improve the board's performance as well as to improve the institution's academic quality and effectiveness. The results are published as part of public BOT minutes ([IV.C.10-2](#); [IV.C.10-3](#); [IV.A.7-1](#)).

The BOT utilized information from its 2014 evaluation to design a workshop held January 14, 2015 (by Dr. George Boggs) to focus on the board's role in accreditation and also February 28, 2015 (by Dr. Cindra Smith) to discuss areas where improvements were needed in board/superintendent/president roles and communication.

The BOT's goals for the coming year are established based upon the evaluation results and discussion as well as important matters before the College. For 2015/16, the goals of the board included the following:

- Maintaining full accreditation status by monitoring progress on the College's preparation and by following the expectations in Standard IV related to the board's role and responsibilities.
- Preparing for long-term facilities needs and funding by ensuring an established timetable is generated along with a comprehensive master plan update, an information strategy, and a means to evaluate the scope and timing of a potential bond in 2016.
- Supporting efforts to increase student success and completion rates through Achieving the Dream and other scalable programs.
- Supporting activities to make MiraCosta College a model for inclusion and diversity.

These goals indicate the board's keen interest in supporting the accreditation, fiscal, and physical needs of the College and in ensuring a focus on student outcomes and achievement as well as equity and inclusion efforts.

Analysis and Evaluation

The MiraCosta BOT has an established policy and procedure for assessing its effectiveness as a board through individual reflection, group discussion, and constituent feedback. This process is articulated in BP 2745 and documented in workshop minutes. The results of the annual evaluations are used to improve board performance, academic quality, and institutional effectiveness and to set future goals.

The College meets Standard IV.C.10.

Evidence

- IV.A.7-1 BOT Self Evaluation and Constituent Feedback Template
- IV.C.10-1 BP 2745: Board Self Evaluation
- IV.C.10-2 Board Evaluation, BOT Agenda, 6-11-14
- IV.C.10-3 Board Evaluation, BOT Agenda, 6-13-15

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

Evidence of Meeting the Standard

The BOT has established a code of ethics ([I.C.8-2](#)) and a conflict of interest ([I.C.14-1](#)) policy. Trustees are asked to review the code of ethics and standards of practice once per year and to certify, through signature, that they have reviewed the code and relevant BPs. Additionally, BOT members are prohibited from using public resources for personal use in BP 2717 ([IV.C.11-1](#)). BP 2715: Code of Ethics and Standards of Practice establishes the standards of ethical behavior for trustees to act within to ensure the board's obligation to the College's primary mission, and it includes references to time spent on BOT duties, voting based on fact, representation of the District as a whole, confidentiality, and professional development.

BP 2715 also refers to BP 3050: Institutional Code of Ethics ([I.C.8-1](#)), which defines ethics and establishes appropriate behavioral norms in the context of the institution, profession, colleagues, and the student.

BP 2715 clarifies the process used to investigate if a trustee has been in violation of the code of ethics by way of an ad hoc ethics committee appointed by the board president and vice president. Following investigation, the consequences of a violation are to be determined by the BOT and may include any sanction which the board deems appropriate. There have been no violations of board policy within the last accreditation cycle.

Finally, BP 2720 prohibits the violation of public meeting laws by prohibiting the simultaneous or serial sharing related to BOT matters in such a way as to circumvent the public deliberation process ([IV.C.11-2](#)).

None of the seven trustees has employment, family, ownership, or other personal financial interest in the institution. BOT members are not to have any financial interest in matters of contract considered before the board. Board members are also required to declare any remote interest in a contract in public session and are prohibited from debate or influence on the matter. BOT members are also required to disclose financial interests in annual form 700 filings as specified in BP 2710 and are not allowed to accept gifts in any year over the

prevailing gift limitation. BP 2714: Gift Ban clarifies the process used when tickets to important community events are provided to the agency from outside organizations, including the MiraCosta College Foundation ([III.A.13-5](#)).

The BOT reviewed its code of ethics/standards of practice policy at its regularly scheduled December 2014 meeting; all trustees signed the code of ethics at the scheduled budget workshop on January 4, 2015 and again during the organizational meeting on December 9, 2015. Board member interests are disclosed and do not interfere with impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Analysis and Evaluation

The MiraCosta BOT has well established policies and procedures to ensure that board members act with the highest ethical standards and represent with honest conviction the best interest of the District and the residents of the College. The BOT has established a code of ethics and standards of practice through policy that also establishes an investigative process and the right of the board to sanction or take other appropriate actions as required if a violation occurs. The code of ethics and standards of practice policy are reviewed annually and signed by each board member at the start of each calendar year.

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

Evidence

- I.C.8-1 BP 3050: Institutional Code of Ethics
- I.C.8-2 BP 2715: Code of Ethics-Standards of Practice
- I.C.14-1 BP 2710: Conflict of Interest
- III.A.13-5 BP 2714: Gift Ban
- IV.C.11-1 BP 2717: Personal Use of Public Resources
- IV.C.11-2 BP 2720: Communications Among Board Members

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

Evidence of Meeting the Standard

Through BP 2430 ([IN-6](#)), the BOT delegates full responsibility and authority to the superintendent/president to implement and administer board policies without interference and holds her responsible for the operations of the District. The associated administrative procedure ([IV.B.1-1](#)) allows the superintendent/president to interpret policy and to act in the absence of policy. It also makes clear that the superintendent/president is to ensure compliance with all applicable laws and to perform all job duties and goals set forth as a result of the superintendent/president evaluation ([III.A.5-8](#); [III.A.5-9](#)).

BP 2410 designates the BOT's role in establishing BPs that are defined as statements of intent by the board ([I.B.7-1](#)). The AP ([I.B.7-2](#)) establishes the processes used by the College to create or revise policies and administrative procedures in accordance with board policies. The AP defines the roles for committees, councils, the College Council, and the superintendent/president in establishing administrative procedures.

The BOT president and vice president collaboratively establish board agendas with the superintendent/president and also set expectations about the kinds of reports, presentations, and workshops that would benefit the board in fulfilling its role. Through regular reports on accreditation, student success, program innovations, and the data dashboard, including student outcome and achievement metrics, the BOT is able to regularly focus on and monitor progress in these important areas.

The BOT annually receives feedback on progress toward the board's goals, mission, policies, planning, and board-CEO relations. Additionally, the evaluation includes information about the board's fiduciary responsibility and human relations, board leadership, and education. Within the section of the BOT's annual evaluation termed "board-CEO relations," an item allows the board to reflect upon, and the campus community to respond to, the delegation of duties to the superintendent/president ([IV.A.7-1](#)).

Analysis and Evaluation

The BOT, through policy, has delegated to the superintendent/president the authority to interpret and implement board policy and to establish procedures for implementing the policies. This delegation is clearly defined in BP 2430 and 2410. Additionally, the board holds the superintendent responsible through evaluation and goal setting as defined in

BP/AP 2435 on superintendent/president evaluation. The board president and vice president, through meeting agendas, board presentations, and workshops, as well as through regular review of the board's data dashboard, are able to monitor important metrics about the integrity of the educational programs and services as well as financial and other compliance issues.

The College meets Standard IV.C.12.

Evidence

- IN-6 BP 2430: Delegation of Authority to the Superintendent/President
- I.B.7-1 BP 2410: Board Policies-Administrative Procedures
- I.B.7-2 AP 2410: Board Policies-Administrative Procedures
- III.A.5-8 BP 2435: Evaluation of Superintendent-President
- III.A.5-9 AP 2435: Evaluation of Superintendent-President
- IV.A.7-1 BOT Self Evaluation and Constituent Feedback Template
- IV.B.1-1 AP 2430: Delegation of Authority to Superintendent/President

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

Evidence of Meeting the Standard

The governing board has had extensive training and also has engaged in regular updates during board meetings on the Eligibility Requirements, accreditation process, Commission policies, Accreditation Standards, and the College's accreditation status. As described in BP 3200 ([I.C.12-1](#)), the BOT is to be kept updated on accreditation status and is to be appropriately involved in the accreditation process by the superintendent/president.

As part of the BOT goals and the superintendent/president evaluation, a goal for the 2014/15 and 2015/16 years is that the superintendent/president is actively involved in the leadership of the accreditation process at the College. A timeline for accreditation and a schedule of monthly presentations was a part of the plan. In January 2015, in a day-long board workshop, Dr. George Boggs conducted a training on the board's role in accreditation and discussion of the standards and expectations related to the board's role ([IV.B.4-3](#)). Since May 2015, the BOT has received monthly updates during regularly scheduled board meetings about the

federal requirements (checklist), Eligibility Requirements, and accreditation. The focus for subsequent monthly board meetings was in-depth discussion of each Standard (or sub-standard) and the discussion of evidence supporting the College's status relative to the Standards ([IN-7](#)). During these presentations, the BOT was made aware of areas where the College is meeting Standards and also where changes may be needed to promote institutional effectiveness or continuous improvement. Furthermore, two members of the BOT were designated to work with the College in writing Standard IV.C, which deals with the board's role in leading the institution, supporting institutional improvement, and accreditation.

The BOT reviews and acts on all substantive change and major accreditation reports submitted by the College. Most recently the board reviewed and approved the substantive change request to offer a baccalaureate in biomanufacturing ([IV.C.13-1](#); [IV.C.13-2](#)). Additionally, a mid-term report for the Western Association of Schools and Colleges for the Adult High School program was also reviewed and acted upon by the BOT ([IV.C.13-3](#); [IV.C.13-4](#)).

Through regular review of the board's data dashboard the board is kept abreast of the progress in student outcomes, achievement, institution-set standards, and other institutional effectiveness measures in accreditation, fiscal, physical and compliance arenas.

Analysis and Evaluation

The MiraCosta College BOT has engaged in workshops, training, and regular board reports that ensure that board members understand their role and are engaged in the process of the College's accreditation. They support the College in processes designed to improve institutional excellence, student outcomes, and student achievement. They are informed of institutional outcomes assessment and student success and achievement and also actively support the College's efforts in Achieving the Dream, SSSP, Student Equity, and improving basic skills completion. Additionally, through the board's self-evaluation, goal setting, and efforts of two designated board members serving as liaisons regarding accreditation, the board has assessed and embraced its role and functions in accreditation.

The College meets Standard IV.C.13.

Evidence

IN-7	Accreditation Schedule of BOT Presentations
I.C.12-1	BP 3200: Accreditation
IV.B.4-3	Board's Role in Accreditation Workshop, BOT Minutes, 1-14-15
IV.C.13-1	Baccalaureate Substantive Change, First Read, BOT Minutes, 8-26-15

- IV.C.13-2 Baccalaureate Substantive Change, Approval, BOT Minutes, 9-9-15
- IV.C.13-3 Adult High School Mid-Term Report, First Read, BOT Minutes, 3-16-16
- IV.C.13-4 Adult High School Mid-Term Report, Approval, BOT Minutes, 4-6-16

QUALITY FOCUS ESSAY

During the recent self evaluation process and, as a result of a year of intense reflection, MiraCosta College identified two action projects on which it would like to focus its energies over the next three years, with the goals of improving student learning and achievement (Table 40).

Table 40. Action Projects

Topic	Desired Goals/Outcomes	Alignment with Standards
Outcomes Assessment (Strengthen the use of outcomes assessment results for continuous improvement.)	<ul style="list-style-type: none"> • Streamline and enhance outcomes assessment and reporting processes, specifically those of program- and institutional-level outcomes. • Enrich professional learning opportunities for all employees with a focus on best practices in the development and assessment of student learning and service outcomes. • Expand and promote opportunities for substantive and sustained dialog about student learning and service outcome results within and between all four divisions of the College (Business/Administrative Services, Instructional Services, President's Office, and Student Services). • Strengthen (where needed) the use of outcomes assessment results for departmental and institutional planning. 	<ul style="list-style-type: none"> • I.B.1 • I.B.2 • I.B.4 • I.B.8 • I.C.3 • II.A.11
Student Success and Equity (Improve on the completion of student educational goals and close the achievement gap via the development of integrated learning and support experiences.)	<ul style="list-style-type: none"> • Address and decrease the equity gap in student achievement. • Provide a first-year support system for all students. • Improve student completion of the developmental sequence in English, English as a second language, and math and success in subsequent transfer-level course work. 	<ul style="list-style-type: none"> • I.B.1 • I.B.6 • I.B.8 • II.A.4

While the action projects in Table 40 are listed separately, they are interdependent, reflecting both the outcomes that the College expects students to achieve when they leave MiraCosta and the methods by which they will achieve them. Therefore, as the work is completed, it will be beneficial to consider them as complementary and integrated. This can be accomplished by

- revisiting the institutional student learning outcomes (ISLOs) that students should have when they complete their educational goal at MiraCosta, and updating as appropriate;
- being intentional in the design of curriculum and the student experience in order to help students achieve the ISLOs;
- making a shared commitment, and taking collective action, to implement those designed student experiences;
- clearly articulating the ISLOs to students and making the connection that academic work and co-curricular activities have to learning outcomes; and
- evaluating both the work and student achievement with an eye toward continuously improving the College's processes, student learning, and the student experience.

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

Background

The Outcomes Assessment Committee (OAC), formerly the Student Learning Outcomes and Assessment Committee, has restructured and broadened its scope to work with all four divisions of the College (Business and Administrative Services, Instructional Services, President's Office, and Student Services) on developing and assessing student learning outcomes (SLOs), service area outcomes (SAOs), and administrative unit outcomes (AUOs) and using those assessment results for continuous improvement. The College currently has alignment of course, program/unit, and institutional learning outcomes and is discussing the merging of general education and institutional learning outcomes. Program/unit-level outcomes are reflected upon as part of the program review process, and ISLOs have been assessed directly within courses that strongly aligned with relevant ISLOs as well as indirectly through graduate surveys and focus groups.

Desired Goals/Outcomes and Project Description

Even with the current processes that are in place, the College recognized areas that could be streamlined and strengthened to improve their effectiveness and could provide opportunities for College constituents to engage in more meaningful and relevant dialog. Therefore, the goals in Table 40 were established for action project #1. In general, to complete the project, the College will conduct a review of current outcomes assessment and reporting processes and structures; improve (and/or develop new) outcomes-related professional development and training opportunities; and improve (and/or develop new) opportunities for broad communication and dialog about outcomes assessments and their use for continuous improvement. Specific action steps related to the project are included in Table 41.

Evaluation of Outcomes of Action Project #1

Evaluation of the project and effectiveness of project outcomes will be integrated into the regular institutional effectiveness processes of the College and will include

- annual reviews of outcomes assessment results provided through departmental program review;
- annual institutional review of outcomes assessment results along with student achievement data;
- annual review of outcomes assessment and planning integration processes within the appropriate committees; and
- surveys of constituents regarding the processes (e.g., their understanding, ease of use, and effectiveness).

Table 41. Action Project #1 Implementation (Action Steps and Timeline)

Action Project #1: Strengthen the use of outcomes assessment results for continuous improvement.			
Timeline	Action Steps	Responsible Parties	Resources
Year 1 (Review and analysis of current outcomes assessment processes)	<ul style="list-style-type: none"> • Review and revise program SLOs and ISLOs. • Conduct analysis of current level of knowledge of assessment practices. • Conduct process analysis of current outcomes assessment reporting process and supporting structures/systems for all divisions. • Review integration of outcomes within integrated planning processes. 	<ul style="list-style-type: none"> • Academic departments • Academic Senate • Outcomes Assessment Committee (OAC) • Budget and Planning Committee (BPC) • Division administrators • Office of Research, Planning and Institutional Effectiveness (RPIE) 	<ul style="list-style-type: none"> • Technology (e.g., SLO reporting) and support personnel. • Student feedback.
Year 2 (Design and implementation of improved processes)	<ul style="list-style-type: none"> • Revise and enhance program and ISLO assessment practices. • Review and improve current (or develop new) outcomes reporting processes. • Further develop and communicate the cyclical processes and timelines for the different spheres of outcomes assessment and reporting. • Develop and communicate a common terminology of outcomes assessment. • Enhance mechanisms for all constituents (including associate faculty and students) to engage in dialog about outcomes assessment results (including disaggregated) and their use for planning and improvement at program and institutional levels. • Design robust professional development and training activities for the following: <ul style="list-style-type: none"> ○ Outcomes development ○ Outcomes assessment ○ Department SLO leads ○ Use of reporting software 	<ul style="list-style-type: none"> • Academic departments • Academic Senate • OAC • BPC • Division administrators • Office of RPIE • Prof. development coordinator 	<ul style="list-style-type: none"> • Technology (e.g., SLO reporting) and support personnel. • Student feedback. • Funding for professional development activities.
Year 3 (Institutionalize improved processes)	<ul style="list-style-type: none"> • Maintain regular opportunities for dialog about outcomes assessment results and their use for planning, implementing any further enhancements. • Maintain consistent documentation and broad communication about processes, outcomes assessment results, and their use for continuous improvement. 	<ul style="list-style-type: none"> • Academic departments • Academic Senate • OAC and RPIE • Division administrators • Prof. development coordinator • President's Office 	<ul style="list-style-type: none"> • Technology (e.g., SLO reporting) and support personnel. • Funding for professional development activities.

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

Background

MiraCosta College has, through departmental efforts and the development of various College-wide plans (i.e., Basic Skills, SSSP, and Student Equity Plans), implemented a number of initiatives to assist students in achieving greater success. Yet, the scale of such interventions is not sufficient to impact the larger number of students in need of support. In seeking to better understand the College's students and their needs, as well as take advantage of a peer network of successful institutions, MiraCosta became part of the Achieving the Dream (AtD) network. During 2015/16, the College completed a year of College-wide inquiry. Key observations included the following:

- Forty-one percent of students who begin in pre-transfer English and fifteen percent who begin in pre-transfer math will complete the transfer-level course within three years.
- Black/African American and Latina/o students are more likely to be placed into pre-transfer-level course work.
- Men of color experience below average levels of success in completing math and English pre-transfer sequences (six percent below in English and four percent below in math).
- The majority of students who do not complete the pre-transfer sequence leave after their first course.

Student focus groups were also conducted and revealed a number of underlying factors that contributed to student challenges in their first year of college, including the following:

- Inauthentic assessment of capacity and low placement in English and math.
- Communication disconnect between students and faculty (e.g., lack of understanding of expectations).
- Students not receiving comprehensive information regarding available programs, services and aid.
- Students need college skill development, including understanding college expectations (versus high school) and time management.
- Many students lack a sense of belonging in their first year.

Since 2011, roughly 43 percent of students at MiraCosta have been placed into pre-transfer English course work and 72 percent into pre-transfer math course work. For both math and English, the lower a student places into the curriculum, the less likely he/she is to attempt and pass the transfer-level course. The likelihood a student will successfully complete a transfer-level math or English course is reduced by over half with each subsequently lower level in placement. In addition, the College's data have shown that course success rates on all course work for

students identified as pre-transfer are lower than the rates for their non-developmental counterparts, and especially so in their transfer-level courses.

Desired Goals/Outcomes and Project Description

Conversations within the AtD core team and with the College community have revealed a desire to focus on the three key goals listed in Table 40. To do so, the College also recognized the need to transform the way MiraCosta's students pursue their educational goals both inside the classroom and in the support services provided, and the following guiding principles have been identified:

- Put the student experience first.
- Infuse equity-minded practices and policies.
- Intentional design of the student experience.
- Student success through exploration.
- Being student ready through professional development.

Through conference attendance and research, the College has identified a number of high-impact practices that it plans to deploy in order to best address the goals listed above. Current discussions have revolved around the integration of these high-impact practices within a meta-majors or guided pathways model that would be the primary outcome of this project. The high-impact practices identified are listed among the action steps in Table 42.

Evaluation of Outcomes of Action Project #2

The College anticipates that a meta-majors/guided pathways structure can be designed and implementation can begin within the time frame shared below, but full implementation of such a structure will likely take five or more years. Evaluation of the project and effectiveness of the outcomes will occur through the collection and reporting of student enrollment and achievement data, student surveys and focus groups, professional development evaluations, and committee discussions of the associated processes and practices within the meta-majors/guided pathways structure. Overall, the effectiveness of the guided pathways model will be reflected in a number of student achievement measures including the following:

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

Table 42. Action Project #2 Implementation (Action Steps and Timeline)

Action Project #2: Improve on the completion of student educational goals and close the achievement gap via the development of integrated learning and support experiences.			
Timeline	Action Steps (including high-impact practices)	Responsible Parties	Resources
Year 1 (Exploration and design of guided pathways structure)	<ul style="list-style-type: none"> • Provide equitable access to transfer-level English and math courses through multiple measure assessment practices, bridge programs, math literacy, pathway courses, and accelerated courses. • Increase professional learning opportunities focused on equity-minded, learner-centered teaching strategies. • Design and implement a comprehensive dashboard for program and institutional use in tracking student achievement and identifying gaps. • Begin design of guided pathways structure. Components may include the following: <ul style="list-style-type: none"> ○ Targeted, early community outreach. ○ Early career assessment and exploration opportunities. ○ Academic maps of course work that provide clear pathways to completion. ○ Contextualized content and integrative learning strategies. ○ Integrated student support structures (e.g., student success teams/coaches, study skills assessment, supplemental instruction). ○ "Early alert" system for retention and success. ○ Integrated experiential learning opportunities for workforce or transfer preparation. • Develop proactive and integrated student support for students. 	<ul style="list-style-type: none"> • Academic departments • Professional development coordinator • Office of RPIE • AtD Core Team • Student Services <ul style="list-style-type: none"> ○ Assessment ○ Career Center ○ Outreach ○ Counseling 	<ul style="list-style-type: none"> • Technology (e.g., education plan mapping, career assessment, early alert, dashboard) and support personnel. • Student feedback. • Coordination of integrated programs and professional learning. • Student success personnel. • Funding (e.g., SSSP, Student Equity, general) • Facilities (e.g., supplemental instruction).
Year 2 (Begin implementation of components)	<ul style="list-style-type: none"> • Begin implementation of the designed key components within the guided pathways structure. 		
Year 3 (Begin implementation of the guided pathways)	<ul style="list-style-type: none"> • Incorporate designed components and begin implementation of the guided pathways structure. 		

CHANGES AND ACTION PLANS ARISING FROM SELF EVALUATION PROCESS

Changes Made During the Self Evaluation Process				
Standard	Change/Improvement	Completion Date	Outcome(s)	Future Action(s)
I.C.5, IV.C.7	<ul style="list-style-type: none"> • Conducted audit of BPs and APs for currency and developed strategies for regular review. • Implemented document system for tracking board policy and procedures modification. 	2015/16	<ul style="list-style-type: none"> • Up-to-date BPs and APs. • Improved process for regular review and tracking. 	Continue regular cycle of review
I.B.5, I.B.6, III.A.6	<ul style="list-style-type: none"> • Updated program review process to include reflection on the use of SLOs for continuous improvement. • Revised resource allocation rubric to include points for use of SLOs in planning. • Revised SLO language in faculty evaluations. 	2015/16	<ul style="list-style-type: none"> • Improvement in the reflection on SLO assessment results and their use for planning and continuous improvement. 	See QFE Action Project #1
Policy on Student & Public Complaints	<ul style="list-style-type: none"> • Refined complaint process and improved the mechanism for tracking complaints. 	2015/16	<ul style="list-style-type: none"> • Clarification of the complaint process. • Easy-to-navigate Complaint webpage. 	Review of complaint process as needed.
IV.A.5	<ul style="list-style-type: none"> • Reviewed and revised the College governance structure: <ul style="list-style-type: none"> ○ Created College Council—routing of governance issues and oversight of institutional effectiveness. ○ Created Outcomes Assessment Committee—guidance of outcomes assessment for all divisions. ○ Removed Institutional Effectiveness Committee. 	Fall 2015	<ul style="list-style-type: none"> • Streamlining of work and clarity of responsibility within the governance structure. 	Regular review of the effectiveness of the governance process and structure.
I.B.7	<ul style="list-style-type: none"> • Streamlined the integrated planning process. • Developed staffing plan. • Revised educational plan and facilities master plan (components of CMP). 	Design – Spring 2015 First Full Cycle – Spring 2016	<ul style="list-style-type: none"> • Improvement in the integration of program review, outcomes assessment, institutional plans, and resource allocation. 	<ul style="list-style-type: none"> • Regular review of the planning process. • Further integration of institutional plans (See QFE Action Project #2).
III.A.8, III.A.14	<ul style="list-style-type: none"> • Expanded staff development offerings. • Streamlined the tracking system for flex activities. • Engaged associate faculty in required professional development. 	2015/16	<ul style="list-style-type: none"> • More robust professional development offerings for all employees. 	Continued evaluation of professional development offerings.

Future Action Plans Arising from the Self Evaluation Process				
Standard	Action Plans	Responsible Party(ies)	Timeline	Anticipated Outcome
I.B.1, I.B.6	Enhance mechanisms for all constituents (including associate faculty and students) to engage in dialog about outcomes assessment results (including disaggregated data) and their use for planning and improvement at program and institutional levels.	<ul style="list-style-type: none"> • Outcomes Assessment Committee • College Council • Academic Senate • Administrative Council • Classified Senate • Associated Student Government 	Begin work in fall 2016—ongoing thereafter.	Develop regular and ongoing opportunities for dialog about student learning and service outcomes assessment results.
I.B.8, I.C.3	Explore more effective ways to publish and communicate the results of student learning and achievement that will also allow for improved interaction with, and use of, the data for dialog and decision making.	<ul style="list-style-type: none"> • College Council • Office of RPIE • PIO 	Develop first set of communication devices by spring 2017.	Develop regular set of communication devices (publications, dashboards, etc.) to convey the results of student learning and achievement.
I.B.9	Integrate the annual data review and activities associated with newer statewide and student success initiatives into the College planning model to have a greater impact on student success, equity, and institutional effectiveness.	<ul style="list-style-type: none"> • SSC • BPC • Office of RPIE • College Council 	Completion by end of spring 2017 semester.	Integration of student success initiatives into a coherent planning model and incorporation into a new Strategic Plan.
IV.A.1, IV.A.7	Improve communication about and understanding of the governance system, integrated planning, and performance, including annual calendars and reports related to institutional effectiveness.	<ul style="list-style-type: none"> • College Council • Academic Senate • Administrative Council • Classified Senate • Associated Student Government • Office of RPIE 	Develop first set of documents by spring 2017.	Develop a set of documents that more clearly explain the governance system, college planning and institutional effectiveness processes.