2013 Midterm Accreditation Report

MiraCosta Community College District

Midterm Accreditation Report

Submitted by:

MiraCosta College

1 Barnard Drive, Oceanside, CA 92056

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Associated of Schools and Colleges

March 15, 2013

Midterm Accreditation Report Certification Page

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

From: Francisco C. Rodriguez, Ph.D.
          MiraCosta Community College District
          1 Barnard Drive, Oceanside, CA 92056

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

Signatures:

_____   _____

                    Dr. Francisco C. Rodriguez   Date
                    Superintendent/President

_____   _____

                    David Broad   Date
                    President, Board of Trustees

CONTENTS

ILLUSTRATIONS

ACRONYMS

AAC—Academic Affairs Committee

ADMs—Assessment Documentation Matrices

AHSDP—Adult High School Diploma Program

ASC—Academic Senate Council

AUO—administrative unit outcome

BPC—Budget and Planning Committee

CMP—comprehensive master plan

COR—course outline of record

CPCC—Courses and Programs Curriculum Committee

CSLO—course SLO

CTE—Career and Technical Education

DE—distance education

DSPS—Disabled Students Program and Services

DQP—Degree Qualifications Profile

GE—general education

GO—Governance Organization

GOM—Governance Organization Model

ILO—institutional learning outcome

IPM—integrated planning model

IPRC—Institutional Program Review Committee

OIPRG—Office of Institutional Planning, Research and Grants

PACAIE—President's Advisory Committee on Accreditation and Institutional Effectiveness

PRC—Peer Review Committee

PSLO—program SLO

SAO—service area outcome

SLO—student learning outcome

SLOAC—Student Learning Outcomes and Assessment Committee

TFM—tenured faculty member

TRC—Tenure Review Committee

Statement of Report Preparation

The 2013 MiraCosta College Midterm Report began in tandem with the two progress reports due to the Commission in 2011 and 2012. Preparation on the response to Recommendation 1 (Integrated Planning) started immediately following the accreditation team visit in 2010. Preparation on the response to all of the recommendations for the Second Progress Report, while commenced at the outset of the cycle, occurred principally during the 2011-2012 and 2012-2013 academic year.

In June 2012, MiraCosta received notification that the Commission had reaffirmed accreditation and removed the College from probation status. Work commenced immediately on creating a tactical team to provide an overarching summary of MiraCosta's growth over the three-year accreditation cycle and to highlight continued improvements since the time of the April 2012 visit as part of the Second Progress Report.

The Commission recognized the College at the June 2012 meeting for its use of an accreditation scorecard that provided an easy-to-read summary of the steps taken by MiraCosta on the recommendations. This Midterm Report uses a similar scorecard tool to highlight the steps taken since the last Commission action letter. The Follow-Up Visit Report, dated April 9, 2012, noted that the College had resolved all of the recommendations. As a result, the Midterm Report summarizes the College's efforts over the accreditation cycle, giving special attention to the work being done to sustain the processes the College has instituted.

The Midterm Report preparation team met in June 2012 and discussed the model to complete the report. Assignments on the respective recommendations followed the assignments for the two previous progress reports. The team assigned the improvement plans (planning agenda items) to the department leads in charge of implementing the plans from the 2010 Institutional Self Study Report.

Importantly, the preparation team used MiraCosta's SharePoint Portal to house relevant documents and evidence, as well as the working draft of the report. The portal provided a centrally located, easily accessible format for team members and College constituencies to observe the report's progress in real time. Additionally, the Office of Institutional Planning, Research and Grants dedicated a staff member to act as an accreditation coordinator to assist the accreditation liaison officer in organizing the process and to act as a central resource for the writers, ensuring they received consistent information and instructions. The College technical writer edited the document for clarity and continuity of message and style.

In October 2012, the superintendent/president established the President's Advisory Committee on Accreditation and Institutional Effectiveness (PACAIE) to review the document and debrief the process used to create the Midterm Report. PACAIE also was charged with recommending

improvements to the process as the College begins work on the 2016 Self Evaluation, possibly creating a standing accreditation and institutional effectiveness committee that will institutionalize the efforts to assure academic quality at MiraCosta.

The College Board of Trustees received two presentations on the progress of the Midterm Report in fall 2012 and spring 2013. At those times, the Board of Trustees was given opportunities to provide input and feedback on the responses to the recommendations and the improvement plans. The Board approved the final Midterm Report plans on March 2, 2013.

Focused Midterm Report team members:

- Francisco C. Rodriguez, Ph.D., Superintendent/President
- James Austin, Vice President, Business and Administrative Services
- Mary K. Benard, Ed.D., Vice President, Instructional Services
- Dick Robertson, Ph.D., Vice President, Student Services
- Joanne Benschop, Articulation Officer
- Eric Carstensen, Faculty—Business
- Kimberly Coutts, Director of Research
- Diane Danielewicz, Scholarship Specialist
- Michael Dear, Director of Financial Aid
- Cynthia Dudley, Technical Writer
- Mike Fino, Faculty—Biotechnology
- Lenore Gallucci, Accreditation Coordinator
- Gilbert Hermosillo, Ed.M., Dean, Admissions, Assessment and Student Aid Programs
- Jim Julius, Ed.D., Faculty—Director Online Education
- Carlos Lopez, Dean, Math, Sciences and Performing Arts
- Louisa Moon, Ph.D., Faculty— Philosophy
- Robert Pacheco, Ed.D., Dean, Institutional Planning, Research and Grants
- Gail Shirley, Planning Coordinator
- Cindy Silberberger, Lead Financial Aid Technician
- Wendy Stewart, Ed.D., Dean, Counseling and Student Development
- Al Taccone, Ph.D., Dean, Career and Technical Education and International Languages
- Alicia Terry, Registrar
- John Thomford, Ph.D., Faculty— Biology
- Alketa Wojcik, Ed.D., Dean, Behavioral Science, History and Community Education
- Gabe Waite, Communication Design Coordinator
- Chad Woolley, Web Developer
- Sheri Wright, Director of Human Resources
- Mark Yeager, Faculty—Chemistry

MiraCosta College's Paradigm Shift

MiraCosta College has devoted itself to addressing the recommendations received in the ACCJC action letter dated June 30, 2011. This collective effort has resulted in the production of better systems, processes, and results for MiraCosta. The recommendations provide an opportunity to improve institutional effectiveness and to enhance service to students.

MiraCosta's integrated planning model (IPM) is the culmination of the shift from a culture of decision making based on oral tradition to one based on data analysis, collaboration, and regular assessment of the College's processes and procedures. MiraCosta's ultimate goal is to improve student learning and achievement.

Importantly, this paradigm shift has been acknowledged by the most recent visiting team and by the Commission itself in the decision to remove the College from sanction and reaffirm MiraCosta's accreditation. As noted by the visiting team in the April 2012 Follow-up Visit Report, "this evolutionary perspective is a healthy one and reflects institutional ownership of the processes." MiraCosta has become a much better institution for planning, budgeting, and program review.

MiraCosta College proudly submits its responses to the recommendations and provides further evidence of the institution's sustained commitment to continuous quality improvement.

Mission

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

Institutional Goals

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

> Institutional Objective I.1 Increase the diversity of the student population in comparison to fall 2010 proportions
>
> Institutional Objective I.2 Develop and implement environmentally sustainable policies, practices, and systems
>
> Institutional Objective I.3 Secure funding for the facility priorities in the *MiraCosta Community College District 2011 Comprehensive Master Plan*

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

> Institutional Objective II.1 Increase successful course completion and student retention in comparison to fall 2010 rates
>
> Institutional Objective II.2 Increase the rate of students who successfully complete noncredit English as a Second Language or Adult High School Diploma Program courses and subsequently successfully complete credit courses in comparison to the 2010-2011 rates
>
> Institutional Objective II.3 Increase the rates of students' successful completion of degrees, certificates, and transfer readiness in comparison to the 2010-2011 rates

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

Institutional Objective III.1 Centralize institutional planning in a planning, research, and grants office

Institutional Objective III.2 Design, launch, and assess a data warehouse to ensure a single consistent source of information for reports and inquiries

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

Institutional Objective IV.1 Institute budgeting practices that will culminate in a balanced budget by FY 2012-2013

Institutional Objective IV.2 Institute budgeting practices that will culminate in unqualified audits

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

Institutional Objective V.1 Increase the two-year high school capture rate in comparison to the fall 2010 rate

Institutional Student Learning Outcomes

Effective Communication

- Write, speak, read, listen, and otherwise communicate
- Communicate clearly, accurately, and logically
- Communicate appropriately for the context

Critical Thinking and Problem Solving

- Define and analyze problems clearly
- Think independently, creatively, logically, and effectively
- Apply appropriate problem-solving methods
- Analyze and synthesize information from multiple perspectives

Professional and Ethical Behavior

- Demonstrate responsible and professional conduct in the classroom, workplace, and community
- Demonstrate the ability to work independently and collaboratively

Information Literacy

- Identify information needed
- Collect information effectively and efficiently
- Evaluate and analyze information
- Use and apply information accurately and appropriately

Global Awareness

- Demonstrate respect for diversity and multiple perspectives
- Value his/her place and role in an increasingly interconnected global community
- Demonstrate cultural and environmental awareness

1

Recommendation #1

Response to ACCJC Recommendation 1

A. Recommendation 1

The Team recommends that the College:

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

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

B. The Scorecard for Recommendation 1

Self Study 2010	Institutional Follow-up 2012	Midterm Accreditation 2013

• Integrated planning developmental phase begun.
  ▪ Previous, separate, limited academic master plan, facilities plan, and technology plan (partial linkage among plans) in place.
  ▪ First cycle of new program review, including program review to budget allocation process, completed.
• Comprehensive master plan (CMP) team assembled with student representation.
• Mission statement revisited and updated for currency and institutional effectiveness through dialogue among campus constituencies.
• Access to data for more effective decision making across the College improved through application of technology, such as the enrollment data system EDDI.
	• Mission statement revised and approved.
	• *MiraCosta Community College District 2011 Comprehensive Master Plan* approved and implemented.
	• Institutional goals and objectives completed and approved.
	• *Integrated Planning Manual* approved and implemented.
	• *Strategic Plan 2011-2014* approved and implemented.
	• Completed third cycle of program review to resource allocation, including assessment of previous year's process and allocation.
	• Evaluation process for the above implemented.
	• Office of Institutional Planning, Research and Grants created; dean hired.
	• Rubric analysis performed; action plans created.
	• Technology plan updated and reviewed by governance groups.
	• Research Advisory Committee identified to establish annual research data.
	• Ad hoc accreditation committee converted to standing committee.
		• Specifications and planning documents created for a custom-designed, integrated program review management system for alignment with resource allocation and reporting.
		• Continuous improvements made in three main program review components: review, reflect, and plan documents.
		• 100 programs validated; 100% compliant with process and successful program validation.
		• 173 plans generated towards strategic-plan fulfillment; 134 included a request for needed resources.

C. College Response to Recommendation 1

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

In the *Follow-Up Visit Report* dated April 9, 2012, the visiting team found that all of MiraCosta's institutional plans are "consolidated, aligned, and integrated in a logical and functional manner." Moreover, the team found that the College's rigorous integrated program review process serves as the prime mechanism for reaching the stated institutional objectives contained in the College's strategic plan.

The team also found MiraCosta College's "Comprehensive Master Plan document includes a guiding mission statement, overview of planning processes, and data-focused sections that support" all of the College's other plans.

Conclusion of the Team: The College has fully addressed the issues and corrected deficiencies identified by two previous visiting teams. The College now meets the Standards.

MiraCosta College's implementation, alignment, and integration of its planning processes have been the fulcrum for the lever of positive change that has taken place at the College over the past two years. As such, MiraCosta has taken significant steps to allocate resources, dedicate time, and change its way of thinking to sustain progress toward meeting the College's mission.

MiraCosta's efforts since the last ACCJC site visit to institutionalize its planning processes are noteworthy, and this past year's achievements build upon the significant efforts over the first three years of the College's accreditation cycle. The culmination of this hard work is the MiraCosta integrated planning model (IPM).

MiraCosta College's Integrated Planning Model: The Framework for Continuous Improvement

MiraCosta's IPM consists of a balanced network of decision-making processes and operations, illustrated in Figure 1, through which appropriate governing bodies help the College meet its mission.
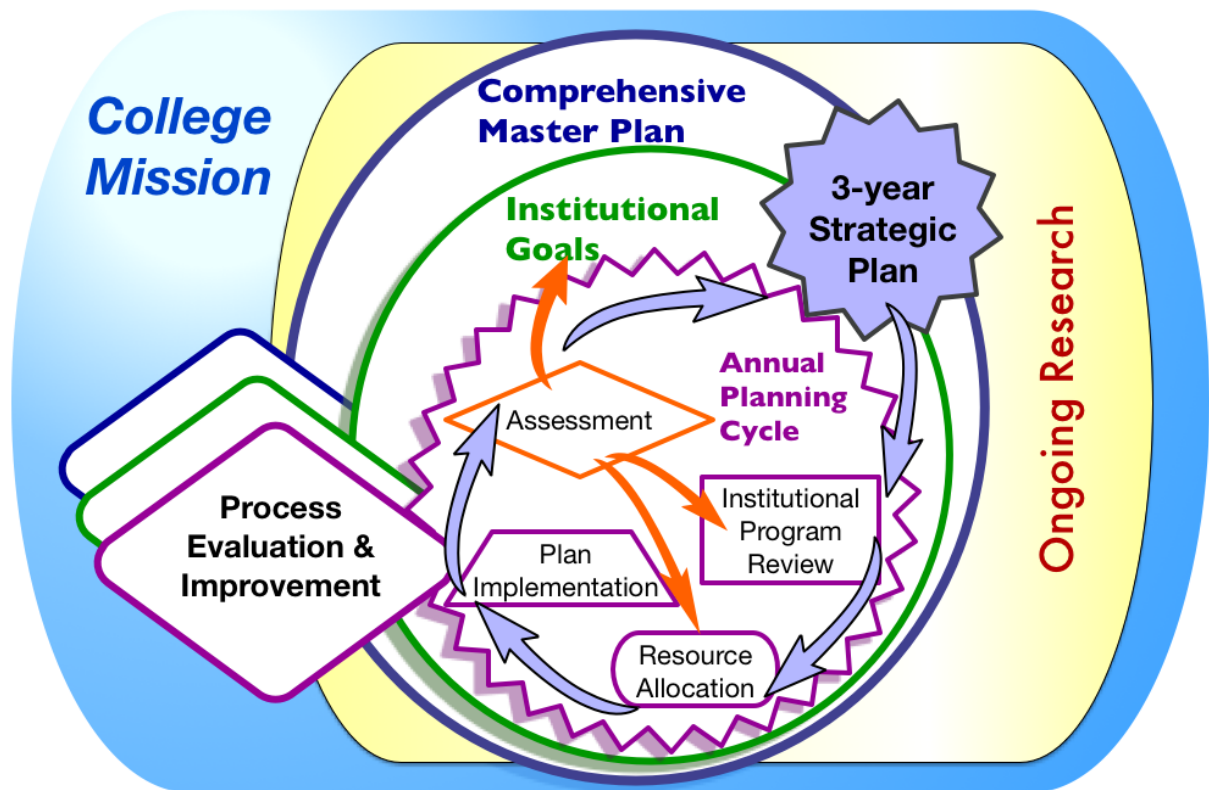
Figure 1. IPM's Network of Decision-Making Processes and Operations

Mission Statement

MiraCosta's IPM begins and ends with the College's mission. In fall 2011, the Board of Trustees approved a revised mission statement that more specifically defines MiraCosta's purpose within the communities the College serves.

- What does the College do? *Provide educational opportunities and student support services.*
- For whom? *A diverse population of learners.*
- For what purpose? *Student success.*

Mission Statement

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

(Approved by the Board of Trustees September 20, 2011)

To ensure its relevancy, MiraCosta uses data from ongoing research to revisit and revise the mission every three years as part of the College's regular planning processes.

In concert with data gathered from extensive internal and external research conducted and used to complete the *2011 Comprehensive Master Plan*, the revised mission statement played a critical role in forging the College's institutional goals.[1] The institutional goals in turn provided the foundation for the institutional objectives and action plans through which the College assesses progress on those goals.

Institutional Goals

The IPM's overarching planning piece is the comprehensive master plan (CMP), which is a significantly different document than the College's academic master plans of the past. The CMP's longer-range planning gives the College not only a broader scope and perspective but also a well-defined and honed vision.

The *2011 Comprehensive Master Plan* covers ten years and consists of an educational and a facilities plan based on thorough research conducted internally and externally over a two-year period. The CMP contains five institutional goals that direct the College towards its future given its mission, as well as demographic, social, and economic trends.

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

After the vetting of the CMP with the community and all four governance councils, the *2011 Comprehensive Master Plan* was approved by the Board of Trustees on November 15, 2011 (Appendix A).

Institutional Objectives

The *Strategic Plan 2011-2014* (Appendix B) outlines strategies for achieving the College's five institutional goals. The strategic plan contains 11 institutional objectives formulated by a

task force comprised of faculty, classified staff, and administrators. Like the CMP, the strategic plan was approved by the superintendent/president on the recommendation of all four governance councils and presented to the Board of Trustees as an information item on October 18, 2011 (Appendix C).

Each spring, the Budget and Planning Committee (BPC) reviews progress made on the institutional objectives and acknowledges completion of the milestones or recommends changes and improvements. One or more institutional objectives from the first three years may be carried over into the next strategic-plan cycle depending on the evidence collected, the objectives' connection to the mission, and the College's prioritization processes.

Action Plans

Progress on the institutional objectives occurs through expressly identified action plans that specify tasks, assign responsibility, and include target dates, estimated budgets, progress reports, and indices of program improvement. In addition to a review of the action plans, progress toward accomplishing the institutional objectives is generated from the innovation and creativity that are produced as part of the College's well-established program review process. Numerous attendant plans support the larger College plans, including the technology plan, equity plan, and an online plan. In March 2013, the superintendent/president accepted a staffing plan after it was approved by all four college councils.

Institutional Program Review: A Critical Component of Planning and Resource Allocation

Institutional program review focuses on how well programs advance the College's mission and improve student achievement and learning. The process includes reflection and planning pieces that provide program leads the opportunity to mold faculty dialogue into specific steps to meet the institutional objectives and improve program effectiveness. Program review standards include student learning outcomes and their associated counterparts: administrative unit outcomes and service area outcomes.

As a critical driver of planning and resource allocation, the program review process encourages a meaningful review of relevant data that appropriately reflects the fulfillment of program standards. The program review processes are contained in the comprehensive *Program Review Handbook* (Appendix D).

Reflection on the data gathered against program standards encourages robust planning to improve, expand, or maintain programs that fulfill institutional objectives and promote student success. Figure 2 summarizes the review, reflect, and plan components of the program review process.

Review
- Qualitative
- Quantitative
- Informs effectiveness

Reflect
- Based on
  - Standards
  - Data

Plan
- Advance District Mission
- Promote student learning
- Improve
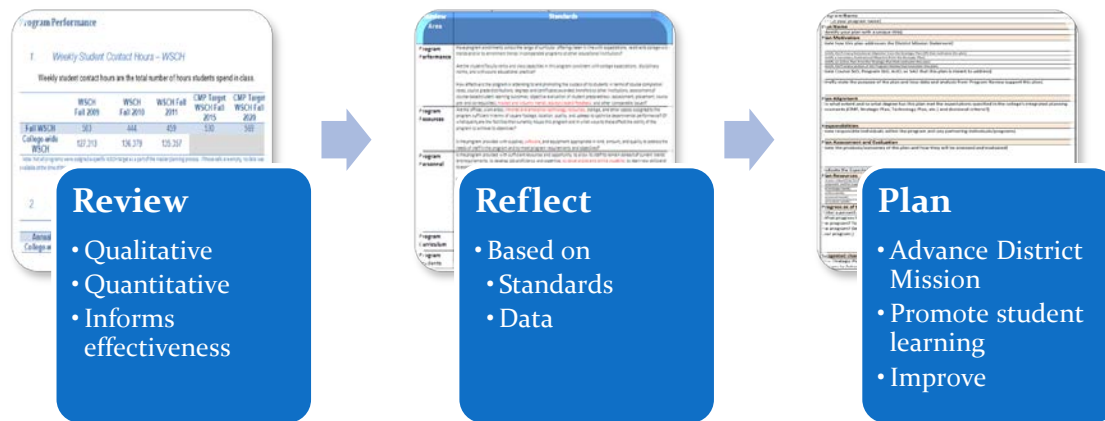
Figure 2. Program Review Format

The *Program Review Handbook* provides a clear and logical flow of the evaluation process. The *Integrated Planning Manual* (Appendix E) and *Strategic Plan 2011-2014* include program review as an integral cog in the planning machinery. Figure 3 depicts how the program review process supports the validation of programs and institutional effectiveness.

Stage One — Initial Draft

Stage Two — Local Revision

Stage Three — Supervisory input

Stage Four — • Program Evaluation • Process Evaluation

Stage Five — Validation
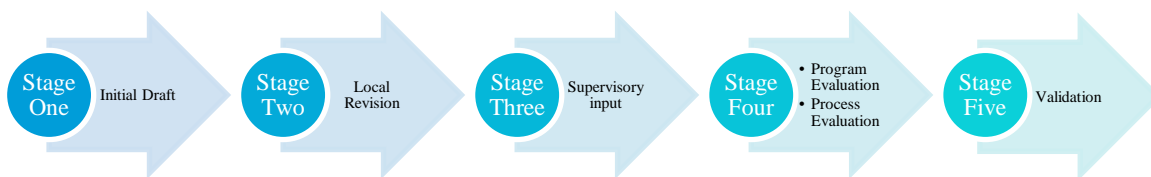
Figure 3. Stages in the Program Review Process

MiraCosta's resource allocation process, integrated with other plans, prioritizes resources and links the College's mission with its institutional goals and objectives. During the past three years, institutional program review has been the basis of resource allocation in direct support of student learning and achievement. Figure 4 illustrates the linkages between institutional program review and resource-allocation prioritization at the College.

Research Presence in the IPM

The final piece in the IPM is the role data plays in driving the key components of the processes. Evidence must have the necessary breadth, depth, and complexity to accurately measure progress on the College's institutional goals. Objectives under Institutional Goal III call for the creation of an institutional data warehouse, the hiring of a dean of Institutional Planning, Research and Grants, and the centralization of accreditation and planning efforts in one office.
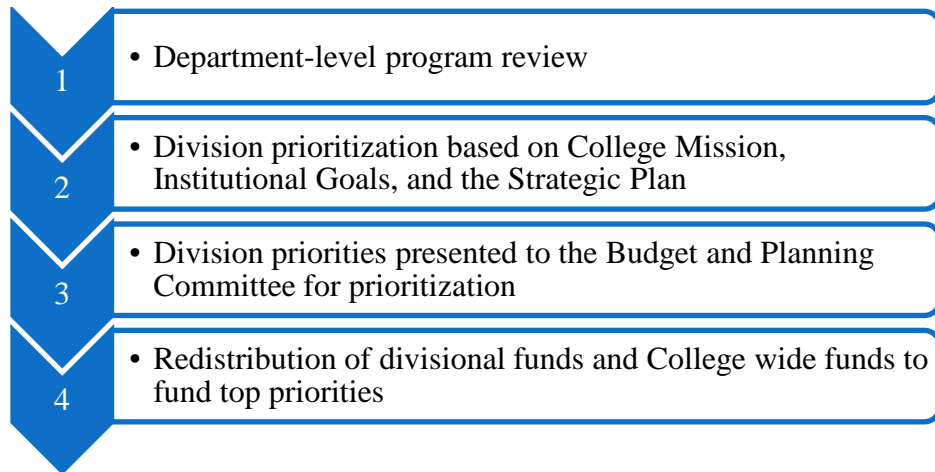
Figure 4. Program Review to Resource Allocation

Action plans are in place to build out the Office of Institutional Planning, Research and Grants (OIPRG) and to increase the use of data to meet other identified objectives, such as the transition of students from noncredit to credit programs, the analysis of capture rates from high schools within the District's service area, and the improvement of success rates in developmental education courses.

The College's new Research Advisory Committee is developing an annual research agenda, mapped to MiraCosta's institutional goals and objectives, to provide meaningful data regarding progress on the strategic and master plans. OIPRG has also interfaced with College committees, such as the Institutional Program Review Committee (IPRC), to expedite the production of program review metrics for earlier and more meaningful analysis.

Conclusion

The College's IPM remains a fully implemented, aligned, and integrated model of planning that provides clarity, transparency, and institutionalization of the critical decision making at MiraCosta. The IPM was developed and is revised collegially, is based on evidence, encourages creativity and innovation, and is firm but malleable to meet the institutional objectives tied to the College's mission.

MiraCosta continues to meet the Standards and has sustained processes and practices that not only meet but exceed the expectations of Recommendation 1.

[1] *2011 Comprehensive Master Plan*
http://www.miracosta.edu/governance/budgetandplanning/masterplan.html

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

During their site visit to the College in 2012, the Commission's team found that MiraCosta's *Strategic Plan 2011-2014* is a three-year institutional plan directed towards the accomplishment of the College's five institutional goals. Each section of the strategic plan identifies institutional objectives that are aligned with institutional goals. The plan also addresses strategies, responsible parties, target dates, budgets, and indices of improvement that track progress towards accomplishing the objectives.

Conclusion of the Team: The College has fully addressed the issues and corrected deficiencies identified by two previous visiting teams. The College now meets the Standards.

MiraCosta College continues to create sustainable practices that identify strategic objectives clearly aligned to larger institutional goals.

Under the integrated planning model (IPM) at MiraCosta, the institutional goals contained in the *2011 Comprehensive Master Plan* provide the framework and starting point for the three-year strategic plan, which sets objectives the College wants to accomplish in order to move closer to reaching its institutional goals.

The three-year strategic planning cycle drives the annual planning cycle. The College measures its progress on the institutional goals by examining whether the strategic planning objectives have been achieved. The College recognizes that progress on each institutional goal cannot be made every year. The strategic-plan process makes choices about the priorities the College will set in meeting the institutional goals for a given cycle, but assessing progress is ongoing so the College can determine more frequently whether it is meeting its mission. Progress is reported annually to the Budget and Planning Committee, the various College committees and councils, and the Board of Trustees (Appendix F).

Relationship Between Institutional Goals and Objectives

Figure 5 illustrates how institutional objectives are directly connected to institutional goals using Institutional Goal II as an example. Institutional Goal II focuses on increasing student success and is operationalized in three objectives that MiraCosta has identified as mapping to goal attainment:
- Increase successful course completion
- Increase the rate of students moving from noncredit to credit
- Increase the rate of successful completion of degrees, certificates, and transfer readiness.

In this way, the institutional objectives under each institutional goal act as the operational plan that successfully translates the goal to an agreed-upon set of events that can be empirically observed. Each institutional goal has at least one objective mapped to its attainment.

The more stable and consistent the objective, the more it maps to the goal and the better it fits the College's mission. Any misalignment between the objective and the goal provides the impetus for further study and guides the creation of better-crafted objectives in current and future strategic plan cycles.

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

Institutional Objective II.1. Increase successful course completion and student retention in comparison to fall 2010 rates

Institutional Objective II.2. Increase the rate of students who successfully complete noncredit English as a Second Language or Adult High School Diploma Program courses and subsequently successfully complete credit courses in comparison to the 2010–2011 rates

Institutional Objective II.3. Increase the rates of students' successful completion of degrees, certificates, and transfer-readiness in comparison to the 2010–2011 rates

Figure 5. Alignment of an Institutional Goal to Its Objectives

Relationship Between Institutional Objectives and Action Plans

Action plans provide a clear, collegially developed set of steps to follow to accomplish the institutional objectives. Each plan includes the following:

- Responsible parties
- Target dates
- Estimated budgets
- Progress reports
- Indices of program improvement

Objective II.2 addresses the identified College priority of moving students from noncredit programs (specifically English as a Second Language and Adult High School Diploma Program).

Outcomes measures are identified for the institutional objectives for each year under the strategic plan as illustrated in Figure 6.

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

INSTITUTIONAL OBJECTIVE	OUTCOMES		
Institutional Objective II.2 Increase the rate of students who successfully complete noncredit English as a Second Language (ESL) or Adult High School Diploma Program (AHSDP) courses and subsequently successfully complete credit courses in comparison to 2010–2011 rates	2011–2012 FALL: PLANNING SPRING: IMPLEMENTATION	2012–2013: IMPLEMENTATION	2013–2014: IMPLEMENTATION
	Fall Outcome Measure A plan for increasing the rate of students progressing from success in noncredit ESL or AHSDP courses to success in credit courses **Spring Outcome Measure** Rate of students successfully completing credit courses who previously successfully completed ESL or AHSDP noncredit courses	**Outcome Measure** Rate of students successfully completing credit courses who previously successfully completed ESL or AHSDP noncredit courses	**Outcome Measure** Rate of students successfully completing credit courses who previously successfully completed ESL or AHSDP noncredit courses

Figure 6. Sample Outcomes Measures

Action plans under institutional objectives, illustrated in Figure 7, provide the timeline for completion, responsible parties, momentum points toward success, changes in plans due to circumstances, and reflection on the progress with indicators of success.

ACTION PLAN FOR INSTITUTIONAL OBJECTIVE II.2	RESPONSIBLE PARTY	TARGET DATE	ESTIMATED BUDGET	PROGRESS	INDICES OF PROGRAM IMPROVEMENT
II.2.2. Implement the plan	Dean of Continuing Education with the Student Success Committee	• March–December 2012 • March–December 2013	$8,000	Work began with the Office of Institutional Planning, Research and Grants in spring/summer 2012 to define student success in noncredit and successful transition to credit. Efforts were made to improve data collection and to establish a baseline of noncredit students interested in transitioning to credit curriculum. In fall 2011 and spring 2012, the focus of the plan was to provide students with activities and programs related to the available credit programs and services at MiraCosta College. Also, flex workshops were held for faculty to determine the needs of faculty to assist students who intend to enroll in credit courses. Based on those activities, the Student Success Committee provided funds to conduct professional development activities for fall 2012–spring 2013 for noncredit and credit faculty.	Established cohort of new noncredit students beginning with fall 2012, to identify their interest in credit programs. Worked closely with the Office of Institutional Planning, Research and Grants to improve data collection and start identifying benchmarks of the path of noncredit students transitioning to credit programs. Additionally, professional development opportunities for faculty will provide better collaboration among credit and noncredit faculty in curriculum and student preparation.
II.2.3. Assess the effectiveness of the plan by reviewing data with the Office of Institutional Planning, Research, and Grants and revise as warranted	Dean of Continuing Education with the Student Success Committee	• January 2013 • January 2014	$0		
II.2.4. Determine if the plan is to be continued for fall 2014	Dean of Continuing Education with the Student Success Committee	• February 2014	TBD		

Figure 7. Sample Action Plan

Measuring Progress on the Objectives

Progress on the institutional objectives is measured in two key ways: by reported progress on the action plans and through the innovation and creativity that are identified in program review.

<u>**Action Plan Reports**</u>

The action plan for Institutional Objective II.2, for example, calls for the creation of a transition plan to facilitate the movement of noncredit students to credit. This plan, developed in spring 2012, focuses on three areas:

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

Importantly, the action plan provides for a stronger collaboration with OIPRG. The development of the plan also creates a need for a larger involvement from the College community, specifically from the Office of Instruction, Office of Student Services, and the Student Success Committee.

The dean of Continuing Education, Student Success Committee members, and OIPRG began the work of defining student success in noncredit and successful transition to credit in spring/summer 2012.They focused on improving data collection and establishing a baseline of noncredit students interested in transitioning to credit curriculum. In fall 2011 and spring 2012, they concentrated on providing students with activities and programs related to MiraCosta's available credit programs and services. They also held faculty flex workshops to determine what the faculty needed to assist students who intend to enroll in credit courses. Based on those activities, the Student Success Committee sponsored professional development activities for noncredit and credit faculty in fall 2012–spring 2013.

<u>**Innovation and Creativity**</u>

College experts and professionals provide the second method of assessing progress on institutional objectives through their creativity and innovation borne out of program review processes. The Adult High School Diploma Program (AHSDP), for example, evaluated

progress on Institutional Objective II.2 in part from the dialogue, reflection, and evaluation of the program review.

Strengthening faculty leadership and curriculum. AHSDP had full-time faculty positions for mathematics, social sciences, and counseling; however, all of the English courses were taught by associate faculty. As part of program review, the dean of the Community Learning Center determined a full-time faculty position was needed in English to provide balance across the curriculum and strengthen the leadership in this important content area. The College determined the evidence supported the need and the position was prioritized and filled.

Repurposing funds. In 2010, AHSDP used the strategic plan and program review processes to request a growth position for a noncredit counselor, which was approved by the superintendent/president. The decision to hire new faculty for the 2010-2011 academic year was suspended due to budget shortfalls. As a result, all noncredit departments, including AHSDP, permanently reallocated funds to allow additional part-time counseling hours in order to meet the objective of transitioning students from noncredit to credit programs.

Program Review and Institutional Objectives

The program review process is a critical driver of the integrated planning model. The *Program Review Handbook* (Appendix D) has eliminated ambiguities about the expectations of program leadership (authors) when evaluating effectiveness.

Moreover, program reviewers understand both how the process fits into the larger planning processes and what is needed to demonstrate program vitality. Plan forms address project management fundamentals, including appropriate motivations, alignments, responsibilities, assessments and evaluations, needed resources, progress tracking, and impact (Appendix G).

As a data-based process, program review strives to document appropriate measures (quantitative and qualitative) that demonstrate achievement of program standards. For instructional programs, institutional infrastructure already exists, so these programs are provided with the appropriate data to assess their programs with no action on the part of the program review authors.

For support programs, this process drives the standardization of data for their respective programs and the development of appropriate methods to generate, store, and report relevant data. In all instances, the program review process demands authentic measures to support reflection against program standards.

Wider Understanding

MiraCosta's institutional goals are widely understood through the College's integration of processes, program review, and outcomes-assessment efforts. MiraCosta's constituencies understand the IPM due to College wide conversations, College publications, and College sponsored events (Appendix H).

Specifically, institution wide dialogue about the role of planning in institutional effectiveness has taken place in numerous professional development activities.

- The 2011 CMP process and integrated planning were the subjects of many flex activities beginning in August 2010 and extending through March 2012, as well as All College Day dialogues in fall 2010, spring 2011, and fall 2011.
- A full afternoon was devoted to integrated planning, as well as the plans themselves, in a College wide event September 30, 2011.
- The faculty and staff also participated in an All College Day event in January 2012, August 2012, and January 2013, devoted both to creating awareness about how institutional goals support student learning and institutional effectiveness and to sharing the College's progress toward accomplishing its institutional goals.

This dialogue about the role of planning in institutional effectiveness has extended beyond the institution through presentations at the following professional conferences:

- The faculty senate president co-presented in a general session at the state Academic Senate's Accreditation Institute in February 2012.
- The planning coordinator presented at the Strengthening Student Success Conference in October 2012.
- The vice president of Instructional Services presented to the Association of California Community College Administrators conferences in 2011 and 2012.

Conclusion

The College has sustained the efforts that have fully addressed the issues and corrected deficiencies identified by the visiting teams. MiraCosta continues to meet the Standards and has sustained processes and practices that not only meet but exceed the expectations of Recommendation 1.

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

In 2012, the visiting team found that the College finds the processes provide clarity, improved transparency, and institutionalized objectives and decision making. The team recognized that the process is valued and understood by all the constituencies.

Conclusion of the Team: The College has fully addressed the issues and corrected deficiencies identified by two previous visiting teams. The College now meets the Standards.

MiraCosta embraces a culture of systematic assessment and evaluation. The College evaluates its integrated planning model (IPM) processes and components, including the following:

- Review of the mission statement
- Preparation of next master plan
- Progress on institutional goals for improved student achievement and learning and the advancement of institutional student learning outcomes
- Effectiveness of program review process
- Quality of resource allocations
- Effectiveness of planning process and cycle

The *Integrated Planning Manual* (Appendix E) sets forth the array of mechanisms, timelines, review cycles, and processes to effectuate the analyses (Appendix I).

Evaluating the Mission Statement

Following the *Integrated Planning Manual*, the Board of Trustees approved the revised mission statement on September 20, 2011, following an inclusive process of District wide participation and consultation (Appendix J).

The updated mission statement provides the guiding document for the first three-year cycle of the strategic plan. The mission statement is scheduled for review in 2014 as the first step in creating the second strategic plan under the *2011 Comprehensive Master Plan*.[1] The next cycle culminates in Board of Trustees approval and District wide distribution in January 2015 in time for the commencement of the plan.

Evaluating the *2011 Comprehensive Master Plan*

On November 15, 2011, the Board of Trustees adopted the College's ten-year, long-term *2011 Comprehensive Master Plan* (Appendix A). The comprehensive master plan (CMP) takes a longitudinal and broad view of the College's progress. This wider plan of MiraCosta's operations provides a sense of the big picture as the institution moves to the next century.

Appropriately then, MiraCosta focuses now on the strategic plan and the annual implementation of the actions and strategies to meet the institutional objectives.

The next cycle for review of the CMP occurs in 2018. During April through June, the Budget and Planning Committee (BPC) will call for the development of the *2011 Comprehensive Master Plan*. BPC will form a master-plan team to oversee the process. The team will distribute a request for proposals, conduct interviews, and select an appropriate group to facilitate and support the new CMP's development. The process will conclude with Board of Trustees approval in October 2019.

Evaluating Progress on the Goals

Progress on the institutional goals occurs through the evaluation of the institutional objectives. The College has completed one cycle of evaluation and has begun the second on the *Strategic Plan 2011-2014* (Appendix B). Two additional evaluation cycles will close the first strategic planning cycle and begin the next.

MiraCosta's first complete assessment of progress on the goals occurred in summer 2012. The results informed the *2012 Strategic Plan Progress Report* (Appendix F), which was widely disseminated throughout the College and culminated in a presentation to the Board of Trustees on August 21, 2012.

The presentation covered the College's successes in addressing each of the institutional goals and included areas needing to be refined and improved, including the following:

- Gathering better baseline and benchmark data, both quantitative and qualitative
- Establishing key performance indicators as additional measures
- Taking a more cross-divisional approach to meeting the objectives
- Utilizing technology to better track progress and identify gaps

Similar analysis will occur each year and be reported to the College community in the fall to align with the commencement of the new academic year.

The District will adopt three strategic plans covering 2011-2014, 2014-2017, and 2017-2020 during the CMP's life. Under the IPM, BPC will inform the superintendent/president when it is time to develop the *Strategic Plan 2014-2017*. The superintendent/president will convene a strategic-plan team to oversee the process, which will culminate in the superintendent/ president's approval, a presentation to the Board of Trustees as an information item, and District wide distribution. Implementation of the new strategic plan will begin in fall 2014.

This first opportunity to assess and evaluate one of the College's IPM components prompted useful dialogue sessions within District committees and governance councils and among members of the Board of Trustees.

Evaluating Institutional Program Review

During MiraCosta's annual institutional program review, instructional, non-instructional, and hybrid programs analyzed performance by comparing quantitative and qualitative data against state and other benchmark standards. Based upon reflective conclusions, the College formulates plans to sustain or improve programs and units, to advance MiraCosta's mission, to improve student learning and achievement, and to support institutional goals and objectives.

The College evaluates the processes associated with its annual institutional program review in two ways:

- An annual, specifically targeted internal survey of program review users and evaluators
- A more expansive biennial assessment of planning processes (see below).

The specifically targeted internal survey has now been conducted for two years. Each year, the Institutional Program Review Committee (IPRC) reviews the feedback and subsequently improves the forms, instructions, and/or the *Program Review Handbook* for ensuing cycles as needed. The College sees program review processes, data, and materials improve with each passing year.

The program review process is continually improving. It provides for evaluations from everyone involved in program review to improve the user experience and maximize the use of program reviews to inform downstream processes and, ultimately, the effectiveness of the institution.

IPRC developed a second revision of the *Program Review Handbook* in spring 2012, which included improvements and clarifications to user Reflect and Plan forms (Appendix G). The forms were revised to improve the prioritization process at the division and committee level for the resource allocation process. In addition, IPRC mediated the improvement to review

data for both instructional and support programs. This work also culminated in an Instructional Data Primer (Appendix K) for use by instructional authors to better understand the basis and context for quantitative instructional measures. Importantly, IPRC used the ACCJC rubric for Institutional Effectiveness (Program Review) as a tool to evaluate the effectiveness of program review (Appendix L).

Evaluating Resource Allocation

Resource allocation processes link institutional program reviews and institutional objectives to the resources needed to accomplish the institutional goals identified in the CMP. These resources include all District assets.

The *Integrated Planning Manual* prescribes two types of assessments related to resource allocation:

- **Biennial review within the "assessment of planning processes" assessment:** Biennially, the resource allocation processes are reviewed as part of a more expansive assessment of planning processes.

- **Effectiveness review of prior years' resource allocations:** Annually, BPC begins each cycle of resource allocations by reviewing the effectiveness of the prior three years' resource allocations. This holistic review includes the effectiveness of MiraCosta's resource allocations in advancing its mission, institutional goals, and institutional objectives.

The *Integrated Planning Manual* prescribes that the process begins in October each year and sets forth the associated steps and timeline. The resulting progress report is forwarded to the four governance councils for review and comment, and the final report is submitted to the superintendent/president. The final report is presented to the Board of Trustees for information each year in December. BPC considers the final report again in the spring, during deliberations about resource allocations for the coming year.

The College's first effectiveness review of prior years' resource allocations covered the 2011-2012 allocations' year. Next year's evaluation and subsequent report will cover both 2011-2012 and 2012-2013. Two years from now, MiraCosta will be well-positioned for assessing its effectiveness over a three-year period.

Recommendations that resulted from a review of the first report include the following:
- More consistent use of data across programs
- Better linkage of program review plans to specific institutional goals
- Ensure more pervasive understanding of the processes through training
- Consistently apply divisional and BPC rubrics when prioritizing funding requests

By December 20, 2012, the final *Effectiveness Review: 2011-2012 Resource Allocations Report* (Appendix M) was reviewed by BPC and each of the governance councils, which completed the second major assessment cycle as prescribed in the *Integrated Planning Manual*. The report was submitted to the superintendent/president and the Board of Trustees (as an information item) in February 2013. As a result of the evaluation processes, the College has observed more robust dialogue about and greater understanding about how decisions are made.

As prescribed in the *Integrated Planning Manual*, the Office of Institutional Planning, Research and Grants (OIPRG) submitted the final *Effectiveness Review: 2011-2012 Resource Allocations Report* to the superintendent/president and the Board of Trustees (as an information item) in February 2013.

Evaluating Planning Processes

A formal, annual assessment of the College's integrated planning cycle, processes, and timelines occurs to ensure institutional effectiveness and the integrated planning model's sustainability. Based on assessment results, BPC will revise planning processes as appropriate.

MiraCosta's first evaluation of its planning processes began in September 2012 when BPC convened a planning-processes task force to solicit feedback from groups and individuals directly involved in implementing the College's integrated plan processes. The task force administered an effectiveness survey in December 2012 and reported the results to BPC in February 2013 for review and comment. Subsequently, BPC forwarded the report to each of the four councils for review and comment. From there, OIPRG/BPC presented the report to the superintendent/president.

The superintendent/president will review the planning-processes assessment report with Cabinet members, who will determine what changes, if any, need to be made. BPC will then prepare and distribute an updated version of the *Integrated Planning Manual*.

Conclusion

The College continues to meet the Standards and has sustained processes and practices that not only meet but also exceed the expectations of the recommendation.

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[1] *2011 Comprehensive Master Plan*
http://www.miracosta.edu/governance/budgetandplanning/masterplan.html

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

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

In 2012, the site team found the current strategic plan structure at MiraCosta encompasses a three-year span from 2011 to 2014; data and information from program review should provide the necessary information as the institution progresses through the subsequent years in this planning cycle.

Conclusion of the Team: The College has fully addressed the issues and corrected deficiencies identified by two previous visiting teams. The College now meets the Standards.

MiraCosta College has detailed in the first three sections of the Response to Recommendation 1 how the College:

- Designed, implemented, and communicates the specifics of the integrated planning model (IPM) and the connection among its mission, institutional goals, institutional objectives, action plans, and program review.

- Sets and measures objectives towards the institutional goals and disseminates information about progress to its constituencies and the community at large.

- Evaluates all aspects of the integrated planning model, including the mission, comprehensive master plan (CMP), progress on the institutional goals, program review, planning cycle, and decision-making processes.

The remaining discussion, which completes the analysis of Recommendation 1, addresses the types of prioritizations made by the College based on the findings and data collected in the integrated planning model, as well as how the priorities are connected to the institutional goals.

Decisions Regarding Priorities: From Plans to Goals

MiraCosta establishes priorities, makes decisions, and allocates resources based on information and evidence garnered from program review and through a review of the strategic action plans.
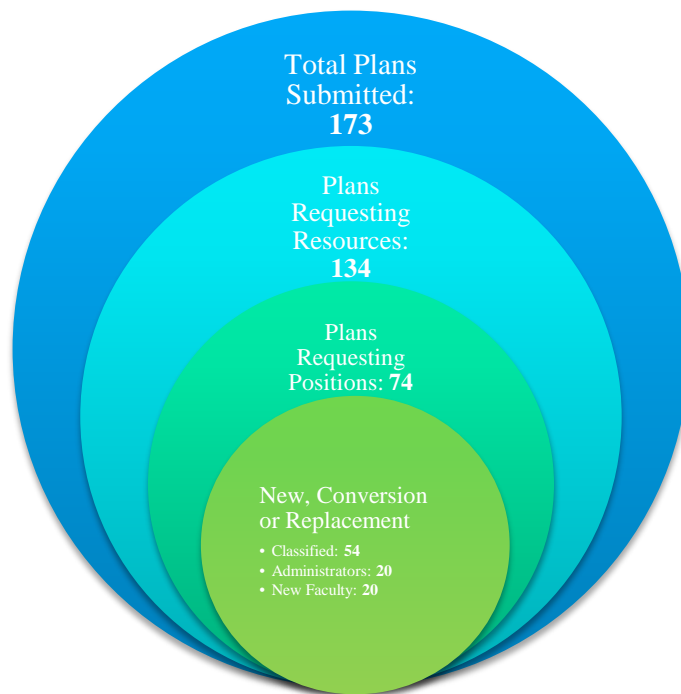
The critical decisions about institutional priorities are successful mapping to institutional goals through the IPM's mechanisms and processes. Plan submitters review their plans against six, self-reported criteria:

- Addresses one or more institutional objectives (strategic plan)
- Addresses the CMP/institutional goals
- Is based on data (included or referenced)
- Includes an assessment target
- Addresses a safety issue
- Addresses regulatory compliance

The College makes decisions in three critical areas (1) hiring new or replacement personnel, (2) purchasing equipment and constructing facilities, and (3) making changes to operations.

Program review remains the primary vehicle through which prioritizations are identified, evaluated, and submitted. In the most recent cycle, 173 plans were submitted; 134 requested resources, 74 of which were related to hiring, conversion, or replacement of staff. Figure 8 depicts the plans submitted through the divisions to the Budget and Planning Committee (BPC).

Total Plans Submitted: **173**

Plans Requesting Resources: **134**

Plans Requesting Positions: **74**

New, Conversion or Replacement
- Classified: **54**
- Administrators: **20**
- New Faculty: **20**

Figure 8. Program Review Plans

Prioritizations are either the allocation of new funds available through revenue increases for the District or the reallocation of existing funds to meet critical needs based on innovation and program review.

Each division uses a rubric to evaluate and prioritize the proposed plans against the College's larger goals and objectives and forwards its prioritized plans to BPC (Appendix N). The committee in turn examines the divisionally set priorities and uses a rubric to further prioritize the cross-divisional needs; it then makes recommendations to the superintendent/president (Appendix N).

Equipment and Facilities

For the 2011-2012 cycle, BPC recommended that the budget carry no allocation for funding from program-review plan requests due to financial constraints and budget reductions at MiraCosta. For funding to occur, existing resources had to be reallocated. Each division addressed the reallocation of resources and reported back to BPC.

Reallocated funds for the cycle included the following equipment:

- Modular buildings for chemistry laboratories
- Equipment replacement in the Drama Department
- Microscopes for the Biology Department
- Instrument purchases for the Music Department

To meet the CMP and program needs identified in the sciences' program reviews, the College decided it was a priority to fund a modular building to house science labs in 2013, rather than wait for a capital bond to fund the campus expansion in this area in the future.

Hiring

For the 2012-2013 cycle, no new funds were allocated for equipment and facilities, but through program review a need was identified to hire staff and faculty using existing moneys.

Twelve faculty positions were recommended to the hiring subcommittee of the Academic Affairs Committee (AAC). Requests for new or replacement hires were initially submitted in program review plans.

Using a rubric, the hiring subcommittee prioritized the positions based on evidence contained in the program review, as well as narrative support included in the program-reflection component of the program-review template. The subcommittee submitted the prioritizations to the superintendent/president who approved four positions, including a Disabled Students Program and Services (DSPS) coordinator/learning disability specialist and general counselor.

Institutional Program Review Committee (IPRC) and AAC chairs are now discussing ways to improve and align the rubrics used to rank faculty hires. The goal is an improved assessment tool to prioritize hires and better instructions for program leads when completing program review.

Operations

Prioritizations are also made in MiraCosta's operational decisions, which help improve student success. One area the College is presently tackling is the determination of course section offerings in light of reduced budgets.

MiraCosta is determining ways to better implement consistent application of standards when making decisions to add or reduce course offerings. The College makes scheduling decisions using efficiency data contained in Instructional Division database software and strives to establish more reliable and valid ways to make decisions that provide transparent decision making.

In determining growth in sections and disciplines, the Office of Instructional Services reviews student demand through fill rates and wait lists. The College seeks to learn how to better capture student need to match course offerings to meet those needs. The Office of Instructional Services will be working in developing a rubric to include the institutional goals and objectives to guide growth and course allocations among disciplines. The rubric will show consistency and transparency among groups in determining growth.

D. Conclusion to Recommendation 1

Integrated institutional planning has been fully implemented at MiraCosta and decisions are made upon prioritizations based on the College's institutional goals and institutional objectives. Integrated planning components are the drivers of the prioritization in hiring, equipment and facilities, and operations decisions. The institution continues to meet the Standards.

2

Recommendation #2

Response to ACCJC Recommendation 2

A. Recommendation 2

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

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

B. The Scorecard for Recommendation 2

Self Study 2010	Institutional Follow-up 2012	Midterm Accreditation 2013
- Course-level SLOs (CSLOs): 100% defined 66% assessed - Reassessment ongoing. - Service area outcomes (SAOs): 100% defined 66% assessed. - Institutional learning outcomes (ILOs) defined. - Administrative unit outcomes (AUOs): 100% defined 66% assessed.	- CSLOs: 95% assessed - Reassessment ongoing. - SAOs: 100% assessed and refined. - AUOs: 100% assessed and refined. - ILOs reaffirmed. - Certificate program SLOs (PSLOs): - Linked to ILOs - Assessment ongoing. - General education degree PSLOs: 100% defined - Assessment ongoing - Linked to ILOs. - Student Learning Outcomes and Assessment	- CSLOs: Departmental discussions about assessment results led faculty to modify teaching practices and revise 77 CSLOs in 2012. - PSLOs: 54% assessed at least once. - Liberal arts assessed twice; next assessment May 2013. - Faculty analyzed assessment results. - Currently improving assessment instruments and distribution. - SLOAC facilitated faculty focus groups to assist in PSLO development. - ILOs: - SLOAC formed subcommittee to determine how to broaden ILOs to differentiate them from degree PSLOs. - Fall 2013, subcommittee will forward recommendations to faculty senate. - SLOAC: - Became a standing committee of the faculty senate; membership includes faculty from 2011-12 and Student Services. - Revised mission statement to emphasize evaluation of SLOs and assessments - Providing ongoing faculty support as they develop and modify CSLOs and PSLOs.

| Self Study 2010	Institutional Follow-up 2012	Midterm Accreditation 2013

	Committee (SLOAC) established.
	
	• Draft SLO Handbook completed.
		▪ Participating on the Institutional Program Review Committee (IPRC).
		• AUOs: Assessments evaluated; results informed recently completed third program-review cycle.
		• SAOs:
		  ▪ Completed second cycle of assessments.
		  ▪ 100% assessed.

C. College Response to Recommendation 2

On April 9, 2012, the visiting team found that student learning outcomes have become part of MiraCosta's everyday language. Moreover, faculty and staff across units collaborate on best practices and identify areas of improvement through the interdepartmental dialogue that has been created at the College.

Conclusion of the Team: The College has addressed the issues and corrected deficiencies identified by two previous visiting teams. The College is on target to meet the Standards by fall 2012 and report its progress on the report its progress on the implementation of the Standards in the College Status Report on Student Learning Outcomes Implementation, due in spring 2013.

MiraCosta College has made significant progress since spring 2012 in streamlining the student learning outcome (SLO) assessment process. Faculty have adopted full ownership of the process, which is now integrated into the College's culture. Associate faculty also actively participate in the process by administering SLO assessments in their courses.

The ongoing dialogue among all faculty has been robust and widespread as the linkages among SLOs on every level have become visible priorities in supporting student learning and success. As an integral part of the annual institutional program review process, SLO assessment data are a major criterion on the rubrics for ranking resource allocation requests (Appendix N). Thus, through program review, student learning as reflected in SLO data plays a meaningful role in planning and resource allocation (Appendix D).

The cyclical SLO assessment process, illustrated in Figure 9, ensures course- and program-level SLOs and assessments are continuously analyzed and refined to improve MiraCosta's educational quality, thereby meeting the elements of proficiency as set forth by the ACCJC.
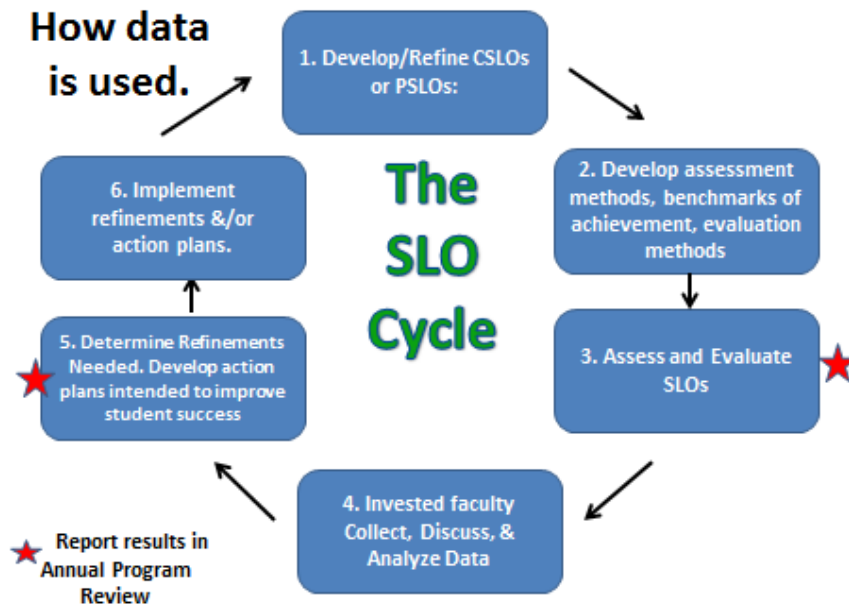
Figure 9. SLO Assessment Process

Course-Level SLOs (CSLOs)

Faculty demonstrate their investment in the assessment process through the diverse and creative methods they employ to assess CSLOs, evaluate results, and use data to develop and implement curricular and/or pedagogical improvement plans that will lead to greater student success.

For example, last year faculty modified 77 course-level SLOs (CSLOs) after they evaluated the assessment data. In most cases, faculty also refined assessment methods to better reflect outcome goals and benchmarks to reflect higher standards for student achievement. Overall, these revisions are providing more relevant data for SLO analysis (Appendix O).

Faculty can now revise their CSLOs with greater ease because the Student Learning Outcomes and Assessment Committee (SLOAC) initiated several administrative modifications that simplified both the means by which faculty may revise their CSLOs and the process by which they get them approved:

- Revisions may now take place anytime during the year rather than only during the fall semester when curriculum is approved.
- Faculty can have their revised CSLOs approved in a more time-efficient manner by simply submitting a Course SLO form (Appendix P) directly to SLOAC rather than going through the multi-stage curriculum approval process.

The College's curriculum committee gave its responsibility of reviewing and approving CSLOs to SLOAC because CSLOs and their assessment methods must be reviewed for authenticity and measurability, and they must be mapped to program SLOs and institutional learning outcomes, all of which are beyond the purview of curriculum.

However, both committees maintain a collaborative relationship not only because CSLOs and curriculum share the same six-year review cycle, but also because CSLOs are integral to every course's design. Thus, SLOAC-approved CSLOs, both new and modified, are recorded on each course's official course outline of record (Appendix Q).

Another administrative modification SLOAC made, with the cooperation of other governance bodies, was to streamline the CSLO and PSLO data-collection and analysis process. Each department and program now has a SLO leader who is authorized to collect the faculty's assessment results and enter them in the TracDat online reporting program in a timely manner. The SLO leader also enters a summary of the assessment process and records any recommendations for quality improvement that need to be acted upon.

These administrative modifications have encouraged faculty to conduct assessments on a more frequent basis, providing opportunities for ongoing departmental dialogue and analysis. This reflection on assessment data is leading to improved instructional practices, the alignment of curriculum with SLOs, and the allocation of resources to close learning gaps. To date, nearly 100 percent of the College's CSLOs have completed the first six-year assessment cycle (Appendix R).[1]

Program-Level SLOs (PSLOs)

All of MiraCosta's degrees and certificates of achievement have defined PSLOs. Since the creation of PSLOs in 2011, 54 percent of the College's programs have been assessed at least once. The liberal arts program, which has the highest number of completers, has been assessed twice and will be assessed again in spring 2013.

For the spring 2012 assessment of the liberal arts program, SLOAC added an additional method to provide a more direct measure of PSLO achievement. On graduation day, faculty from various disciplines across campus met with program completers in small focus groups to obtain feedback related to program outcomes. SLOAC subsequently evaluated this assessment method and its results and shared the information with the College's faculty, who subsequently expressed interest in this method. SLOAC is currently collaborating with the Office of Institutional Planning, Research and Grants to identify methods that will motivate graduating students to participate in this direct method of assessment.

MiraCosta continues to use the Assessment Documentation Matrices (ADMs) to map CSLOs to PSLOs. ADMs rank the importance of PSLOs to each core course in a specific discipline.

These rankings assist faculty as they develop and revise their CSLOs to effectively align with PSLOs. PSLOs are also mapped to institutional learning outcomes within these matrices (Appendix S).

SLOAC has met with faculty individually and in small groups and workshops to assist them in the development of PSLOs. This assistance has focused on the following:

- Establishing program outcomes that are realistic and clearly measurable
- Exploring assessment methods that will generate data to analyze
- Discussing how this data can be used to improve student learning

SLOAC also supports the faculty by providing them with data analysis reports from TracDat upon request for interdepartmental discussions regarding PSLOs, their assessment methods, and how assessment data should be used for program review. In addition, SLOAC developed and provided program review authors and contributors with an informational guide that suggests how they can effectively address program standards in the budget allocation process (Appendix T).

SLOAC directly assists the program review process by participating on the Institutional Program Review Committee (IPRC). SLOAC is taking a major role in revising the instructional standards that are to be addressed in the program performance and program curriculum areas of program review. These revised standards will necessarily affect the review of hybrid programs, such as Career Studies, Counseling, Disabled Students Programs and Services, and Adult High School Diploma. The integration between instructional and student services SLO evaluations is evident in terms of recommendations that are made with respect to counseling, tutoring services, and library support for MiraCosta's students.

In 2013, MiraCosta was accepted as a pilot institution in the ACCJC Degree Qualifications Profile (DQP) grant to use the DQP tool to better identify and assess global outcomes as students travel the various and diverse educational pathways to goal completion.

Institutional Learning Outcomes (ILOs)

The College's ILOs have been assessed primarily through the liberal arts degree assessment since it is the largest degree-granting program at MiraCosta. The program's indirect (survey) assessment questions have been mapped to both associate degree PSLOs and ILOs.

During the course of interaction with faculty at events held to promote institutional dialogue about learning outcomes, faculty have voiced concerns to SLOAC regarding the similarity of degree PSLOs and ILOs. This perceived similarity has sometimes made the process of mapping PSLOs to ILOs confusing.

In response, SLOAC formed an ILO subcommittee to determine how to broaden the scope of ILOs to differentiate them from degree PSLOs. The subcommittee is evaluating current ILOs for authenticity, appropriate mapping from PSLOs, and possible linkage to student services learning outcomes. Faculty dialogue at department chairs' meetings, All College Day, and flex-week activities has encouraged College wide discussions about ILO revision. The ILO subcommittee will forward its recommendations to the faculty senate during the next academic year.

Administrative Unit Outcomes (AUOs)

A process for developing, assessing, and using feedback to inform change in administrative units, illustrated in Figure 10, was developed by a task force of representatives from each of the four administrative divisions – Instructional Services, Student Services, Business and Administrative Services, and the Office of the President–in summer 2011.
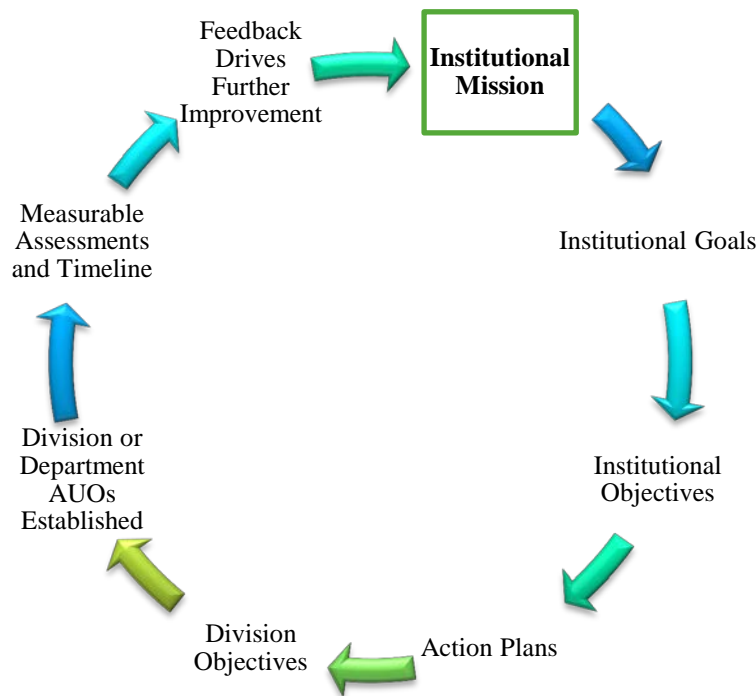
Figure 10. AUO Process

Throughout fall 2011, the representatives worked with their divisions to establish AUOs for 2010-2011 and 2011-2012, based on the College's strategic goals and objectives. Each unit then completed assessments of the AUOs for 2010-2011; assessments for the 2011-2012 year are on-going. Administrative units have completed their third program-review cycle (Appendix U).

Service Area Outcomes (SAOs)

Under the MiraCosta program review model, a "service area" is a department/program that provides student support services outside the classroom that are not linked to courses in the catalog or schedule. SAOs consist of knowledge, skills, abilities, and attitudes demonstrated by students as a result of their interaction with the department/program. Results are incorporated into the program review analysis for improvement and resource allocation.

D. Conclusion to Recommendation 2

MiraCosta College is currently proficient in SLO assessment.

[1] Credit Course Student Learning Outcomes

3

Recommendation #3

Response to ACCJC Recommendation 3

A. Recommendation 3

The team recommends that the College formalize in writing participation in student learning outcomes and assessment as a stated component of the evaluation process for faculty and others directly responsible for student progress for achieving stated student learning outcomes (III.A.1.c).

B. The Scorecard for Recommendation 3

Self Study 2010	Institutional Follow-up 2012	Midterm Accreditation 2013
• Course-level student learning outcomes (CSLOs) and assessment methods included in official course outlines of record. • All full- and part-time teaching faculty required to include CSLOs in their course syllabi.	• Recommendation #3 implemented: full-time faculty required to participate in SLO development and assessment process. • Professional Growth and Evaluation Committee recommended ways for faculty undergoing evaluation to address and provide evidence of their participation.	• Evidence of participation in SLO assessment process contained in tenure review packets for all full-time faculty. • Full-time faculty hiring announcements include statement that all full-time faculty must participate in SLO development, assessment, and evaluation. • Faculty asked by the Sabbatical Leave Committee to address how their proposed professional development activities will benefit their students in terms of learning outcomes.

C. College Response to Recommendation 3

On April 9, 2012, the visiting team found that the MiraCosta Academic Senate Professional Growth and Evaluation Committee has included the participation in SLO assessment as an element as the evaluation process. Moreover, the College included the participation in SLO assessment in the *Tenured Faculty Handbook*.

Conclusion of the Team: The College has fully addressed the issues and corrected deficiencies identified by two previous visiting teams. The College now meets the Standards.

In January 2011, MiraCosta College's Academic Senate Council approved participation in student learning outcomes (SLOs) assessment as a stated component in the evaluation

process for full-time faculty. The new criterion was subsequently added to the *Tenure Candidate Handbook* and *Tenured Faculty Professional Growth and Evaluation Handbook* (Appendices V and W, respectively), both of which were developed collegially by the administration and Academic Senate Council. Additionally, all full-time faculty job announcements now identify participation in SLOs and assessment as an "essential job function" (Appendix X).

The Academic Senate Council hosted numerous professional development workshops throughout 2011-2012 to explain the tenure review and tenured faculty evaluation processes. At these sessions, the faculty discussed and clarified SLO assessment-cycle participation and the evaluation processes. The Professional Growth and Evaluation Committee also recommended ways for faculty to address and provide evidence of their participation in SLO development and assessment.

Tenured faculty members (TFMs) provide evidence of their participation in SLO assessment through their TFM evaluation self-study report, where each criterion in the common areas of performance is evaluated. Another source of evidence is their evaluation report's sample syllabi, which includes clearly defined course SLOs and planned assessment activities (Appendix Y). Tenure candidates also reflect upon their participation in SLO development and/or assessment in their evaluation self-study report.

When Tenure Review Committee (TRC) and Peer Review Committee (PRC) members met in fall 2012 and spring 2013, they included participation in SLO assessment cycles a component in the candidate's evaluation. The committees documented this participation in observation reports, tenure plans, and/or TRC/PRC reports.

At MiraCosta, participation in SLO assessment includes an expectation that faculty members will engage in the dialogue about assessment results and improved student learning. To encourage their engagement in this dialogue, the College provides ongoing professional development opportunities and support to all faculty, including associate (part-time) faculty who can now collect flex credit for their participation in SLO-related professional development activities.

Additionally, faculty requesting sabbatical leaves are now asked by the Sabbatical Leave Committee to address how their proposed professional development activities will benefit their students in terms of learning outcomes.

D. Conclusion to Recommendation 3

Participation in SLOs and assessment is a stated component in the evaluation process for full-time faculty at MiraCosta College. The College continues to meet the Standard.

4

Recommendation #4

Response to ACCJC Recommendation 4

A. Recommendation 4

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

B. The Scorecard for Recommendation 4

Self Study 2010	Institutional Follow-up 2012	Midterm Accreditation 2013
• New Governance Organization (GO) structure in place but not evaluated; evaluation procedures not developed.	• Further improvements based on evaluation recommended and implemented. • Ongoing evaluation process established. • Second cycle of evaluation process implemented. 　▪ Second annual effectiveness survey conducted. 　▪ Committee self-evaluation reports submitted to GO Committee. GO analysis of results completed. • Ongoing assessment described on GO webpage.	• Board policy and administrative procedure regarding collegial governance and participation in local decision making approved. • Presidential Advisory Committee on Accreditation and Institutional Effectiveness established. Third Governance Organization Model Survey administered; GO Committee currently addressing issues raised by survey results. • Governance committee self-evaluation instruments implemented (Feb. 2013). • Three evaluation cycles completed.

C. College Response to Recommendation 4

On April 9, 2012, the visiting team validated that MiraCosta has developed a process to evaluate the integrity and effectiveness of its governance structure and results are used as the basis for improvement. Further, the team found a strong institution wide understanding of the College's governance structure and an increased accessibility of information and transparency of decision making. Finally, the team found the governance structure has also formalized the inclusion of every constituency group (faculty, staff, students, administration).

Conclusion of the Team: The College has fully addressed the issues and corrected deficiencies identified by two previous visiting teams. The College now meets the Standards.

MiraCosta College continues to take measured and deliberate steps to sustain not only the annual evaluation process of its governance structure but also the use of assessment results to continuously improve. The maturation process is ongoing, and the College now embraces the challenge of evaluating how it makes decisions.

Governance and Decision Making at MiraCosta College

The current successes of the College's evaluation processes are grounded in 36 months of diligent work on the part of all constituencies to clarify the roles faculty, administrators, classified staff, and students play in MiraCosta's decision-making processes.
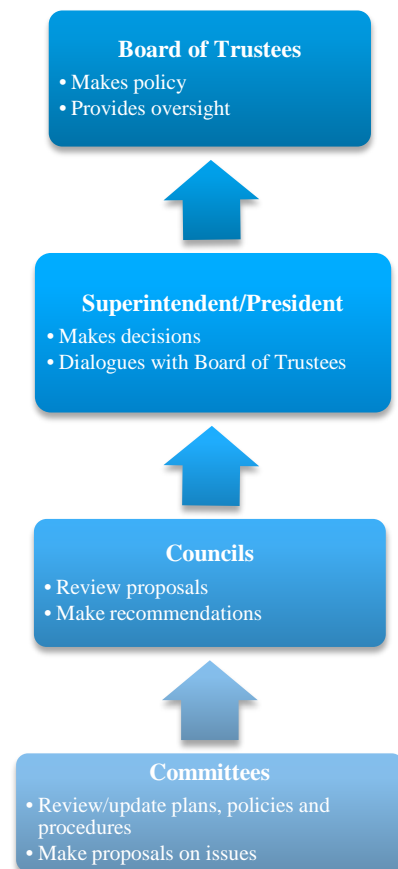
The College's governance structure, which was approved in spring 2009 and implemented in summer and fall 2009, consists of two main types of governing bodies: committees and councils.

The Governance Organization (GO) Committee measures the effectiveness of the governance structure's processes and maintains the currency of its system of committees and councils. In addition to the GO Committee, five governance committees form the basis of the decision-making structure at MiraCosta:

- Academic Affairs
- Budget and Planning
- Courses and Programs
- Institutional Program Review
- Student Interests

Governance committees develop and update plans, board policies, and administrative procedures and recommend them to the governance councils. Comprised of members from all four constituent groups, committees have subject-matter purview and are advisory in nature to the councils (Appendix Z).

Councils, on the other hand, with the exception of the Steering Council, 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 formulate plans, board policies, or administrative procedures.

Board of Trustees
• Makes policy
• Provides oversight

Superintendent/President
• Makes decisions
• Dialogues with Board of Trustees

Councils
• Review proposals
• Make recommendations

Committees
• Review/update plans, policies and procedures
• Make proposals on issues

Four governance councils, in addition to the Steering Council, provide overarching support of MiraCosta's decision-making processes:

- Associated Student Government
- Academic Senate
- Classified Senate
- Administrative

The Steering Council routes governance issues to appropriate governance committees and governance councils. Its composition represents the leadership from each of the College's constituent groups and governance committees.

The four governance councils submit their recommendations directly to the superintendent/president, who then decides whether or not to forward their recommendations to the Board of Trustees for final approval.

Maturation of the Evaluation Processes

The College has evaluated its decision-making structure three times and has made improvements as a result of each evaluation cycle.

<u>Cycle One: 2010</u>

After the first year of the current governance structure's implementation, the GO Committee conducted a comprehensive evaluation of the structure's integrity and effectiveness (Appendix AA). This evaluation involved reviewing committee chair interviews; results from the Governance Organization Model (GOM) survey of faculty, staff, administrators, and students in fall 2010; open forum comments; 18 months of minutes and reports from all committees; task force recommendations; and GO Committee discussions.

The enhancements to the governance structure were approved by all four governance councils and the superintendent/president. These enhancements included the following:

- Creating divisional advisory committees to make recommendations on operational matters (spring 2010)
- Adding the superintendent/president as co-chair of the GO Committee and Steering Council (spring 2010)
- Creating an Institutional Program Review Committee (January 2011)
- Changing the status of the Campus Committee from a governance committee to a divisional advisory committee (April 2011)
- Discontinuing the Community Relations Committee (April 2011)

- Modifying the Courses and Programs Committee to include a curriculum committee to more effectively manage routine curricular matters while maintaining the Academic Senate's primary responsibility for curriculum (August 2011).

The GO Committee also developed an ongoing process for evaluating the integrity and effectiveness of the governance structure. All four governance councils approved the evaluation process, illustrated in Figure 11, as a recommendation to the superintendent/president, who approved and implemented it beginning fall 2011.
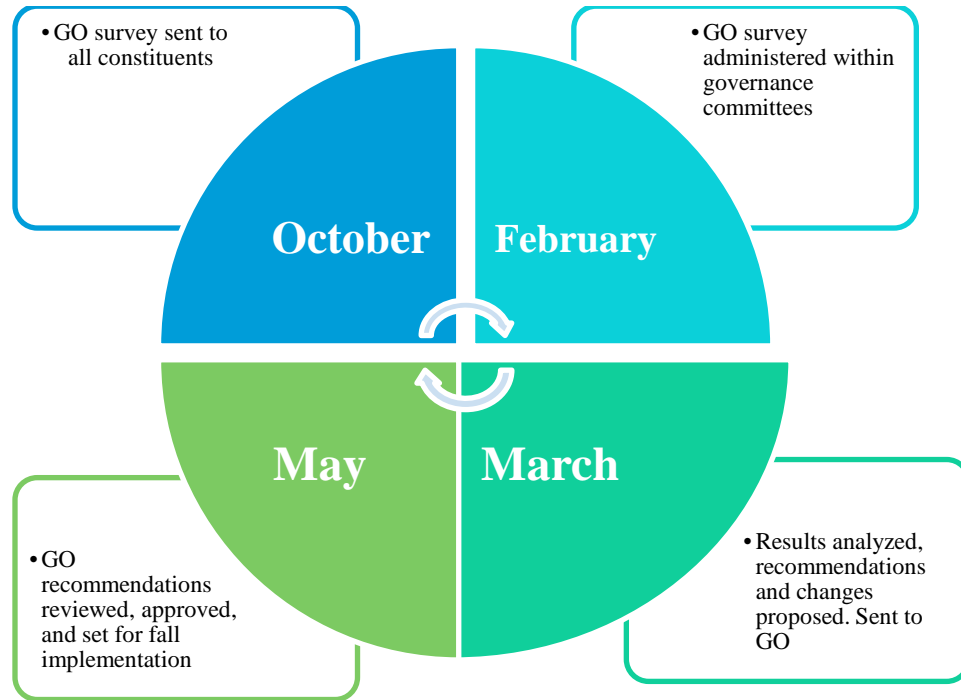
Figure 11. Governance Structure Annual Evaluation Process

Cycle Two: 2011

In fall 2011, the Office of Institutional Planning, Research and Grants (OIPRG) administered the GOM survey, and the superintendent/president disseminated the results in December 2011 (Appendix BB).

Survey responses in 2011 demonstrated that refinements and improvements made to the governance structure, based on the prior year's evaluation, had resulted in a more comprehensive, effective, and collegial decision-making process. Survey respondents reported greater understanding of the structure and stronger encouragement to participate in decision making.

In February 2012, the GO Committee, in cooperation with OIPRG, implemented self-evaluation instruments to each governance committee (Appendix CC). Each committee met to discuss its survey results and develop recommendations to increase effectiveness. The committees then sent their self-evaluation and recommendation reports to the GO Committee.

In March 2012, the GO Committee analyzed both the results of its general survey of effectiveness and the committees' self-evaluations to complete the second annual evaluation.

The second cycle of the GO structural evaluation process identified the need to further define and clarify "significant" versus "minor" changes. It also identified the need for GO to be converted from an ad hoc to a standing committee. This conversion was approved in spring 2012 (Appendix DD).

Cycle Three: 2012

During the past year, MiraCosta took two critical courses of action to further solidify its evaluation processes.

First, the College conducted its third regularly scheduled GOM survey and is currently analyzing the survey instrument's results. The Steering Council will use this analysis for its annual review and update of the *MiraCosta College Governance Manual* in March, in accordance with the District's administrative procedure on collegial governance and participation in local decision making (AP 2510; Appendix Z).

At its fall 2012 meeting, the GO Committee discussed what additional methods of assessment could be used to provide more direct evidence of the governance structure's effectiveness, such as a review of the quality and depth of the decisions being made. The GO Committee will make a decision about potential methods of inquiry this spring after further discussion and input from OIPRG.

Second, the College's Board of Trustees adopted a policy (BP 2510; Appendix Z) for collegial governance in local decision making (Appendix EE). This policy was the end result of a three-year collaborative effort among all of constituencies to define the College's decision-making processes.

Specifically, BP 2510 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 MiraCosta is governed and administered.

The policy also establishes the role of the Board of Trustees and each constituency in governance matters. Each constituency of the College, based on its responsibility and expertise, develops board policies and administrative procedures related to that area.

Finally, the College established a Presidential Advisory Committee on Accreditation and Institutional Effectiveness in fall 2012. This committee will evaluate the College's Midterm Report response and provide the superintendent/president with recommendations regarding the establishment of a permanent institutional effectiveness committee to institutionalize the assurance of academic quality.

D. Conclusion to Recommendation 4

MiraCosta College evaluates its governance structure in an ongoing, pervasive, systematic process and uses the results to improve its institutional effectiveness. The College continues to meet Standard IV.A.2.5 by sustaining the evaluation processes recognized by the visiting team in its April 2012 Follow-Up Visit Report.

Improvement Plans

Response to the Self-Identified Improvement Plans (Planning Agenda Items) from the 2010 Institutional Accreditation Self Study

The College identified nine planning agenda items as part of the 2010 Institutional Accreditation Self Study submitted to the Commission.

At the time of their creation, the planning agenda items were crafted using the ACCJC Self Study Manual in effect at that time as the primary guide. In fall 2012, the Commission adopted the Manual for Self Evaluation of Educational Quality and Institutional Effectiveness which, among other things, renamed planning agenda items as actionable improvement plans to reflect the paradigm shift to continuous quality improvement.

Specific improvement plans were identified for Standards II: Student Learning Programs and Services and for Standard III: Resources. No improvement plans were identified for Standard I: Institutional Mission and Effectiveness or Standard IV: Leadership and Governance.

In the following summary, the College uses the new terminology contained in the current manual to the maximum extent possible as the College transitions to the Commission's new expectations for reporting.

Standard II: Student Learning Programs and Services

Standard II.A.1.b

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

Improvement Plan

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

Progress Made

The delivery of meaningful and relevant curriculum using the most current and effective instructional methods and systems is a priority at MiraCosta College. The rapid development of improved instructional technology and the emerging role of online and distance education as preferred methods for students to attend postsecondary education has made the development of mechanisms to assess learning, success, and achievement in the varied delivery modes paramount to the College's leadership at all levels.

MiraCosta has invested significant human, technological, financial, and physical resources to meet this improvement plan.

- In spring 2011, the College adopted a *Program Review Handbook* that "provides a discipline/service with the opportunity to (1) self-evaluate regarding online education, (2) plan and identify resources, and (3) forward this information to the Office of Instructional Services and Academic Senate committees that, in a subsequent budget linkage process, (4) will then need to evaluate and prioritize where the funds go, and (5) through the program review process provide feedback to the discipline/service."

- In summer 2011, the Board of Trustees approved an Online Education Plan, collaboratively developed by faculty, staff, and administrators (Appendix FF). The plan calls out involvement of academic disciplines, College services, and the Office of Institutional Research, Planning and Grants (OIRPG) in evaluation, planning, and decision-making processes for online education.

- In summer 2011, the College hired a full-time faculty director of online education, whose job functions include providing leadership for coordinating efforts to

implement and update the Online Education Plan and analytics regarding student satisfaction, retention, and student learning for use by the campus community.

- In 2011-2012, the College significantly expanded the activity of every academic department in writing and assessing student learning outcomes (SLOs). Every College program has approved SLOs in place, and every department is assessing SLOs.

- In spring 2012, the faculty director of online education developed and administered a survey of students taking at least one online class, receiving more than 700 responses, to further clarify MiraCosta student needs and challenges in taking online classes.

- In fall 2012, the faculty director of online education met with instructional and student services administrators, faculty academic senate leaders, and faculty committees to renew efforts toward institutionalizing online education, particularly focusing on integrating distance education into program review processes through providing disaggregated data on student success and achievement.

Timeline to Completion

The College has evaluated its current curricular offerings and is currently preparing to submit a Substantive Change Proposal in fall 2013 for programs with more than 50 percent of courses available online.

The College did not submit the substantive change proposal while on accreditation sanction (June 2011 through June 2012). Now that the sanction has been removed, the College is redirecting efforts to prepare for the proposal. Steps are in place to disaggregate data in all of the learning environments, and this evidence will be included as standard data in all program review reports as well as the substantive change proposal.

Thus, beginning in 2013-2014, the following will occur:

- OIPRG will provide disaggregated data about online course student success, retention, and achievement to academic disciplines conducting program review.

- In the program review process, academic disciplines will use data to compare student achievement and attainment of expected learning outcomes across distance education and face-to-face modes, as well as when considering expansion of distance education course and program offerings and planning for sustainability.

- The Office of Online Education will create its own program review, considering Collegewide data on student success, retention, and achievement in online and hybrid courses and examining the institutional systems and support needed for continuous improvement.

Additionally, MiraCosta will participate in a spring 2013 student survey developed by the California Community College Chancellor's Office to assess satisfaction of students taking at least one online class. This new survey is expected to be re-administered annually and provide both longitudinal and statewide comparison data.

In subsequent annual program review cycles, online education and academic disciplines will be able to look at prior years' data to assess progress and determine areas of success and focal points for further improvement.

Responsible Parties

The following persons are assigned to implement the Improvement Plan:

- Academic Senate Council president
- Accreditation coordinator
- Courses and Programs Committee chair
- Institutional Planning, Research and Grants dean/accreditation liaison officer
- Research director
- Online education faculty director
- Institutional Program Review Committee chair
- Instructional Services Division vice president and deans

Standard II.A.1.c

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

Improvement Plan

The College will establish degree and certificate-level learning outcomes and assessments and link those to the program review process resulting in continuous improvement in student learning. The College will establish a clearly defined connection between SLOs and assessment and administrative unit outcomes and assessment for the same purpose.

Progress Made

The College has established degree and certificate student learning outcomes and has developed assessments to measure the student learning at the appropriate level. Outcomes results are included in the program review process for a fuller analysis of program effectiveness.

Administrative unit outcomes (AUOs) and service area outcomes (SAOs) have been identified, assessed, and reviewed for learning and effectiveness outside of the instructional setting.

Student learning outcomes (SLOs) have now become embedded in the culture of the College. The 2010 accreditation visit generated a renewed Collegewide effort by faculty to take responsibility for the development and assessment of outcomes. Mechanisms have been implemented to facilitate faculty understanding of the purpose and process of outcome development, evaluation of assessment data, and budget and planning. Faculty clearly recognize the relationship among outcomes, assessment, funding, and the continuous improvement of student learning.

- All courses, degrees, and certificates of achievement have defined SLOs.

- A majority of programs have been or are being assessed.

- Each department and program has a designated SLO leader who is authorized to log assessment work into the TracDat online reporting program in a timely manner.

- The Student Learning Outcomes and Assessment Committee (SLOAC) has 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 leader to reflect revisions in assessment and/or changes in benchmark positions.

- 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.

- SLOAC updates faculty regularly about SLO development, progress, and processes. The committee offers groups and individuals informational workshops to assist in the development of program outcomes and reliable assessment methods and to insure mapping of course and program SLOs. SLOAC is focusing on perfecting assessment methods to produce comprehensive and reliable data.

- SLOAC is responsible for developing and assessing the liberal arts program, which has the largest number of completers. The program has been assessed twice and will be assessed for the third time in spring 2013. The liberal arts program assessment incorporated both an indirect assessment method (student survey) and an innovative direct assessment method (focus group).

- AUOs are developed to map to established institutional learning outcomes (ILOs). Specifically, the Student Support 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 tutoring, library services, matriculation, and financial aid, and by improving service to veterans and disabled students.

- In recognition of outstanding SLO work, the MiraCosta Foundation and Academic Semate awarded innovations grants to the Pre-Transfer English and Math Departments for "Exemplary Student Learning Outcomes and Assessment Processes." The Academic Senate Council presented these competitive awards at the Spring Celebration of Excellence on April 13, 2012.

Timeline to Completion

While MiraCosta's faculty and SLOAC feel that this Standard has been met, gaps and needs have been identified. The following actions will move the College closer toward sustainable and continuous quality improvement:

- SLOAC is exploring methods to more clearly map liberal arts PSLOs with ILOs, considering both indirect and direct data results can be analyzed to make institutional changes. For example: In spring 2013, SLOAC will be seeking faculty involvement to assess specific courses, ranked high for critical thinking by students, to determine if data relating to perception and indirect data related to actual student performance coincide.

- SLOAC is in the process of drafting an extensive modification of existing ILOs to clarify the linkage between course and program assessment and institutional outcomes. In spring 2013, proposed modifications will be presented in several College wide forums to encourage widespread faculty dialogue and promote a greater understanding of the relationship of mapping CSLOs, PSLOs, and ILOs to sustainable student achievement.

- Gaps still exist in terms of mapping and integrating instructional outcomes and student service outcomes. SLOAC will evaluate services directly overseen by student support services that have strong impact on student success in the instructional area.

  In fall 2013, SLOAC will meet with Student Support Service representatives from Tutoring and Retention Services, Counseling, and Library Services to coordinate the integration of instructional learning outcomes with service area outcomes. The goal will be to analyze the results as they pertain to student success in terms of support services provided by the identified departments. This analysis will provide the College with a better understanding of how these services may be improved to enhance student success.

- Various guides developed by SLOAC will be integrated into the *Student Learning Outcomes and Assessment Faculty Handbook*. This will be accomplished during summer 2013 to provide faculty with more comprehensive and understandable information.

- In fall 2012, SLOAC will survey faculty to determine their needs in terms of what information and guidance they want from SLOAC to improve SLO assessment and data analysis.

Responsible Parties

- Academic Affairs Committee
- Academic Senate Council
- Accreditation coordinator
- Curriculum and TracDat support specialist
- Institutional Program Review Committee
- Student Learning Outcomes and Assessment Committee
- Instructional Services Division vice president and deans
- Student Support Services Division vice president and staff

Standard II.A.2.b

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

Improvement Plan

The College will establish student learning outcomes and assessments for degrees and certificates and a connection between these and institutional learning outcomes. Student learning outcomes and administrative unit outcomes should be made through the program review process that leads to budget and planning decisions resulting in sustainable, consistent, quality improvement.

Progress Made

The College has established establish degree and certificate student learning outcomes and has developed assessments to measure the student learning at the appropriate level. Outcomes results are included in the program review, and budget and planning priorities are informed by the outcomes results. Administrative unit outcome (AUO) and service area outcome (SAO) results are included in program review and provide evidence that guides budget and planning priorities.

The faculty's approach to student learning outcomes (SLOs) has evolved over the last three years. Through a process of dialogue that has occurred at the course, department, program, and College level, MiraCosta has implemented processes to ensure that learning outcomes are a predominant part of the College culture and that these processes are scalable and sustainable.

- In 2011, the faculty developed program SLOs (PSLOs) for all degrees and certificates of achievement. The SLO coordinator and Student Learning Outcomes and Assessment Committee (SLOAC) members met with department chairpersons to assist with the development of PSLOs. SLOAC also gave the faculty written information about types of assessment methods. PSLO creation was accomplished through intradepartmental and interdepartmental discussion so that the core course SLOs (CSLOs) would map to and align with the PSLOs, which feed into and support the broader institutional learning outcomes (ILOs).

- SLOAC reviews newly created PSLOs for measurability and posts them, as well as CSLOs, on the committee's website. Departments/disciplines that do not offer degrees or certificates all offer courses that contribute to the seven areas of study in

the liberal arts associate degree. Liberal arts PSLOs have been assessed indirectly twice and directly once. Faculty from these departments contributed to the development of PSLOs for the liberal arts degree through SLOAC, which has broad faculty representation from both instructional (general education [GE] and Career and Technical Education [CTE]) and student support service divisions. The dean of the Office of Institutional Research, Planning and Grants (OIRPG), who also serves as the College's accreditation liaison, sits on SLOAC as a resource person. All PSLO evaluation data is entered into and stored in the TracDat online reporting program, along with CSLO data.

- As the Institutional Program Review Committee (IPRC) continues to help faculty develop the program review process, SLO assessment is taking on a larger role. In fall 2012, SLOAC developed and provided faculty with guidelines on effective methods for addressing the SLO data in the development of action plans. Assessment results of CSLOs and PSLOs from instructional departments were included in their 2012 program review reports. After the faculty analyzed and reflected on this data, it formed a basis for resource requests and action plans related to improved instruction. SLO assessment results (CSLO and PSLO) are being used by all departments in decision-making processes that feed into program review. These data are heavily weighted in the rubrics that are used by divisions and the Budget and Planning Committee (BPC) in prioritizing resource requests submitted through the annual program review process. Authors of the reports are directed to submit resource requests, develop action plans, and follow up on them in subsequent years' reports.

- SLOAC is leading the effort to assess ILOs by integrating and analyzing data from course and program SLOs that directly map to ILOs. This work is being conducted in collaboration with OIRPG. SLOAC has assessed one of five ILOs and is currently reviewing the data. The committee will report its findings to the College this year. SLOAC has also established a subcommittee that is re-evaluating the ILOs for currency and relevance to MiraCosta's institutional goals and mission.

- In an effort to meet the distance education (DE) requirements dictated by state and federal regulations, as well as accreditation Standards, SLOAC now requires TracDat users from each department to disaggregate their DE assessment data from on-ground CSLO data.

Timeline to Completion

More work is being planned by the College and SLOAC to continue moving towards sustainable and continuous quality improvement:

- While one of MiraCosta's goals is to incorporate PSLOs into the College catalog, SLOAC decided to keep PSLOs on its website for one to two years while faculty perform their initial assessments. This will enable faculty to revise PSLOs after the first annual evaluation(s) as they deem necessary.

- SLOAC will provide additional workshops and presentations to assist faculty with completing the first round of all departmental PSLOs. SLOAC expects all degree and certificate PSLOs will have been assessed at least once by the end of 2012-2013.

- The ILO subcommittee will hold focus groups with faculty to obtain feedback regarding if and how ILOs should be revised to improve alignment with MiraCosta's institutional goals and mission.

- Through a review of program review reports submitted in fall 2012, SLOAC is working with IPRC to clarify standards associated with SLOs. This collaboration will result in a revision of the *Program Review Handbook* to be completed in spring 2013.

- SLOAC will complete the third round of liberal arts PSLO assessment in May 2013. A PSLO subcommittee has been assembled to review past assessment data, improve assessment methods, encourage increased student and faculty participation in the assessments, and provide feedback to the faculty.

Responsible Parties

Along with the faculty at large, the following committees play key roles in the process by which SLO assessment drives program review.

- **Academic Affairs Committee (AAC):** Oversees the standards and process for SLO assessment and for incorporating assessment results into program review.

- **IPRC:** Evaluates each department's program review process, ensuring SLO assessment evaluation is included in program review. Including this component of student learning assessment into program review has provided another channel for faculty dialogue and discussion focusing on student success. PSLO results will also be used on a more widespread basis as more programs develop effective program assessment methods.

- **SLOAC:** Assists faculty in developing, assessing, evaluating, and recording data. The SLO coordinator reports to AAC and the Academic Senate Council regularly and is a sitting member of IPRC. This ongoing communication with these groups provides continuity in the SLO-program review process. The SLO coordinator also is actively involved in revising and clarifying program review standards in the *Program Review Handbook* and acts as a liaison between the faculty, SLOAC, and IPRC in terms of the role that SLO assessment plays in the program review process.

- **Other:** Academic Senate Council
  Accreditation coordinator
  Curriculum and TracDat support specialist
  Instructional Services Division vice president and deans
  Student Support Services Division vice president and staff

Standard II.A.2.e

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

Improvement Plan

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

Progress Made

The College has established degree and certificate student learning outcomes and has developed assessments to measure the student learning at the appropriate level. Outcomes results are included in the program review, and budget and planning priorities are informed by the outcomes results. Administrative unit outcome (AUO) and service area outcome (SAO) results are included in program review and provide evidence that guides budget and planning priorities. Student learning outcomes and assessment, institutional learning outcomes and assessment, and administrative unit outcomes and assessment are part of an overarching model that folds the evaluation of student learning into the evaluation of program effectiveness.

Formative and summative assessments for course-level student learning outcomes (CSLOs) are providing faculty with more data and evidence of student needs, leading to improved prioritization of resource requests. CSLO and program SLO (PSLO) assessment results are reported in the annual program review process, which is used to evaluate programs and initiate action plans (which may require funding) that will support sustainable and continuous improvement and optimize achievement of student learning.

- Action plans that may include recommendations for improved curriculum and teaching methods, training needs, and requests for additional resources are incorporated into the annual departmental program review process.

- Resource/funding requests are prioritized by College division administrators in

collaboration with faculty members and subsequently by the Budget and Planning Committee (BPC) following analysis of each department's program review data.

- All SLO-related action plans that are implemented (requiring funding or not) are tracked annually through the incorporation of assessment data into program review reports.

- The program review process is re-evaluated by the College's Institutional Program Review Committee (IPRC) each year.

As stated in the improvement-plan response to Standard II.A.2.b, the MiraCosta's faculty have taken ownership of their course and program SLOs. The Student Learning Outcomes and Assessment Committee (SLOAC), comprised of faculty from a variety of disciplines, has become a standing committee of the Academic Senate Council. This committee has been responsible for implementing changes in the development and modification of CSLOs and PSLOs and has been instrumental in incorporating SLOs into the College's culture.

- SLOAC reviews PSLOs for relevance and measures them against the current and future needs of MiraCosta's students and the community. The committee identifies these needs through both internal and external data provided by the Office of Institutional Planning, Research and Grants (OIPRG).

- New courses going through the curriculum review process submit CSLOs to SLOAC for review and approval.

- SLOAC reviews CSLOs for realistic and meaningful outcomes and mapping to PSLOs.

- SLOAC assists faculty members with CSLO and PSLO development if necessary.

- Following approval, SLOs and their respective methods of assessment are recorded on the course outlines of record (CORs), which are housed in the College's course management system (WebCMS).

- The Courses and Programs Curriculum Committee (CPCC), responsible for reviewing new and existing curriculum, uses SLOs on each COR as a factor in considering how a new course fits into a new or existing degree or certificate program.

- New CORs are posted on the faculty's portal prior to review by CPCC. This transparency promotes interdepartmental dialogue and understanding of the multidisciplinary mapping to the achievement of SLOs.

- Students are provided access to CSLOs on course syllabi; CSLOs and PSLOs are available to students and the community on SLOAC's webpage.

- SLOAC is in the process of drafting an extensive modification of existing institutional learning outcomes (ILOs) to clarify the linkage between course and program assessment and institutional outcomes; proposed modifications will be presented in several College wide forums to encourage widespread faculty dialogue and promote a greater understanding of the relationship of mapping CSLOs, PSLOs, and ILOs to sustainable student achievement.

- Existing administrative unit outcomes (AUOs) are being reviewed by SLOAC for transparency and appropriate mapping to program assessment outcomes and to existing and potentially revised ILOs.

Timeline to Completion

Additional work is being planned by the College and SLOAC to continue moving towards sustainable and continuous quality improvement:

- Continued alignment of SLOs, AUOs, and SAOs will continue as part of the creation of the *Strategic Plan 2014-2017*.

- OIPRG will work with the Student Services and Business Administration Services divisions to produce annual assessment reports that summarize the progress on the loop feedback.

Through a review of program review reports submitted in fall 2012, SLOAC is working with IPRC to clarify standards associated with SLOs. This collaboration will result in a revision of the *Program Review Handbook* to be completed in spring 2013.

Responsible Parties

- Academic Affairs Committee
- Academic Senate Council
- Accreditation coordinator
- Office of Institutional Planning, Research and Grants
- Curriculum and TracDat support specialist
- Institutional Program Review Committee
- Student Learning Outcomes and Assessment Committee
- Instructional Services Division vice president and deans
- Student Support Services Division vice president and staff

Standard II.A.2.f

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

Improvement Plan

Given the nature of the assessment of Standard II.A.2.f., the Planning Agenda for Standard II.A.2.f. is the same as for Standard II.A.1.c and II.A.2.e. That is, the College will establish degree- and certificate-level student learning outcomes and assessments and link those to the Program Review process that results continuous improvement in student learning. This process drives budgeting and planning in the collegial consultation and governance process. The College will establish a clearly defined connection between student learning outcomes and assessment, institutional learning outcomes and assessment, and administrative unit outcomes and assessment for the same purpose.

Progress Made

The College has established degree and certificate student learning outcomes and has developed assessments to measure student learning at the appropriate level. Outcomes results are included in program review, and budget and planning priorities are informed by outcomes results. Administrative unit outcome (AUO) and service area outcome (SAO) results are included in program reviews and provide evidence that guides budget and planning priorities. Student learning outcomes and assessment, institutional learning outcomes and assessment, and administrative unit outcomes and assessment are part of an overarching model that folds the evaluation of student learning into the evaluation of program effectiveness. Progress includes the following:

- MiraCosta faculty created matrices that list all core courses contributing to all certificates and degrees. These matrices, referred to as assessment documentation matrices (ADMs), rank the importance of each course to the general education program learning outcomes (GELOs) and institutional learning outcomes (ILOs).

  The curriculum/TracDat support specialist maintains these records for the College. Department SLO leaders also maintain a copy for their respective degrees and certificates. As core courses are modified, added, and deleted from a degree or certificate, the matrices are updated. A review of all matrices occurs every three years.

- Outcomes improvement is based on an analysis of the assessment data that is housed in the TracDat program maintained by each department on the College server. TracDat entries include information on the process of assessment, benchmarks (minimum achievement levels set by discipline experts), evaluation data, and a review and reflection of the data by faculty. Reflections lead to action plans for improving student success. This information is also stored in the TracDat repository.

  Faculty review their CSLO assessment data regularly to determine whether or not an action plan achieved its goal of improving student success. PSLO assessment is in its initial stages and data from these assessments is also stored in TracDat. The same type of review and reflection will occur as data is accrued by departments for their degrees and certificates.

- While only the SLO leaders from each department may enter "process and results" data from SLO assessment into TracDat, all full-time faculty and some student support services staff have access to all reports from all departments. Since multiple departments may contribute courses to respective degrees and certificates, this permits and promotes interdepartmental discussion among faculty from those respective departments in improving program student learning outcomes.

- In the College's integrated planning model, planning processes are based on a common set of assumptions and follow well-defined procedures. The ultimate goal of all planning is student learning and success. Assessments focus on how well students are learning, and, based on those assessments, changes are made to improve student learning and success.

  The integrated planning process, developed in 2011, is outlined in the College's *Integrated Planning Manual*. The mission statement, institutional goal, and program review processes are stated and described in the manual. The program review process is primarily data driven, and much of that data is derived through the SLO assessment process, which includes evaluation of CSLOs, PSLOs, and ILOs.

Future Goals and Timeline for Completion

- As stated in the "progress made" sections of the improvement plans for Standards II.A.1.c and II.A.2.b, the faculty will be reviewing ILOs and considering revision. This will take place in spring 2013. If a revision takes place, the ADMs will require immediate updating.

- The first round of all degree and certificate PSLO assessments will be completed in spring 2013. This goal hinges on several things: (1) a sufficient number of students completing a specific degree/certificate, (2) the method of assessment, and (3) willingness of students to participate in the assessment. SLOAC will continue to work with departments to achieve this goal by offering assistance in data evaluation, connecting departmental PSLO assessments with the liberal arts PSLO assessment to obtain sufficient sample size of student participants for meaningful data analysis.

Responsible Parties

- Academic Senate (all full–time faculty)
- Academic Senate Council
- Curriculum and TracDat support specialist
- Institutional Program Review Committee
- Office of Institutional Planning, Research and Grants
- Student Learning Outcomes and Assessment Committee
- Instructional Services Division vice president and deans
- Student Support Services Division vice president and staff

Standard II.B.3.a

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

Improvement Plan

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

Progress Made

Admissions and Records, Financial Aid Services, Scholarship Services and Student Government departments have reviewed the 2008 Accreditation Survey results, as well as additional assessment tools to evaluate the access to, use of, and satisfaction with the programs by students.

The examination of the results from the accreditation survey provided the starting point for discussion about the roles of the Admissions and Records, Financial Aid Services, Scholarship Services, and Student Government to reflect on the access, use, and satisfaction with the services provided by these important departments.

Initial review of the data revealed that the evidence gathered from the survey is but one data point to use to examine the challenge of meeting student service needs; it also revealed that additional methods of assessment are needed to better triangulate program effectiveness.

As a result, the departments used the accreditation survey as a catalyst to begin dialogue about the needs of students rather than as a benchmark for improvement per se. The department heads felt that a more organic collaborative model of group learning was a better method to have sustained improvement in the department and better program evaluation.

In light of this perspective, Student Services has accomplished the following since 2008 when the accreditation survey was administered.

Admissions and Records

After reviewing of the student version of the 2008 Accreditation Self Study Survey, the Admissions and Records Department decided to make some critical decisions for improvement.

First, the department decided to move personnel within the department to better suit the needs of the students at each campus based on the culture at each site. Second, the department rewrote its program-level outcomes to address methods for reducing unnecessary complications in the application process that caused customer-service delays at critical times in the matriculation process. Third, the department improved electronic resources to access forms and documents online, provide answers to frequently asked questions, and reduce the need for face-to-face assistance in the department itself.

Over the next cycle, Admissions and Records seeks to find other, more direct ways to discover student needs in addition to the accreditation survey. Direct one-on-one interviews and focus groups will be used to help triangulate the way to meet student admissions and records needs.

Financial Aid Services

After evaluating the student version of the 2008 Accreditation Self Study Survey regarding the financial aid program, the department reviewed its processes, forms, publications, website, staffing, and procedures and subsequently made several changes and upgrades in order to better meet the needs of MiraCosta's financial aid students.

- In order to shorten processing time, the department added two additional technician positions to the staff. The training required for technicians to be able to award aid on their own is approximately one year. These two new staff members are now fully trained and awarding students. In addition, the department had a large staff turnover and replaced and trained three additional technicians during this time period. Six fully trained technicians awarding financial aid to students have reduced processing time by more than 50 percent, despite the number of applications continuing to increase each year.

- The assignment of verification documents is now automated by programming improvements made to the College database and registration systems. The office modified its hours so that it can be closed on Fridays to improve efficiency and customer service.

- The department's website has been updated to include important information, links, and forms. The minute the department awards a student, the award is available for viewing.

- Having a permanent employee in charge of the front counter would provide consistency and a higher level of knowledge, which in turn would decrease student frustration and complaints. This position has now been requested through program review for prioritization in the budget allocation process.

- To unclog the phone lines with student calls and inquiries, the office now accepts and responds to email inquiries to help avoid student frustration in obtaining needed information.

Scholarship Services

To increase awareness of scholarships available at MiraCosta, the department has established the following marketing strategies:

- Student Ambassadors receive an in service scholarship presentation at the beginning of the academic year to share with students from MiraCosta and the local high schools.

- The financial aid/scholarship specialist attends weekly/bi-weekly college hours for the San Elijo Campus.

- The Student Center's bulletin board is routinely updated with scholarship information.

- Students from a Media Arts and Technologies class created scholarship flyers and posters; all of the posters were accepted and printed and are on display at the Oceanside and San Elijo campuses.

- MiraCosta scholarships are posted on Blackboard each semester and scholarship flyer "free money" is posted on campus kiosks.

- The department increased scholarship presentations in classrooms and participated in the Horticulture Department open house. Scholarship information is also included during "back-to-school" week on both campuses.

- The department has teamed with the Writing Center to assist students with composing scholarship personal statement essays.

- Scholarships are now advertised in the weekly *MiraCostan* online newsletter and *The Chariot* student newspaper now includes a weekly article about scholarships.

- The Scholarship Office is open Monday through Friday with no appointment necessary.

- In partnership with the Foundation Office, the Scholarship Services Office participates in the Annual Scholarship Awards Celebration.

- The Scholarship Services website is updated when new MiraCosta and third-party outside scholarships are available.

- Ongoing projects with the Academic Information Systems (AIS) department include looking for ways to streamline the scholarship website and creating the MiraCosta Foundation 2013-14 online scholarship application, which was posted to the website in December 2012.

Student Government

Student Services has matured in its ability to look not only at evidence to include data from the student services surveys, but also at evaluations gathered from specific events designed to gauge student satisfaction with and interest in student government and student activities.

Additionally, program review and assessment of service area outcomes allow for regular review, reflection, and planning of how effectively student activities are operating, as well as how students access and experience activities and government. The College has also begun to conduct focus groups at the end each academic year to gather qualitative data on student experiences, which helps to illuminate and give dimension to data gathered via surveys.

Timeline to Completion

The nature of this improvement plan makes evaluation and analysis ongoing. These departments seek to discover and use new and varied ways to detect the level of student access to, use of, and satisfaction with services in addition to the use of survey instruments. Student Services intends to outreach with OIPRG to investigate other qualitative and quantitative methods to examine the concept of satisfaction to better translate the concept to observable events from which the department may learn. Triangulation of student satisfaction is a major goal of the department over the remaining three years of the accreditation cycle.

Responsible Parties
- Student Services Division vice president
- Admissions and Student Support dean
- Counseling and Student Development dean
- Admissions and Records director
- Financial Aid director
- Student Outreach coordinator
- Office of Institutional Planning, Research and Grants

Standard II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support the student development and success and prepares faculty and other personnel responsible for the advising function.

Improvement Plan

The Counseling Department will address the 2008 Accreditation Self Study Survey results to determine the reasons for the low response rate (27 percent of the Community College Survey of Student Engagement [CCSSE]). The department will develop plans to address the low student usage and to continue to improve services.

Progress Made

The Counseling Department has reviewed the 2008 Accreditation Survey results, as well as additional assessment tools, 2007 CCSSE for example, to evaluate student access to, use of, and satisfaction with the program. The chance to review evidence from a variety of perspectives on the problem has been helpful in guiding educational goals.

The Counseling Department has looked at innovative and creative ways to deliver services during difficult economic times. In summer and fall 2012, the department implemented two new initiatives to deliver services in nontraditional environments.

- First, the department piloted enrollment sessions for incoming, first-time college students. These sessions gave students an evening "one-stop shopping" experience where they could receive advising and individual/group counseling for course planning and enroll in courses on the spot. The sessions received positive feedback from both students and counselors and succeeded in serving new incoming students in larger numbers, freeing up regular appointments and drop-ins for continuing students needing services.

- Second, the department set up temporary counseling stations outside the office to provide students answers to quick counseling questions without having to book an appointment or wait for a drop-in session. The stations also served as an effective means for referring students who needed additional assistance to a regular appointment. Positive results from the pilot included reduced crowds inside the building, as well as a decrease in wait times to see a counselor for "quick questions."

The improvement plan item and the survey results gave the Counseling Department the opportunity to reflect on both practices, as well as how students access and use services. In 2011, the department attended a planning retreat where the focus changed from looking not only at internal processes but also at student experiences.

After analyzing its strengths, weaknesses, opportunities, and challenges, the department set goals for the upcoming year and shared the results at the 2012 planning retreat. Staff and faculty reviewed how to better communicate with students through different modalities, including online and phone advising.

Over the balance of the accreditation cycle, the Counseling Department will include additional types of evidence to examine student satisfaction with, use of, and access to department services, such as qualitative data gathered from structured interviews and focus groups.

Program review and the assessment of course-level student learning outcomes and service area outcomes for counseling services allow the opportunity to annually review, reflect, and plan how students access and experience counseling both inside and outside the classroom.

Timeline to Completion

The nature of this improvement plan makes the evaluation and analysis ongoing. The Counseling Department seeks to discover and use new and varied ways to detect the level of student access to, use of, and satisfaction with counseling services in addition to the use of survey instruments.

Counseling intends to outreach with the Office of Institutional Planning, Research and Grants to investigate other qualitative and quantitative methods the department might use to examine the concept of satisfaction to better translate the concept to observable events from which the department may learn. Triangulation of student satisfaction is a major goal of the department over the remaining three years of the accreditation cycle.

Responsible Parties

- Student Services Division vice president
- Counseling and Student Development dean
- Counselors
- Office of Institutional Planning, Research and Grants

Standard III: Resources

Standard III.A.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Improvement Plan

The appropriate parties will work to codify an associate faculty hiring process and procedure. Board Policy (BP) 7120 and Administrative Procedure (AP) 7120 which address this planning agenda are expected to be reviewed and approved by the Board of Trustees in spring 2010.

Progress Made

The College has established associate faculty hiring procedures that have been incorporated in AP 7120. The Steering Council routed the administrative procedure through the governance structure to the Academic Affairs Committee (AAC) and then to the Academic Senate Council (ASC). Upon ASC's approval, the administrative procedure was submitted to the superintendent/president's cabinet. The new procedures for hiring associate faculty have been in place since spring 2012.

Timeline to Completion

Completed.

Responsible Parties

N/A

Standard III.A.1.d

The institution upholds a written code of professional ethics for all of its personnel.

Improvement Plan

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

Progress Made

The College has purchased the educational materials and videos for the ethics trainings, but elected to focus on other issues, such as training on hiring and harassment in the workplace. The ethics training component will be folded into the professional development for faculty and staff over the coming 18 months.

Timeline to Completion

Summer 2014

Responsible Parties

Human Resources director and staff

Standard III.A.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Improvement Plan

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

Progress Made

In 2010, as part of the governance restructure, classified administrators became their own meet-and-confer group to negotiate working conditions. The hiring procedures for classified administrators are part of the *Working Conditions Handbook*, which is negotiated with the District.

Upon review of this planning agenda item, the College determined the Budget and Planning Committee was not the appropriate venue to determine hiring procedures for a meet-and-confer group. As a result, classified administrators will include hiring procedures in their *Classified Administrators Employee Manual*, and these procedures will be included in the next revision of Administrative Procedure 7120.

Timeline to Completion

Fall 2013

Responsible Parties

District and classified administrators

Substantive Change

Updates on Substantive Change Proposals in Progress, Pending, or Planned

The delivery of meaningful and relevant curriculum using the most current and effective instructional methods and systems is a stated priority at MiraCosta College. The rapid development of improved instructional technology and the emerging role of online and distance education as preferred methods for students to attend postsecondary education has made the development of mechanisms to assess learning, success, and achievement in the varied delivery modes paramount to the College's leadership at all levels.

The College has evaluated its current curricular offerings and is currently preparing to submit a Substantive Change Proposal in fall 2013 for programs with more than 50 percent of courses available online.

Appendices

APPENDICES

A. November 15, 2011, Board of Trustees Meeting Minutes

B. *MiraCosta Community College District Strategic Plan 2011-2014*

C. October 18, 2011, Board of Trustees Meeting Minutes

D. *Program Review Handbook*

E. *Integrated Planning Manual*

F. *2012 Strategic Plan Progress Report*

G. Program Reflect and Plan Forms

H. *2011-2012 Annual Report*

I. Institutional Planning Timeline: 2012-2013

J. September 20, 2011, Board of Trustees Meeting Minutes

K. Instructional Data Primer

L. ACCJC Rubric for Institutional Effectiveness

M. *Effectiveness Review: 2011-2012 Resource Allocations Report*

N. Divisional and BPC Rubrics for Evaluation of Program Review

O. Sample Grid from TracDat

P. Course Student Learning Outcome Form

Q. Course Outline of Record (sample)

R. CSLO Six-Year Assessment Calendar (sample)

S. SLO Assessment Document Matrix (sample)

T. *SLOAC Guide*

U. AUO Assessment Cycle (sample)

V. *Tenure Candidate Handbook*

W. *Tenured Faculty Professional Growth and Evaluation Handbook*

MiraCosta Community College District