2015 Annual Report
Final Submission
03/31/2015

MiraCosta College
One Barnard Drive
Oceanside, CA 92056

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Robert Pacheco
3.	Phone number of person preparing report:	(760) 795-6846
4.	E-mail of person preparing report:	rpacheco@miracosta.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://catalog.miracosta.edu/aboutmiracosta/accreditation/
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.miracosta.edu/OfficeofThePresident/accreditation/index.html
6.	Total unduplicated headcount enrollment:	Fall 2014: 16,180 Fall 2013: 16,125 Fall 2012: 16,328
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	14,450
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,603

9.	Number of courses offered via distance education:	Fall 2014: 158 Fall 2013: 152 Fall 2012: 147
10.	Number of programs which may be completed via distance education:	40
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 5,931 Fall 2013: 5,787 Fall 2012: 5,507
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#		Question	Answer
14a.		What is your Institution-set standard for successful student course completion?	69.05%
14b.		Successful student course completion rate for the fall 2014 semester:	69.45%
15.		Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	2444
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1077
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	1367

16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	2,749
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,319
16c.	Number of students who received a certificate in the 2013-2014 academic year:	1,430
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	873
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,001
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	Certificate of Achievement in CSU General Education Certificate of Achievement in IGETC
19a.	Number of career-technical education (CTE) certificates and degrees:	107
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	4
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	107

20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Nursing (RN)	51.38	state	85 %	97.6 %
Licensed Vocational Nurse (LVN)	51.39	state	80 %	100 %
Certified Nursing Assistant	51.39	state	90 %	96 %
Surgical Tech	51.09	state	75 %	79 %

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Certified Nursing Assistant	51.39	80 %	88 %
Licensed Vocational Nursing	51.39	90 %	90 %

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Registered Nursing	51.38	75 %	75 %
Surgical Technology	51.09	78 %	80 %

22.

Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Persistance (fall to fall)	Re-enrollment in the CCC system	47.5

23.

Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

The MiraCosta Institutional Program Review Committee has set up a procedure to incorporate the institution set standards to the program level that will provide the necessary data for program review writers in time for creating program plans. The College created a data dashboard that not only shares the institution set standards, but also provides the rationale for the standard. The MiraCosta Student Success Committee, the governance committee charged with setting the institution standards, used multiple methods to triangulate the metrics; the five-year running average for the college, the state-wide average, and peer group comparisons. This method of analysis at MCC was highlighted at the California Academic Senate Accreditation Institute as a promising practice.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
	Courses	
24.	a. Total number of college courses:	852
	b. Number of college courses with ongoing assessment of learning outcomes	852
	Auto-calculated field: percentage of total:	100
	Courses	
25.	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	172
	b. Number of college programs with ongoing assessment of learning outcomes	172
	Auto-calculated field: percentage of total:	100

	Courses		
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	16
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	16
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.miracosta.edu/instruction/slo/downloads/PSLOResults_2013-2014.pdf
28.	Number of courses identified as part of the general education (GE) program:	258
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	258
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities	100%

	(student and learning support activities).	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%

	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).
35.	MCC measures ILOs using multiple assessment methods. In addition to course mapping, faculty annually host graduating student focus groups to assess the ILOs, MCC administers a graduation survey to measure student perceptions of their learning, and SLOAC collects, analyzes, and presents results to the college community on a regular basis via institution-wide activities, video presentations, professional development, and the SLO Times newsletter. MCC plans to continue to hold an "Assessment Day", where the entire college comes together to evaluate results and improve practice. The last Assessment Day, in conjunction with an institution-wide 5th Friday, gave life to the idea of reporting ILO results on the MCC grade rosters, using a general rubric collaboratively designed by faculty across disciplines. This method not only yields meaningful results; it encourages wider participation in the assessment process. Students know MCC's ILO practices through course syllabi, the catalog, the newsletter, the SLO website, and classroom discussions. In non-instructional areas, the student services division is using a well-regarded research study (Student Success (Re)defined) to identify outcomes across the departments with a goal to find commonality. These program outcomes map to the college ISLOs.

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

	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).
36.	MCC expects each CSLO to be mapped to programs and ILOs in Mastery Matrices for CTE, GE and at the institutional level. After several institution-wide activities, MCC developed a general, cross-discipline rubric to assess our critical thinking ILO. Faculty from all disciplines have the opportunity to conduct summative assessments using the rubric in Summer 14, Fall 14, and Spring 15. The results are in MCC's grade database which can be disaggregated to support different levels of analysis. MCC's integrated planning model folds outcomes assessment results into program review for faculty decision-making and resource allocation. Faculty interaction has played out in many ways across campus. For example, the Pharmacology course in the Nursing program did not attain the desired outcome for critical thinking ILO, so it changed from a co-requisite to a prerequisite for the Nursing program. Critical thinking results in the Allied Health program led to funding through MCC's Student Success Committee for a summer program targeting math achievement for their incoming students. SLO assessment data in the Math department revising the pre-calculus and pre-transfer curriculum. The Biology department developed a supplemental instruction course that will assist students enrolled in these sections.

	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).
37.	Instructors report CSLO and PSLO results to colleagues at the beginning of each semester. Faculty develop action plans to improve success in specific courses, and review implemented action plans. Instructors have access to SLO assessment data for courses that lead to those degrees. Recommended curriculum modifications are proposed; approved modifications are reflected in the official course outline of record. SLO modifications are proposed to SLOAC for approval; once approved, they are updated on SLOAC's website. Departments report program modifications through MCC's annual program review process. Semi-annual department chair meetings focus on the collaborative development ILO assessments. SLOAC sponsors faculty focus groups, professional development workshops, and college-wide assemblies, giving the college community a forum to discuss how programs are affected by courses outside the program, how to incorporate SLO assessment at all levels in program review, and SLO measurability, authenticity, alignment, and alternative assessment processes. SLOAC created SLO Times, a newsletter available to the college community and the public via the SLO website which highlights program innovation. MCC offers ongoing flex activities about critical thinking, which has led to very meaningful institutional dialogue and assessment of this ILO.
	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).
38.	SLO assessment is one of the driving factors in the College's annual program review. Departmental discussions take place each semester on the results of course SLO assessment, leading to action plans for improvement. When resources are requested to improve student success, they are reviewed and prioritized by MCC's Budget and Planning Committee (BPC), comprised of faculty, staff, and administrative representatives. Members of SLOAC work collaboratively with BPC, the Student Success Committee, and the Program Review Committee (IPRC) by explaining process changes to better report and integrate SLO assessment data into the program review process. For example, the SLO coordinator, the OIE and IPRC developed a separate review area in the program review forms, Program Learning Outcomes Reflection. Programs examine outcomes assessment to inform long-term program planning. SLO evidence is significantly weighted in the evaluation of program review resource allocations at the institutional level for prioritizing resource allocations and hiring decisions. Results of institution-wide SLO assessment also are used in developing objectives that are intended to improve institutional effectiveness. These objectives are incorporated into MCC's integrated planning processes.
	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).
39.	The International Languages department, reflecting on CSLO results, saw a difference between online and face-to-face assessment results and lower than expected oral communication and writing results. Italian changed to a more modern text with more advanced pedagogy suitable for adapting to online modalities. Italian collaborates with SDSU graduate students to analyze and improve the instructional design. Faculty attended several professional development workshops covering active reading, re-thinking assessments, incorporating performance/project based assessments, and utilizing technology for the oral assessments. The Math department analyzed results over the previous six years, and found that algebra students are experiencing difficulty with equation solving. The department is piloting an embedded tutor program, which provides training for faculty and tutors coordinated by the Math Learning Center. The department also created an alternate pathway to statistics, to service those students who are not on the STEM pathway. The department piloted a Bridge to Success in Mathematics program, so that students attain the requisite

knowledge to perform at the appropriate level on the math placement test. Many students placed one or two levels higher, thus shortening the time needed to achieve their educational goals.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	MiraCosta College is part of the cohort of community colleges in California approved to offer a baccalaureate degree.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	The Technology Career Institute 2875 Las Palmas Avenue Carlsbad, California
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	San Elijo Campus Community Learning Center
43.	List all of the institutions instructional sites out of state and outside the United States:	None.

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

If you need additional assistance, please contact the commission.

Sincerely,

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