

Instructional Services Division: Goals and AUOs 2013-2014

Academic Term: 2013-2014

Institutional			Divisional									
Institutional Objective ID # <i>(In the Strategic Plan)</i>	Action Plan ID # <i>(In the Strategic Plan)</i>	Action Plan Target Date(s) <i>(In the Strategic Plan)</i>	Division Goals <i>(Related to Strategic Plan Action Plans)</i>	Admin. Unit Objectives <i>(Related to Strategic Plan Action Plans / Division Objectives)</i>	Admin. Unit Outcome Statement	Implementation Plan	Assessment <i>Method(s) / Measure(s)</i>	Timeline / Schedule	Summary of Assessment Results <i>(Compared to Outcome Statement)</i>	Status of Admin Unit Objective <i>(met, unmet, cont'd)</i>	Use of Results	Additional Notes
			(1) Support effective assessment practices and use results to foster improvements in student learning and institutional effectiveness.	(b) Provide increased opportunities for meaningful dialogue on student learning assessment at the program and institutional levels.	Faculty find increased support for effective assessment and follow-up, and the college as a whole is engaged in new conversations related to the analysis of assessment findings.	Deans work with SLOAC and the Office of Institutional Effectiveness to provide faculty with enhanced resources to support meaningful dialogue and planning on assessment results, and to provide increased opportunities for structured dialogue to occur at the program and institutional levels of assessment	Institutional reports compiled from TRACdat and/or other documentation (such as program review) reflect extensive dialogue across the institution. <u>Target:</u> evidence of dialogue is indicative of the "Sustainable Continuous Quality Improvement" described in the ACCJC Rubric for Evaluating Institutional Effectiveness	S2014 & F2014 semesters	1. Fall Chairs Retreat with a discussion on Critical Thinking 2. Spring 2014 All College Day: reviewed all the ISLO's that had been assessed 3. January 31, 2014 activity: Academic Senate, follow up on All College Day dialogue and directions to lead the upcoming institutional assessment activities for Spring. 4. We support TracDat out of the OIS. (Gwen) 5. Support SLOAC by Daria and have them posted on the website. 6. Led to changes in the surveys and focus groups, assessment of SURF. <i><include Tracdat info (Gwen) & Institutional Report (Pending). Bob preparing a report on institutional assessment results></i>	Met and will continue.	To inform planning & improvement, Program Review, improvement of student learning	
				(e) Critically review and assess curriculum in collaboration with faculty and department	The Courses & Programs Committee continues to review program curriculum, including degrees and certificates, as required by six year review mandate and proposals from faculty for modifications, additions and deletions, and reviews programs and curriculum policies and procedures to ensure compliance with California Education Code Title 5 and Board of Trustees Policies and Administrative procedures.	Courses & Programs Committee meets on the second and fourth Thursday of each month to review all curriculum and curriculum-related policies and procedures as submitted by faculty or routed by the college governance steering committee	Curriculum, Board of Trustees Policies and Administrative Procedures approved by the MiraCosta Community College District Board of Trustees twice per year (November and April) and summarized in the annual report of the chair of the Courses & Programs Committee	Nov 2013 & Apr 2014	Use results to support scheduling and student success. Will continue annually. ii. The CTE Advisory Board Meeting in Spring 2014 had 223 attendees.	Met	Scheduling and student success.	
			(2) Monitor and be responsive to current needs and changing trends in Basic Skills, CTE, and transfer programming	(b) Continue to use data to develop effective course schedules to meet student needs	The course schedule at San Elijo allows students the opportunity to complete IGETC requirements in 6 semesters, and/or major prep for the top 5 declared majors in 6 semesters	Analyze course scheduling and first-to-fill in S12, F13, and S14; overlay instructional space and capacity utilization; identify students' needs via information on admission applications and a new survey of student behavior and preferences; determine gaps and conflicts; then address and resolve	Compare course schedules across 3 semesters from Spring 2012 to Spring 2014 to two criteria: IGETC completion and top 5 major prep	Spring - Summer 2014	The course schedule at San Elijo consistently offers students adequate opportunity to complete IGETC requirements in 6 semesters.	Met	Reference point for future scheduling	Major prep is not a meaningful variable to measure as it is dependent upon the individual receiving institutions; course choices within IGETC often serve as major prep; Transfer Center reports no problems for San Elijo students meeting major prep requirements.
				(d) Work with the Office of the President to address the new Adult Education bill	A plan to acquire Adult Education in the southern district will be created as a result of a successful RFP from CCCCCO.	Submit RFP in December 2013; work with San Dieguito District to create a transition plan; create a cost analysis of such change	Successful RFP in April 2014; transition plan completed in Summer 2014	Spring - Summer 2014	Received planning grant award for 3/1/14-6/30/15. Project has been implemented in Summer 2014.	met	Final plan to be submitted to CCCCCO on 3/1/15	This AUO is a hybrid of AB86 and the acquisition of San Dieguito. The current AB86 plan does not take into consideration that MCCCC will acquire San Dieguito; however, the plan will be designed in such a way that if MCCCC decided to acquire San Dieguito, it would be possible.

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			(3) Foster effective communication and collaborative relationships with faculty, staff, Academic Senate, and Classified Senate	(d) Implement decentralization of IS by schools to better support administrative responsiveness and effectiveness	Faculty and support staff experience increased administrative responsiveness and effectiveness.	Phase in decentralization: a. establish new administrative structure, Fall 2013. b. shift deans from Office of Instruction to location within respective schools - Dean of Career & Technical Education (Summer 2013); Dean of Math & Sciences (Summer 2014); Dean of Arts & International Languages (Summer 2015)	Conduct a customer satisfaction survey, created by the Office of Instruction and administered by Office of Institutional Effectiveness in Spring 2014	Survey in Spring 2014	While most comments indicate respondents find OIS to be responsive, some concerns were noted about limited focus on customer service.	Partially met	OI to develop strategies to improve customer service including professional development & restructuring of schools & physical work areas	

MCCCD Mission Statement: In an environment of excellence and innovation with a focus on student success, the MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners by offering associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and life-long learning opportunities that strengthen the economic, cultural, social, environmental, and educational well-being of the communities we serve.