



Accreditation Team Visit

October 3-6, 2016



What You Need to Know!

Job Well Done!

No booklet about accreditation and the processes at MiraCosta would be complete without recognizing the great work that occurs every day at the college. The dedication and passion of faculty, staff, and administrators are apparent in each class that we teach and each service that we provide. While the accreditation process is a formal evaluation of that work, the reality is that it provides an opportunity for us to showcase the outstanding work that we do on behalf of, and for, our students each day. Thanks to each and every one of you for your hard work and your commitment to making MiraCosta the excellent institution that it is!

Mission Statement

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

Institutional Goals

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

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Introduction

We hope you had a restful and enjoyable summer and your fall semester is off to a great start. This semester brings the usual excitement of a new academic year and the opportunity to welcome an accreditation evaluation team to our college.

Accreditation is a voluntary system of self-regulation and peer review based on standards of good practice (“Standards”). MiraCosta College is under the jurisdiction of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

Accreditation is an important process because it assures the public that the school meets standards of academic excellence and quality. It also allows us to qualify for and distribute federal funds like financial aid for our students. In addition, employers seek candidates from accredited programs when making hiring decisions, and baccalaureate institutions accept transfer credit units only from accredited colleges.

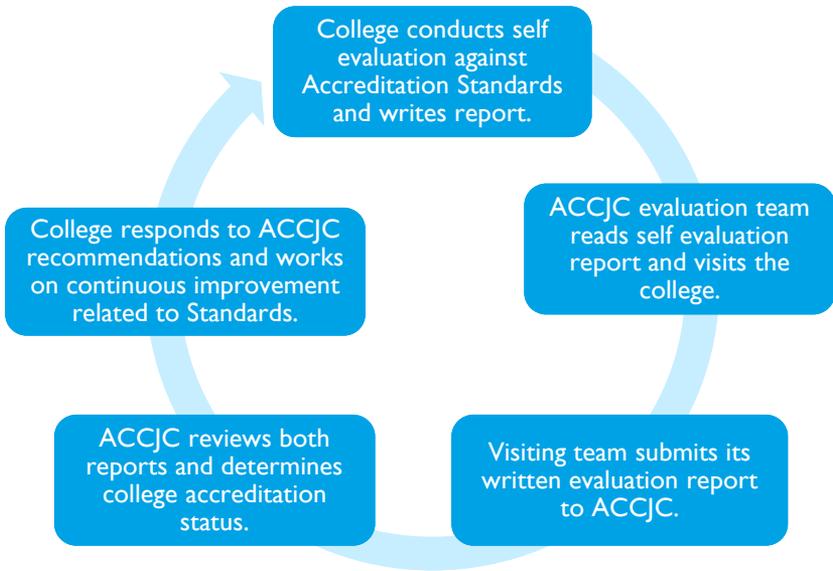
As part of the accreditation self evaluation process, the college prepared a report, which can be found at www.miracosta.edu/accreditation, detailing how it meets key standards of practice. The report was produced collaboratively over a period of two years and, if you have not already done so, we encourage you to review it. It documents and provides evidence that we not only meet Accreditation Standards, but as a college we plan, implement, and evaluate what we do so that we can continuously improve our processes and our student outcomes.

The next phase of the evaluation process is the site visit. This booklet can serve as your guide to the accreditation process and as a review of key college facts and processes. Please read it carefully as a reminder of those things that are fundamental to our college, the learning environment, our processes, and our culture.

If you have any questions about the MCCD Self Evaluation Report, this booklet, or the accreditation process, please contact Chris Hill, dean of Research, Planning and Institutional Effectiveness.

What is the process of accreditation?

The process of accreditation is repeated every seven years and has several components as illustrated below.



What can I expect during the site visit from October 3rd to the 6th?

The visiting evaluation team will:

- Conduct three public forums (two at Oceanside and one at San Elijo)
- Tour the campus and visit classrooms/offices
- Meet with:
 - Service and support groups (e.g., HR, Facilities, Fiscal, Tech, Library, Student Services)
 - Committee and council representatives
 - Board of trustee members
 - College leadership
- Present exit report to college

ACCJC evaluation team members

Dr. Frank Gornick (Team Chair)
Chancellor
West Hills CCD

Dr. Kristin Clark (Team Assistant)
President
West Hills College Lemoore

Mr. Gary Allen
ESL Faculty
Santa Rosa Junior College

Ms. Shawn Abbott
Business Faculty
College of the Siskiyous

Ms. Kristina Allende
English Faculty
Mt. San Antonio College

Mr. James Matthews
Librarian
Chabot College

Dr. Donald Wallace
Superintendent/President
Palo Verde College

Dr. Ryan Theule
Vice President
Canyon Country Campus & Grants
Development
College of the Canyons

Dr. Laura Ramirez
Vice President of Academic Affairs
and Workforce Education
East Los Angeles College

Ms. Meredith Plummer
Chief Business Officer
Copper Mountain College

Dr. Christina Leimer
Executive Director of Planning,
Research & Institutional
Effectiveness/ALO
College of Marin

Dr. Lianna Zhao
Dean of Math, Science, and
Engineering
Irvine Valley College

Be on the lookout soon for a more detailed document with photos and bios for each team member.

Remember these tips:

- 1) If you encounter a member of the visiting team, give him or her a warm MiraCosta welcome and provide assistance if needed. Be open and respond accurately to questions.
- 2) If you are unable to answer a question posed by a visitor, guide him or her to your dean or supervisor who might be able to provide that information.

Quality Focus Essay

The Quality Focus Essay (QFE) is a key element of the self evaluation report in which the college outlines action projects that will help it be more effective in accomplishing the college mission in the context of student learning and achievement. These projects will be implemented over a multi-year period. During the recent self evaluation process and as a result of a year of intense reflection, MiraCosta College identified two action projects on which it would like to focus its energies over the next three years.

QFE Action Projects	
Topic	Desired Goals/Outcomes
<p>Outcomes Assessment (Strengthen the use of outcomes assessment results for continuous improvement.)</p>	<ul style="list-style-type: none"> • Streamline and enhance outcomes assessment and reporting processes, specifically those of program and institutional level outcomes. • Enrich professional learning opportunities for all employees with a focus on best practices in the development and assessment of student learning and service outcomes. • Expand and promote opportunities for substantive and sustained dialog about student learning and service outcome results within and between all four divisions of the college (Business/Administrative Services, Instructional Services, President's Office, and Student Services). • Strengthen (where needed) the use of outcomes assessment results for departmental and institutional planning.
<p>Student Success and Equity (Improve on the completion of student educational goals and close the achievement gap via the development of integrated learning and support experiences.)</p>	<ul style="list-style-type: none"> • Improve student completion of the developmental sequence in English, ESL, and math and success in subsequent transfer-level course work. • Close the equity gap in student achievement. • Provide a first-year support system for all students.

The action projects above are interdependent, reflecting both the outcomes that the college expects students to achieve when they leave MiraCosta and the methods by which they will achieve them. Therefore, as the work is completed, it will be beneficial to consider them as

complementary and integrated. This can be accomplished by the following:

- revisiting the essential learning outcomes that students should have when they complete their educational goal at MiraCosta, and updating as appropriate;
- being intentional in our design of the curriculum and the student experience in order to help students achieve the learning outcomes;
- making a shared commitment, and taking collective action, to implement those designed experiences;
- clearly articulating those outcomes to the student and making the connection that academic work and co-curricular activities have learning outcomes; and
- evaluating both the work and student achievement with an eye toward continuously improving our processes, student learning, and the student experience.

MiraCosta College history

Oceanside-Carlsbad Junior College (O-CJC) opened in 1934 in a wing at Oceanside-Carlsbad High School. With just 20 faculty members, approximately 120 students, and only 16 courses, the college was an extension of the Oceanside-Carlsbad Union High School District. Due to the college's need for expansion, it separated from the Oceanside-Carlsbad Union High School District in 1960 and became its own entity—the Oceanside-Carlsbad Junior College District. Construction began on the college's new campus in 1963, located at its present-day hilltop location on Barnard Drive in Oceanside. In 1965, the college adopted a new name—MiraCosta College.

In 1975, the areas served by the San Dieguito Union High School District were annexed to the college, increasing the college's district to include the areas of Del Mar, Solana Beach, Encinitas, Carlsbad, and Oceanside. Because of this, MiraCosta purchased 47 acres in Cardiff to build a site to better accommodate the southern portion of the district and the San Elijo Campus opened its doors in 1988 with a first semester enrollment of nearly 2,500 credit students.

In 1998, the college purchased property on Mission Avenue in Oceanside and in 2000, created a permanent facility, the Community Learning Center, for its growing adult education program.

In March 2015, MiraCosta opened Technology Career Institute to house short-term, not-for-credit and career-training programs, where students are trained to fill a growing demand for industrial technicians in North County. The TCI is also home to the North San Diego Small Business Development Center.

In fall 2017, for the first time in California history, MiraCosta College will offer a bachelor's degree in biomanufacturing that was designed in consultation with faculty and local industry.

MiraCosta continues toward a prosperous future with dedicated faculty, staff, and administrators, whose numbers have grown to include 198 full-time and 552 part-time faculty, 28 administrators, and 347 support staff. Throughout its many decades of growth and changes, one thing has remained constant: MiraCosta College continues its mission of providing superior educational opportunities and student-support services to a diverse population of learners with a focus on their success.

What's in the future for MiraCosta Community College District?

Below are just a few of the improvements included in the 2016 Facilities Master Plan Update.

<p>New Construction</p>	<p>Oceanside (OC)</p> <ul style="list-style-type: none"> • Student Services Building • Gym Complex • Chemistry & Biotechnology Building • Allied Health Building • Arts/Media Building <p>San Elijo (SEC)</p> <ul style="list-style-type: none"> • Student Services and Administration Building <p>Community Learning Center (CLC)</p> <ul style="list-style-type: none"> • Student Resources Building
<p>Renovation/Modernization</p>	<p>Oceanside (OC)</p> <ul style="list-style-type: none"> • Administration Building 1000 • Library Building 1200 • Student Center Building 3400 • Theater Building 2000 • Various Instructional Buildings <p>San Elijo (SEC)</p> <ul style="list-style-type: none"> • Library Building 100 • Student Center Building 900 • Various Instructional Buildings <p>Community Learning Center (CLC)</p> <ul style="list-style-type: none"> • Building A, Student Resources
<p>Site Improvements</p>	<ul style="list-style-type: none"> • Landscape Projects • Parking Projects • Infrastructure Projects (water, gas, sewer, technology)

MiraCosta College at-a-glance

Student Profile (2014/15)

Number of Students	23,493
Full time equivalent students	11,090.5
Credit sections taught	4,032
Gender	
Female	57.4%
Male	42.4%
Unknown	0.3%
Ethnicity	
African American	3.4%
American Indian/Alaskan Native	0.3%
Asian	5.8%
Filipino	2.2%
Hispanic	35.2%
Pacific Islander	0.4%
White	44.5%
Two or More Races	6.2%
Unknown	2.0%

Source: 2016 Student Success Scorecard

As of fall 2015:

- 55 percent of students received any kind of financial aid (federal, state, or scholarships).
- 54 percent of students received the BOG Fee Waiver.
- 30 percent of students received federal aid.
- Over 122 different degrees and certificates of achievement are offered.
- 2,333 degrees and certificates were awarded in academic year 2014/15.
- MiraCosta College served 1,776 military affiliated students (veterans, active duty, and dependents).
- MiraCosta College served 54 former foster youth.
- 56 percent of our students at MiraCosta are between 20 and 30 years old.

How is MiraCosta Community College District organized?

MiraCosta Community College District is composed of four sites: the Oceanside Campus, San Elijo Campus, Community Learning Center (primarily noncredit and adult high school), and Technology Career Institute (not-for-credit, fee-based). An elected board of trustees oversees all sites. The superintendent/president is the chief executive officer of all sites, while the San Elijo Campus, Technology Career Institute, and Community Learning Center each have their own site administrator/supervisor.

The superintendent/president supervises three vice presidents who are responsible for the following areas:

Business and Administrative Services	
<ul style="list-style-type: none">  Fiscal Services  Risk Management  Labor Relations/Title IX Coordinator  Cashiering Services 	<ul style="list-style-type: none">  Facilities  Human Resources  Purchasing and Material Management
Instructional Services	
<ul style="list-style-type: none">  Academic Divisions: <ul style="list-style-type: none"> Community Learning Center, Behavioral Sciences, History, and Adult Education San Elijo Campus, Letters and Communication Studies Arts and International Languages Career and Technical Education and Workforce Development Nursing and Allied Health Community Education and Workforce Development Math and Sciences 	<ul style="list-style-type: none">  Learning and Technology Resources: <ul style="list-style-type: none"> Library and Academic Information Services Math Learning Center Online Education Tutoring and Academic Support Writing Center  Other Services: <ul style="list-style-type: none"> Child Development Center Career Center Small Business Development Center
Student Services	
<ul style="list-style-type: none">  Admissions and Records  Financial Aid  Health Services  School Relations/Diversity Recruitment  Testing Services  Academic Counseling  Disabled Student Programs and Services  Extended Opportunities Program and Services 	<ul style="list-style-type: none">  Student Activities  Transfer Center  Student Life and Judicial Affairs  Athletics and Intramurals  International Education  San Elijo Campus Activities  ASG  Student Discipline  Campus Police

How are decisions made?

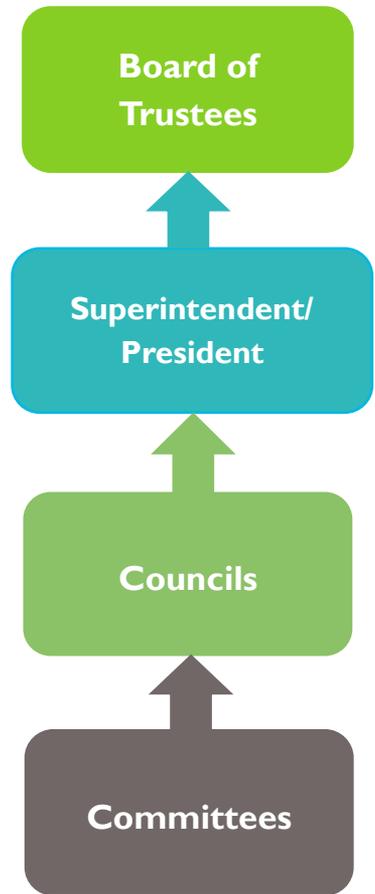
The collegial culture in the MiraCosta Community College District rests on a partnership in which faculty, staff, administrators, and students participate in making decisions. This partnership flourishes when each group understands its own role and respects the roles of other constituent groups. Members of the district community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the district.

The **board of trustees** (BOT) is responsible for oversight on district-wide policies and master plans.

The BOT delegates authority to the **superintendent/president** for final approval of administrative procedures, operational issues, and strategic plans.

The **College Council** is charged with directing policies, procedures, plans, and other matters to the appropriate governance committees and representative councils. Those **committees** and **councils** review and update the policies, procedures, and plans and make recommendations back the College Council.

Evaluation of the governance structure by the college community occurs in the fall semester with internal group evaluations conducted in the spring semester.



Governance councils and committees

Governance councils review and approve recommendations and proposals but do not formulate plans, policies, and procedures. The governance councils make their recommendations to the superintendent/president.

The college's governance councils are as follows:

- College Council—representing all other governance councils and committees
- Academic Senate—representing faculty
- Administrative Council—representing administrators
- Associated Student Government—representing students
- Classified Senate—representing classified staff

Governance committees contain members from all four constituent groups and have subject-matter purview. These committees are advisory to councils and develop proposals that they recommend to the appropriate councils.

The college's governance committees are as follows:

- Academic Affairs Committee (AAC)—formulates and recommends policies on academic and professional matters.
- Budget and Planning Committee (BPC)—formulates and recommends policies and procedures related to institutional, strategic, and integrated planning, grants and gifts, and budget management and preparation.
- Courses and Programs Committee (C&P)—formulates and recommends to the Academic Senate policies and procedures related to the programs and courses offered by the district.
- Institutional Program Review Committee (IPRC)—formulates and recommends to the appropriate councils policies and procedures related to the program review process and its associated standards.
- Outcomes Assessment Committee (OAC)—responsible for facilitating meaningful dialog and assessment practices that support the ongoing improvement of student learning and institutional effectiveness
- Student Success Committee (SSC)—responsible for developing an institutional vision of student success and coordinating and facilitating the work of individuals, programs, departments, and committees that support and improve student success at the college.

More information about the college's governance structure and processes can be found at <http://miracosta.edu/governance/index.html>.

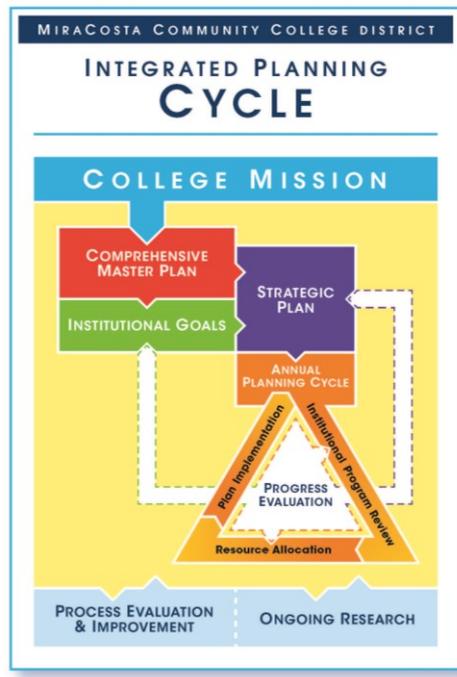
Integrated planning

All planning work at the college is focused on achieving the college mission. The mission statement defines what we do (provide educational opportunities and student support services), for whom we do it (a diverse population of learners), and why we do it (student success).

Long-range planning occurs within the **Comprehensive Master Plan (CMP)**, which is written and reviewed in a 10-year cycle and provides a broad scope and perspective. The CMP contains **five institutional goals** based on our mission as well as demographic and economic trends.

A series of three-year **strategic plans** set objectives to accomplish for the purpose of moving the college closer to reaching its institutional goals. Each objective's action plans designate responsible parties and provide a timeline to complete the work. These plans are tied to program review, which is the gateway to resource allocation to get the work done.

Strategic plan objectives and departmental goals are addressed within an **annual planning cycle** that is tied to **program review** and **resource allocation**.



The college measures progress on the institutional goals by examining whether we have achieved the strategic planning objectives.

Finally, we systematically evaluate the planning process itself to see whether the processes are working and where to fine-tune or, in some instances, alter our efforts. This systematic evaluation puts the college in a mode of sustainable, continuous quality improvement.

Institutional program review and resource allocation

The program review and resource allocation processes are part of an annual planning cycle that begins in September with departmental **review** of program-related data, **reflection** on those data and learning-outcomes results, and the development of program **plans**. It ends in May with approval of funding recommendations by the superintendent/president. The process and timeline for the annual planning cycle are outlined below.

