

Implement, align, and integrate College plans into a fully integrated institutional plan. Develop specific, measurable, realistic and time-bound objectives. Conduct consistent, systematic and timely evaluations of the institutional plan. Measure and evaluate effectiveness in achieving institutional performance objectives and learning outcomes. Complete and begin to implement the Education Master Plan. Demonstrate that decisions regarding priorities result from stated institutional goals and are linked to an integrated institutional plan.

The Scorecard for Recommendation #1

Self Study 2010	Institutional Follow-up 2012	Midterm Accreditation 2013
<ul style="list-style-type: none"> • Integrated planning developmental phase begun. <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> • Mission statement revised and approved. • <i>MiraCosta Community College District 2011 Comprehensive Master Plan</i> approved and implemented. • Institutional goals and objectives completed and approved. • <i>Integrated Planning Manual</i> approved and implemented. • <i>Strategic Plan 2011–2014</i> 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. 	<ul style="list-style-type: none"> • 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.

Develop comprehensive reports to clearly demonstrate the ongoing, systematic review of student learning outcomes; identify and assess student learning outcomes, and use assessment data to plan and implement improvements to educational quality.

The Scorecard for Recommendation #2

Self Study 2010	Institutional Follow-up 2012	Midterm Accreditation 2013
<ul style="list-style-type: none"> • Course-level SLOs (CSLOs): <ul style="list-style-type: none"> ▪ 100% defined ▪ 66% assessed ▪ Reassessment ongoing. • Service area outcomes (SAOs): <ul style="list-style-type: none"> ▪ 100% defined ▪ 66% assessed. • Institutional learning outcomes (ILOs) defined. • Administrative unit outcomes (AUOs): <ul style="list-style-type: none"> ▪ 100% defined ▪ 66% assessed. 	<ul style="list-style-type: none"> • CSLOs: <ul style="list-style-type: none"> ▪ 95% assessed ▪ Reassessment ongoing. • SAOs: 100% assessed and refined. • AUOs: 100% assessed and refined. • ILOs reaffirmed. • Certificate program SLOs (PSLOs): <ul style="list-style-type: none"> ▪ Linked to ILOs ▪ Assessment ongoing. • General education degree PSLOs: <ul style="list-style-type: none"> ▪ 100% defined ▪ Assessment ongoing ▪ Linked to ILOs. • Student Learning Outcomes and Assessment Committee (SLOAC) established. • Draft SLO Handbook completed. 	<ul style="list-style-type: none"> • CSLOs: Departmental discussions about assessment results led faculty to modify teaching practices and revise 77 CSLOs in 2012. • PSLOs: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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. ▪ Participating on the Institutional Program Review Committee (IPRC). • AUOs: Assessments evaluated; results informed recently completed third program-review cycle. • SAOs: <ul style="list-style-type: none"> ▪ Completed second cycle of assessments. ▪ 100% assessed.

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.

The Scorecard for Recommendation #3

Self Study 2010	Institutional Follow-up 2012	Midterm Accreditation 2013
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Develop a process to evaluate the integrity and effectiveness of the college's new governance structure and use the evaluation results as the basis for improvement.

The Scorecard for Recommendation #4

Self Study 2010	Institutional Follow-up 2012	Midterm Accreditation 2013
<ul style="list-style-type: none"> • New Governance Organization (GO) structure in place but not evaluated; evaluation procedures not developed. 	<ul style="list-style-type: none"> • Further improvements based on evaluation recommended and implemented. • Ongoing evaluation process established. • Second cycle of evaluation process implemented. <ul style="list-style-type: none"> ▪ Second annual effectiveness survey conducted. ▪ Committee self-evaluation reports sub-mitted to GO Committee. GO analysis of results completed. • Ongoing assessment described on GO webpage. 	<ul style="list-style-type: none"> • 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.